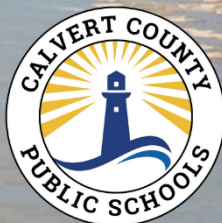# CALVERT COUNTY PUBLIC SCHOOLS

**BLUEPRINT FOR MARYLAND'S FUTURE
PROGRESS MONITORING CONFERENCE
AIB - MSDE - CCPS
OCTOBER 21, 2025**

SUMMARY

Calvert County Public Schools (CCPS) continues to make strong progress toward the goals of the Blueprint for Maryland's Future, advancing equity, excellence, and opportunity for all students. While remaining mindful of barriers and challenges, our educators, leaders, families, and community partners are committed to ensuring that every student in Calvert County has the opportunities, resources, and support to thrive. This report summarizes district progress across the five Blueprint pillars, highlighting key successes and outlining strategies for the year ahead.

PILLAR 1
EARLY CHILDHOOD

Expanding Access, Strengthening Partnerships, Ensuring Every Child Thrives.

ASSESSMENT OF PROGRESS
CCPS is currently **meeting expected** progress to Blueprint outcomes.
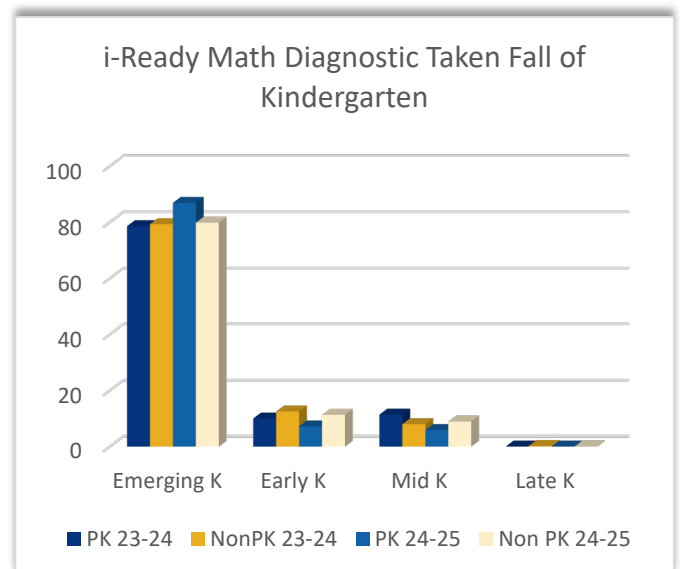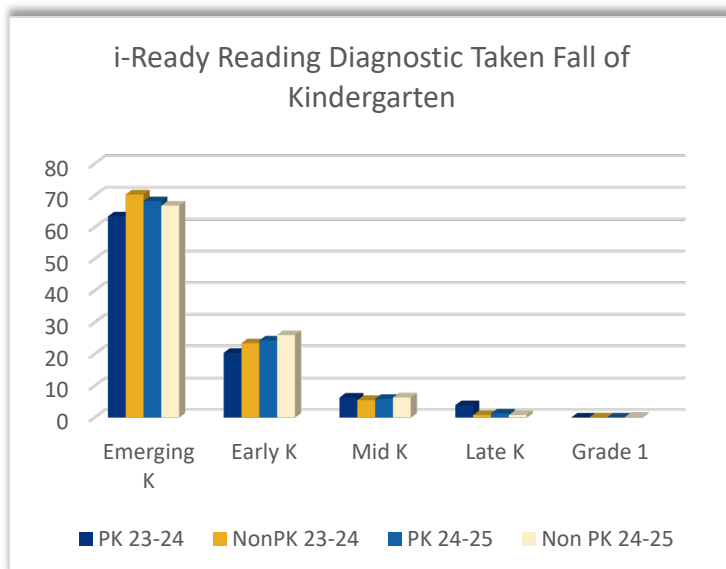
PROGRESS HIGHLIGHTS

- **Expansion PreK-4 Programs**
    - Prior to Blueprint implementation, CCPS offered only five full-day PreK-4 classrooms serving ~100 students.
    - In SY24–25, CCPS operated 17 full-day PreK-4 classrooms serving 253 students, all Tier 1 eligible.
    - For SY25–26, CCPS expanded to 22 full-day classrooms with capacity for 392 students. Currently 318 seats are filled.
    - Every Tier 1 eligible family that applied for PreK-4 placement received access, demonstrating equity and commitment to Blueprint goals.

- **Strengthened Head Start Partnership**
    - CCPS holds the Head Start grant and has transitioned from parallel programming to full program alignment.
    - A certified CCPS teacher has been placed in each Head Start classroom, enhancing instructional quality and ensuring curriculum consistency.
        - Related Arts instruction (e.g., music, art, physical education) is now provided directly by CCPS for all PreK students, expanding enrichment opportunities.
        - The integration of Head Start added 80 additional PreK-4 seats in SY25-26, increasing district capacity without new facilities.

- **Maryland EXCELS Accreditation Progress**
    - Four CCPS schools currently hold a Maryland EXCELS quality rating of 4 out of 5.
    - Eight additional schools have begun the two-year accreditation process, positioning CCPS to meet benchmarks.

PreK fine motor skills in action, Barstow Elementary School

PROGRESS HIGHLIGHTS, CONTINUED

- **Curriculum Implementation & Professional Learning**
  - CCPS adopted and implemented a state-approved prekindergarten curriculum across all CCPS and Head Start classrooms beginning in SY23–24.
  - Professional development opportunities are aligned for all PreK educators, ensuring coherence in instruction and equitable access to training.
  - Collaborative planning sessions and coaching cycles allow teachers and instructional assistants to deepen practice in early literacy (Science of Reading), numeracy, and social-emotional learning.
- **Credentialing of Educators and Paraprofessionals**
  - 73% of paraprofessionals in PreK classroom meet credentialing requirements through degrees or at least 5 years of qualifying experience. The remaining staff are actively pursuing Child Development Associate (CDA) credentials or associate's degrees, supported by CCPS professional development pathways.
  - CCPS is building a formal tracking system for paraprofessional credentialing to ensure compliance with Blueprint expectations.
- **Student Readiness and Data Monitoring –** CCPS is analyzing kindergarten readiness data through screening assessments to compare outcomes of students who attended CCPS PreK with those who did not. Early results show Tier 1 eligible students who attended CCPS PreK demonstrate comparable performance to peers at kindergarten entry, despite initial risk factors.

i-Ready Reading Diagnostic Taken Fall of Kindergarten

PK 23-24 · NonPK 23-24 · PK 24-25 · Non PK 24-25

i-Ready Math Diagnostic Taken Fall of Kindergarten

PK 23-24 · NonPK 23-24 · PK 24-25 · Non PK 24-25

- **PreK Expansion Grant**
  - CCPS was awarded the Maryland PreK Expansion Grant, providing 80 new PreK-4 seats.
  - This funding allows CCPS to expand access while maintaining high instructional standards and alignment.
- **Family & Community Engagement**
  - CCPS has expanded outreach through partnerships with Parks and Recreation, local healthcare providers, and the Early Childhood Advisory Council.
  - Pre-entry family surveys and parent/guardian conferences are being piloted to strengthen home-school transitions and provide teachers with insights into student strengths and needs before the first day of school.

Handwriting application in a PreK class, Barstow Elementary School

CHALLENGES

- Limited physical space to expand PreK classrooms, particularly for 3-year-olds.
- Few approved private providers, limiting mixed-delivery expansion.
- Growing student needs in social-emotional and behavioral regulation.

NEXT STEPS

- ✔ Hire and assign full-time behavior technicians for each elementary school.
- ✔ Expand restorative practices and professional learning in trauma-informed instruction.
- ✔ Increase collaboration with families through transition surveys and conferences.
- ✔ Continue outreach to private providers to build mixed-delivery capacity.

PreK Round-Up event, June 2025

PILLAR 2
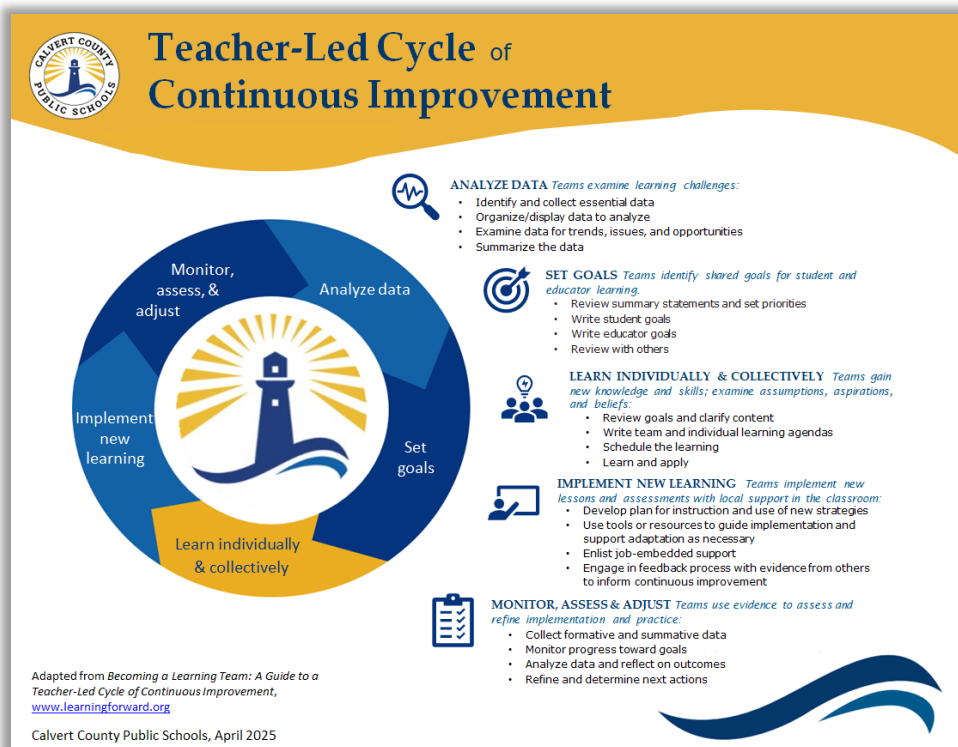## HIGH-QUALITY & DIVERSE TEACHERS & LEADERS

Great Teachers. Strong Leaders. Brighter Futures.

ASSESSMENT OF PROGRESS

CCPS is currently **meeting expected** progress to Blueprint outcomes.

PROGRESS HIGHLIGHTS

- **Leadership Philosophy and Career Ladder Development**
  - CCPS views teacher leadership as essential to student success, staff retention, and school improvement. Leadership is not confined to administrative roles; it begins in the classroom and expands outward as teachers deepen their expertise and contribute to the growth of peers.
  - CCPS collaborated on the development of a Career Ladder and negotiated a pay structure with the Calvert Education Association (CEA) which includes an additional .5-hour workday for non-tenured teachers.
  - Dedicated Level 4 and Peer Assistance Review (PAR) Committees – comprised of teacher association representatives, supervisors, administrators, and central office leaders – met monthly and conducted extensive review of roles, responsibilities, and advancement pathways to ensure shared ownership and system-wide alignment.

Teacher-Led Cycle of Continuous Improvement

Monitor, assess, & adjust

Analyze data

Implement new learning

Set goals

Learn individually & collectively

ANALYZE DATA *Teams examine learning challenges:*
- Identify and collect essential data
- Organize/display data to analyze
- Examine data for trends, issues, and opportunities
- Summarize the data

SET GOALS *Teams identify shared goals for student and educator learning.*
- Review summary statements and set priorities
- Write student goals
- Write educator goals
- Review with others

LEARN INDIVIDUALLY & COLLECTIVELY *Teams gain new knowledge and skills; examine assumptions, aspirations, and beliefs:*
- Review goals and clarify content
- Write team and individual learning agendas
- Schedule the learning
- Learn and apply

IMPLEMENT NEW LEARNING *Teams implement new lessons and assessments with local support in the classroom:*
- Develop plan for instruction and use of new strategies
- Use tools or resources to guide implementation and support adaptation as necessary
- Enlist job-embedded support
- Engage in feedback process with evidence from others to inform continuous improvement

MONITOR, ASSESS & ADJUST *Teams use evidence to assess and refine implementation and practice:*
- Collect formative and summative data
- Monitor progress toward goals
- Analyze data and reflect on outcomes
- Refine and determine next actions

Adapted from *Becoming a Learning Team: A Guide to a Teacher-Led Cycle of Continuous Improvement,* www.learningforward.org

Calvert County Public Schools, April 2025

PROGRESS HIGHLIGHTS, CONTINUED

- **Defining Teacher Roles and Responsibilities**
  - Level 1 & 2 Teachers refine classroom practice, support peers, and begin NBC candidacy.
  - Level 3 Teachers take on expanded responsibilities: mentoring peers, modeling instruction, leading professional learning communities, applying data-driven instructional improvement.
  - Level 4 Lead & Distinguished Teachers will serve as both master classroom teachers and school-based instructional leaders, devoting 40-50% of their time to teaching and the remainder to coaching, professional learning, community engagement, and instructional leadership.
- **Core Competencies and Professional Growth**
  - CCPS created a comprehensive framework of core competencies for Levels 3 and 4 that guides professional learning and selection for leadership roles (Appendix A)
- **Support for National Board Certification (NBC)**
  - CCPS expanded its NBC cohort model, providing financial support, release time, and structured mentorship for candidates.
  - NBC participation has grown rapidly: over 60 teachers are currently pursing certification, with significant growth among elementary and middle school teachers.
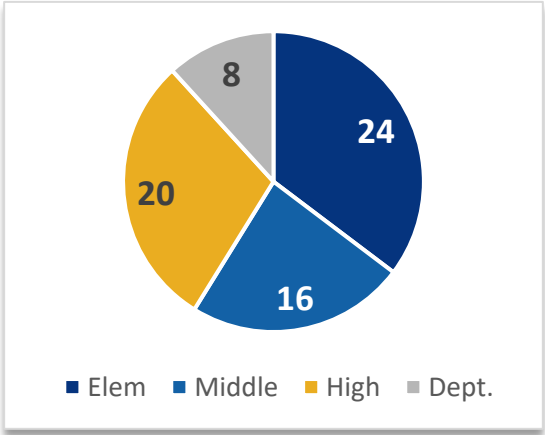
Table 1: Number of CCPS Teachers with NBC

Elem | Middle | High | Dept.
18 | 5 | 32 | 3
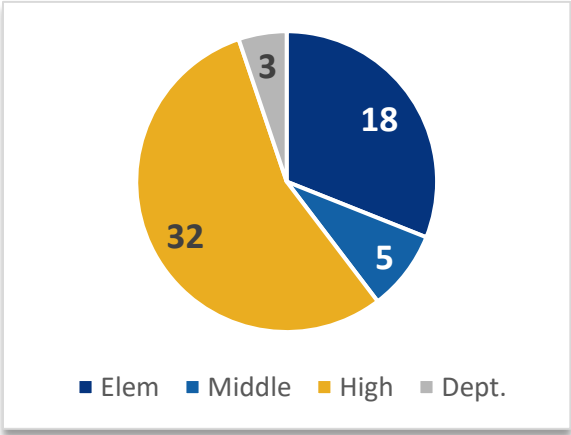
Table 2: Number of CCPS Teachers Pursing NBC

Elem | Middle | High | Dept.
24 | 16 | 20 | 8

- **Professional Learning Structures**
  - CCPS launched the Next Level Leadership Academy, a program designed to prepare current and aspiring leaders through targeted training in instructional leadership, data analysis, and equity-focused practices.
  - Robust professional learning has been provided across content areas (e.g., Science of Reading, Mathematical Practices, Project-Based Learning), as well as the Blueprint Professional Learning Series sessions, ensuring teachers receive system-wide, evidence-based training.
- **Mentoring and Teacher Support Systems**
  - A formal 1:4 mentoring ratio is implemented, providing new teachers with sustained guidance from experienced educators. Contractual time is provided for mentorship, accentuating CCPS' investment in retention and teacher growth.
- **Impact on Teacher Recruitment and Retention**
  - The district's efforts to elevate the teaching profession are aligned with Blueprint priorities and demonstrates CCPS's proactive approach to making teaching both a sustainable and aspirational career in Calvert County.

New CCPS teachers at Teacher Orientation, August 2025

CHALLENGES

- Recruitment challenges due to teacher shortages.
- Limited success with some IHE partnerships.
- Need for increased diversity among NBC candidates.

NEXT STEPS

✔ Increase recruitment return on investment tracking.
✔ Refine partnerships.
✔ Continue NBC marketing and outreach, particularly to diverse staff, and ensure equitable distribution of NBC-certified teachers, particularly in high-needs schools.
✔ Finalize and launch PAR program.
✔ Expand collaboration structures to ensure consistent teaming and teacher collaborative time across schools.

PILLAR 3

COLLEGE & CAREER READINESS

ASSESSMENT OF PROGRESS

CCPS is currently **meeting expected** progress to Blueprint outcomes.

Achievement Today, Opportunity Tomorrow.

PROGRESS HIGHLIGHTS

- **Literacy Advancement – Science of Reading Implementation**
  - All PreK-3 general education teachers and all PreK-5 special education, ESOL, and Title I teachers completed Science of Reading (SoR) training, with Language Essentials for Teachers of Reading and Spelling (LETRS) coursework expanding to administrators, coaches, and selected secondary staff.
  - Early evidence shows clear gains: kindergarten students exited SY24-25 with stronger foundational reading skills than in prior years and reading proficiency has steadily risen across grades 3-5 on MCAP.
  - Targeted work with Tier 1 instructional and high-quality materials, early screening tools, and structured interventions is narrowing achievement gaps, particularly for African American students and those from economically disadvantaged backgrounds.
- **Elementary and Secondary Literacy Success**
  - MCAP data highlight three consecutive years of placing first in the state in Grade 10 English Language Arts (ELA), demonstrating CCPS's strong secondary literacy program.
  - Distinguished Learner rates are increasing at multiple grade levels, showing that more students are exceeding proficiency.
  - Expanded professional development, curriculum alignment, and writing across content areas have strengthened literacy integration in science and social studies.
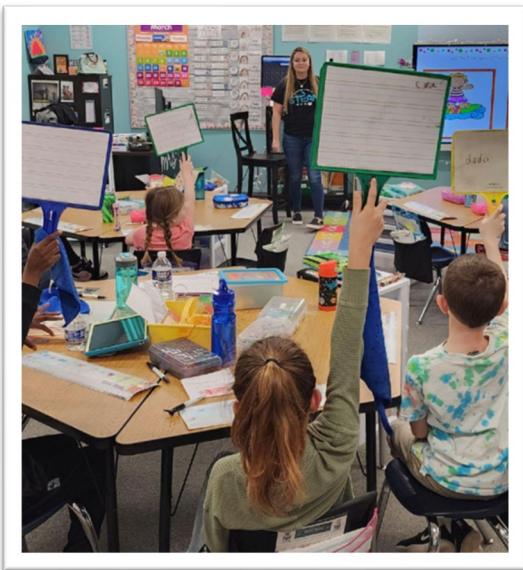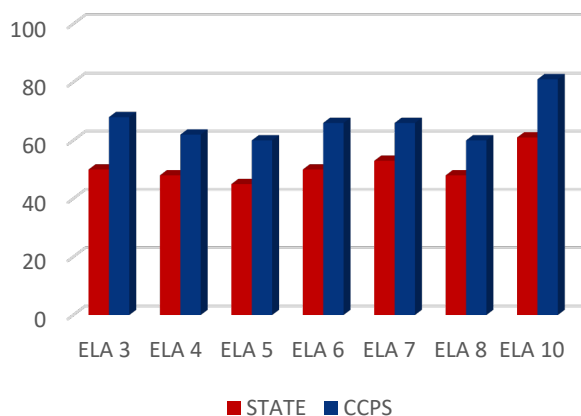

3rd grade literacy instruction, Huntingtown Elementary School

MCAP Mathematics 2025 Performance Data

Legend: ■ STATE ■ CCPS
Categories: MATH 3, MATH 4, MATH 5, MATH 6, MATH 7, MATH 8, ALG 1
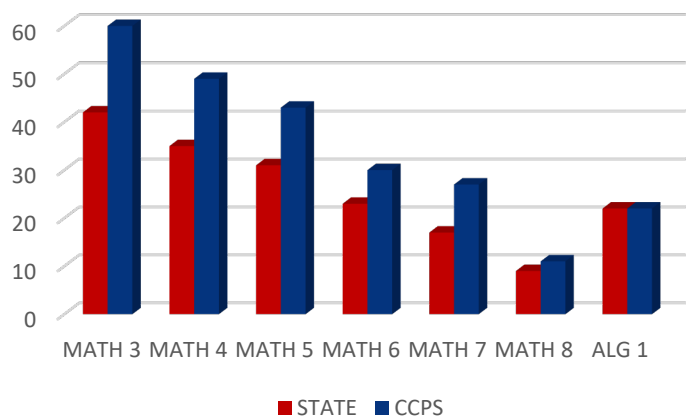
MCAP ELA 2025 Performance Data

Legend: ■ STATE ■ CCPS
Categories: ELA 3, ELA 4, ELA 5, ELA 6, ELA 7, ELA 8, ELA 10

Source: 2025 Maryland School Report Card https://reportcard.msde.maryland.gov

- **Mathematics Innovation**
  - CCPS invested in professional learning for mathematics teachers, including MTSS math training and coaching on acceleration/deceleration models.
  - Personalized learning platforms (iReady, iXL) were implemented, supporting both remediation and enrichment in math instruction.
  - The Algebra I Lab pilot provided intensive, small-group instruction and embedded support for students at risk of failing Algebra I. Early results show increased pass rates and stronger MCAP Algebra I performance.
  - Multiple models are being reviewed to ensure implementation of the new 300-minute middle school math requirement.
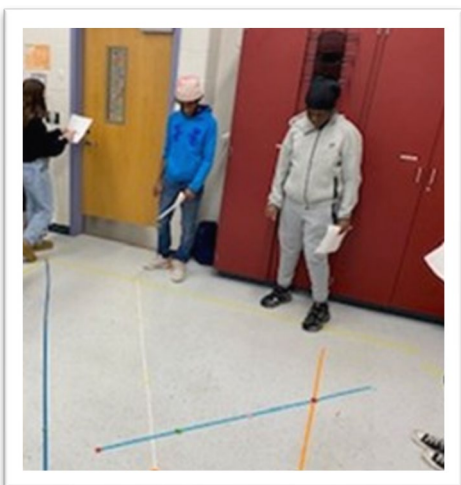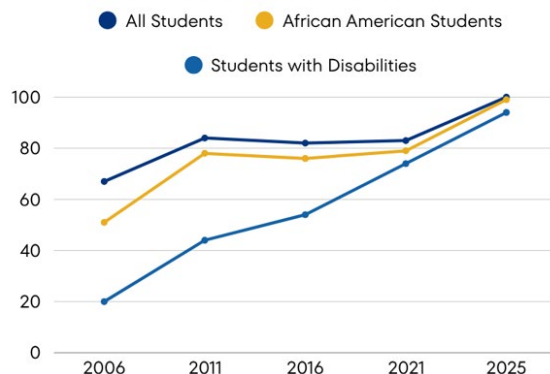

8th grade students use points on the line to determine rate of change, Calvert Middle School

SUCCESS IN ALGEBRA II

100%

In 2025, **100% of seniors** completed Algebra II, representing a remarkable achievement and reflecting the commitment to educational excellence across all demographics in CCPS.

Percentage of Seniors Successfully Completing Algebra II During CCPS Career

● All Students ● African American Students
● Students with Disabilities

Years: 2006, 2011, 2016, 2021, 2025

Efforts to close the opportunity gap have resulted in notable improvements in upper-level mathematics achievement, particularly among students from underserved populations.

PROGRESS HIGHLIGHTS, CONTINUED

- **Career and Technical Education (CTE) Expansion**
  - CTE pathways increasing, offering students more access to industry-recognized certifications.
  - Industry partnerships have expanded opportunities for work-based learning, including internships, apprenticeships, and career shadowing aligned with local workforce needs.
- **Early College and Advanced Placement Opportunities**

CALVERT COUNTY PUBLIC SCHOOLS

RANKED 3RD IN MARYLAND FOR AP PASSING

ENGLISH LANGUAGE ARTS & MATHEMATICS

Source: MSDE Office of Teaching and Learning, January 2025

  - The Early College Academy has expanded enrollment, providing students with the opportunity to earn college credits while still in high school.
  - Advanced Placement (AP) offerings are expanding, with new courses under development and ongoing efforts to increase equitable access to rigorous coursework.
  - AP participation and performance rates are trending upward, reflecting CCPS's efforts to expand access and support for underrepresented student groups.
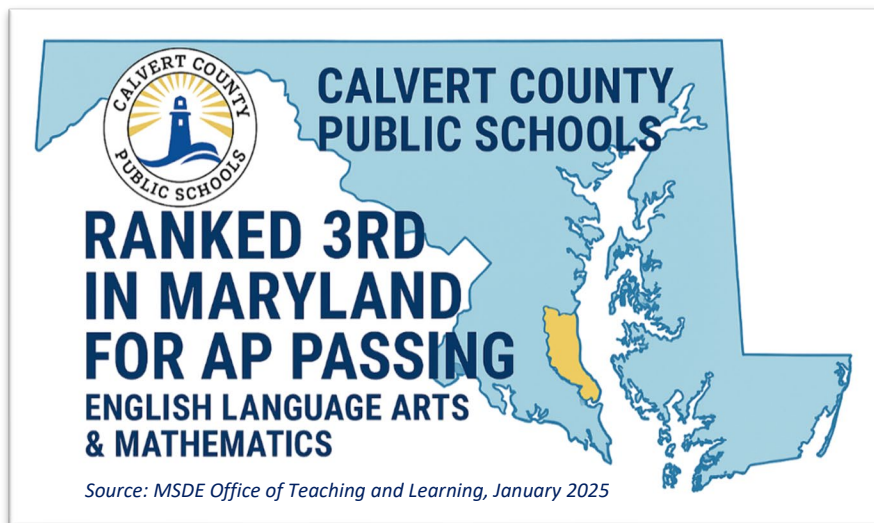
- **Student Support Systems and Monitoring**
  - CCPS implemented structures for early identification of students at risk of not meeting College and Career Readiness (CCR) standards by Grade 10.
  - Plans for expanded use of the Panorama platform will provide data dashboards that allow educators, administrators, and families to monitor progress toward CCR benchmarks, academic growth, and social-emotional indicators.
  - School teams are building intervention pathways that ensure students not meeting CCR standards by Grade 10 receive targeted supports, including tutoring, credit recovery, or extended learning opportunities.
- **Equity Focus**
  - CCPS continues to prioritize narrowing persistent achievement gaps for multilingual learners (MLL), students with disabilities (SWD), economically disadvantaged students, and students in historically marginalized groups.
  - Professional learning and curriculum supports are increasingly tailored to meet diverse learner needs while maintaining high expectations.
  - Targeted monitoring and reporting structures ensure Blueprint CCR requirements are met equitably across student groups.

Secondary students collaborate to create a pledge for equitable and safe learning environments.

CHALLENGES

- Overlapping MSDE policy changes in math and literacy create implementation strain.
- Resource limitations (funding, staffing, substitutes, coaching support).
- Persistent achievement gaps for SWD, MLL, economically disadvantaged students, and students in historically marginalized groups.

NEXT STEPS

- ✔ Implement Panorama platform to improve progress monitoring.
- ✔ Refine Tier 1 mathematics instruction, acceleration/deceleration pathways, and 300-minute middle school math requirement.
- ✔ Continue literacy integration into science and social studies and expand writing interventions.
- ✔ Grow Early College and AP access opportunities.

CCPS presenters at the Fall Learning Festival, November 2024, Windy Hill Elementary

PILLAR 4

MORE RESOURCES FOR STUDENTS

ASSESSMENT OF PROGRESS

CCPS is currently **meeting expected** progress to Blueprint outcomes.

Every Student Supported, Every Student Succeeds.

PROGRESS HIGHLIGHTS

Students dissecting a frog in Biology class, Calvert High School.

- ESOL programming strengthened with newcomer courses, SIOP integration in core classes, and regional site expansion.
- Multilingual family engagement enhanced through Talking Points translation platform, family coordinators, interpreters, and targeted conferences.
- District-wide expansion of Multi-Tiered Systems of Support (MTSS), integrating academic, social-emotional, and behavioral supports.
- Trauma-informed and restorative practices training provided to all elementary staff; secondary rollout underway.
- Partnership with Maryland Consortium on Coordinated Community Supports: 8 agencies now provide behavioral/mental health services.

5th grade class engaging in a Restorative Circle, Sunderland Elementary School

Key Trainings from 2024 to 2025

TEACCH Training Courses

Delivered 2-day and 3-day courses for 90+ staff, enhancing skills in special education support.

- Strategies for Success in the General Education Setting
- Fundamentals of Structured Teaching

September 2024 - September 2025

- Trained staff implement Student Support Plans/ Structured Teaching Plans
- General education teachers increasingly use task lists & visual supports with consultation from TEACCH-trained staff

LSCI (Life Space Crisis Intervention)

Trained 155 staff in LSCI, improving crisis intervention skills and strategies for conflict resolution.

- Provided 2- and 4-Day Certifications
- Provided 2-Hour Overviews to BAES and WHES staff
- Supplemental Trainings:
  - "The Angry Smile"
  - "Turning Down the Heat"

RENEW (Tier 3 Behavioral Support)

Implemented behavior support strategies for students, showing significant improvement in outcomes.

- October 2024: 5 high school counselors/social workers from 2 high schools and Alt Ed program trained
- December 2024-June 2025: 14 Student Mapping Success Plans created
- March 2025: 5 additional high school counselors/social workers and Mental Health Coordinator trained
- University of New Hampshire Staff Development

Restorative Practices Progress

- Implemented training sessions for 60 staff, promoting positive behavior and conflict resolution strategies.
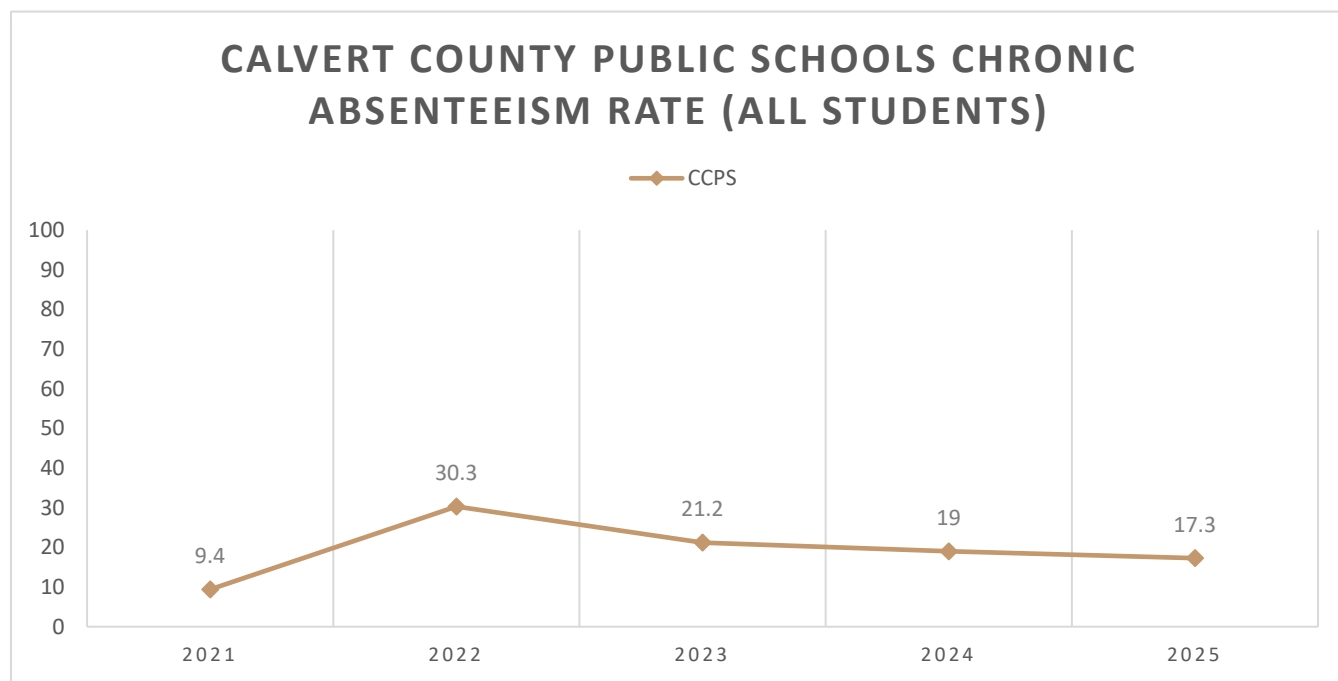- **Goal: 100% of staff trained by end of 2026**

CHRONIC ABSENTEEISM

Calvert County Public Schools uses a multi-tiered system to promote attendance and engagement. Universal strategies—such as relationship building, restorative practices, and school-wide incentives—foster belonging and motivation. Parent engagement through communication and outreach reinforces the importance of regular attendance. Individualized supports, including student check-ins, mentorship, home visits, and referrals to community programs, address specific barriers.

Attendance data are routinely disaggregated and reviewed by school-based Student Support Teams (SSTs) and district-level Pupil Personnel Workers (PPWs) to identify at-risk groups. Chronic absenteeism is most prevalent among African American, Hispanic, economically disadvantaged, and students who have McKinney–Vento status. CCPS also regularly monitors student engagement for those receiving Home and Hospital Teaching (HHT) or Chronic Health Impairment Program Services (CHIPS). CCPS addresses root causes—such as transportation and unmet basic needs—through coordinated services and community partnerships.

Attendance is monitored through a five-tiered intervention system outlined in the CCPS Attendance Intervention Guide for Administrators. Staff track daily attendance and intervene at defined absence thresholds. Monthly data reports from the Student Information System (SIS) inform both school and district planning, ensuring early, data-driven interventions before students become chronically absent.

CALVERT COUNTY PUBLIC SCHOOLS CHRONIC ABSENTEEISM RATE (ALL STUDENTS)

◆— CCPS

| Year	2021	2022	2023	2024	2025
CCPS	9.4	30.3	21.2	19	17.3

2021-2025 CHRONIC ABSENTEEISM PERCENT BY LEVEL

	2021	2022	2023	2024	2025
Elementary	9.4	29.8	20.4	16.1	14.8
Middle	9.7	27.9	19.6	18.3	15.8
High	9.1	32.8	23.3	21.9	21.7

CHALLENGES

- Time constrains for professional learning and coordination of supports.
- Staff turnover impacting collaborative structures to support students with disabilities.

NEXT STEPS

✓ Place Restorative Practices Facilitators in every school (SY25-26)
✓ Expand training in Mindset Safety, SDI, and Trauma-Informed strategies for instructional assistants and teachers.
✓ Strengthen district coordination of support services across departments.
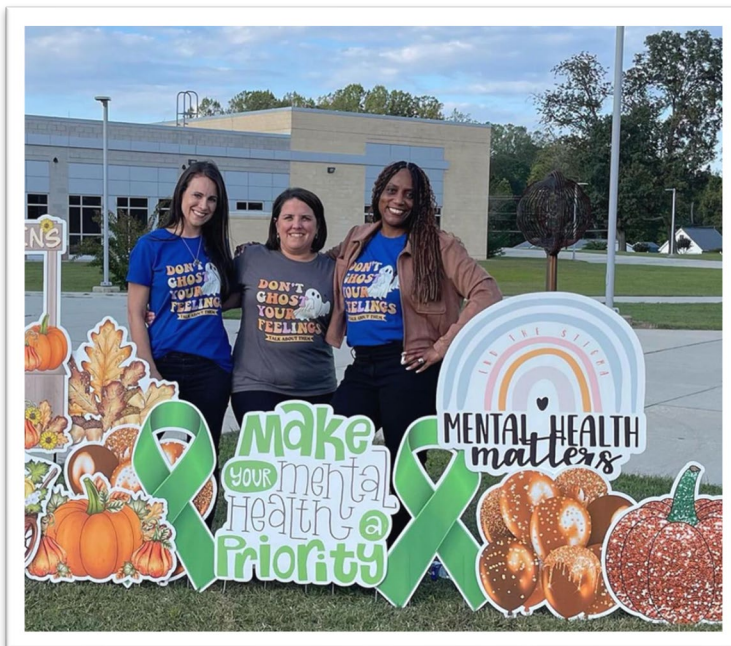
Pictured L to R: CCPS Mental Health Coordinator Tiffany McFarland, CCPS Student Services Supervisor Suzanne McGowan, CCPS Director of Student Services Cecelia Lewis

"These trainings completely changed how I approach student support. The focus on structured teaching strategies and crisis intervention techniques gave me practical tools to create calm, predictable environments that help de-escalate conflicts. I'm excited to expand my use of restorative practices and support individualized planning for high school students with the knowledge I gained through RENEW training. I'm now more equipped to help students succeed academically and socially!" – Tiffany McFarland, CCPS Mental Health Coordinator

PILLAR 5

GOVERNANCE & ACCOUNTABILITY

ASSESSMENT OF PROGRESS

CCPS is currently **meeting expected** progress to Blueprint outcomes.

Accountability that Drives Achievement.

PROGRESS HIGHLIGHTS

- **Blueprint Implementation Plan and Oversight**
  - CCPS successfully submitted and received approval for its Blueprint Implementation Plan, ensuring alignment with requirements.
  - CCPS has established internal structures to monitor implementation progress, ensuring accountability across departments and schools.
  - Two CCPS schools have hosted Expert Review Team visits, with one school and CTA scheduled for SY25-26.
- **Financial Systems and Cost Allocation**
  - New methodology was established to allocate expenditures at the school level, disaggregating costs by funding source.
  - This system provides transparency and ensures that funds are being used as intended to drive instructional and equity outcomes.
  - Monthly financial reports are now reviewed across departments, creating cross-functional collaboration.
- **Minimum School Funding Requirements**
  - CCPS has achieved compliance with the Minimum School Funding requirement for FY25, with one exception in the PreK program category. CCPS exhibits strong fiscal responsibility and a commitment to align resources with Blueprint priorities.
  - CCPS continues to refine tracking mechanisms to ensure that state and local contributions meet Blueprint requirements.
- **Community and Stakeholder Engagement**
  - Governance structures include communication with principals, staff, and community members to provide clarity on Blueprint expectations and district progress.
  - CCPS has increased transparency in communicating funding allocations and program outcomes.

Progress in Action: Oversight, Alignment, and Review

Fiscal Stewardship Supporting Blueprint Priorities

CHALLENGES

- Complexity of Financial Tracking
  - Assigning costs to specific Blueprint categories requires extensive manual reconciliation and has placed additional workload on a small finance team.
  - PreK Expansion Grant expenditures impede success meeting the 75% MSF requirement.
- Capacity Challenges
  - Limited staffing within the Finance Department and competing responsibilities across district leadership pose challenges for sustaining the level of detailed monitoring required by the Blueprint.
  - Ensuring all staff understand and comply with the new accountability structures requires continuous training and communication.
- Revenues to Implement Requirements
  - Blueprint expenditures place an additional strain on the local school district budget.
  - Finite local funding limits the district's ability to sustain or expand programs and services for students.

NEXT STEPS

- ✔ Streamline Cost Allocation Processes
- ✔ Strengthen Cross-Department Collaboration
- ✔ Maintain and Expand Accountability Structures
- ✔ Increase Stakeholder Transparency

Construction Milestone: The new Northern Middle School takes shape

DISTRICT-SELECTED TOPIC:
CAREER COUNSELING

From Exploration to Opportunity.

"I like talking to my career advisor and comparing that with the conversations I have with my parents. They all give me suggestions and ideas on how to achieve my goals." – Lucy B., 11th grade

Students attending a career exploration field trip at Calvert Cliffs Nuclear Plant

ASSESSMENT OF PROGRESS

CCPS is currently **meeting expected** progress to Blueprint outcomes.

PROGRESS HIGHLIGHTS

- **Systemic Shift**
  - CCPS has moved to a district-wide Career Counseling Framework that spans grades 6-12, ensuring structured, proactive, and equitable career guidance for all students.
- **Staffing & Leadership**
  - Career Advisors are now placed in every secondary school. A district-level Career Advisor Coordinator provides vision, alignment, and accountability, supported by ongoing professional development and certification. Career counseling and instructional staff collaborate for successful career counseling program implementation and outcomes (Appendix B).
    - **Systems & Tools**
      - A scope and sequence framework guarantees grade-specific career activities, from middle school exploration to high school planning (Appendix C). Six-year academic and career plans are being developed in PowerSchool, tying career goals directly to course selection and readiness benchmarks.

Students participating in a hands-on simulation at the Inaugural Career Camp, July 2025

- **Student Experiences**
  - Students across grade levels now participate in structure activities:
    - Middle school: career video segments, field trips, summer exploration programs, and a "Reality Fair" connecting financial literacy to career pathways.
    - High school: mock interviews, guest speaker sessions, industry partner events, and expanded work-based learning opportunities such as job shadowing and internships.
- **Recognition & Feedback**
  - Students report increased clarity in career interests and decision-making. Principals note the improved visibility and contribution of Career Advisors in school communities.

CHALLENGES

- Recruitment & Retention of Career Advisors
- Consistency with School-Level Implementation
- Partnership Development

NEXT STEPS

- ✓ Continue: Deliver consistent training and professional development for Career Advisors
- ✓ Modify: Use six-year plans for exploration and academic monitoring, CCR alignment, and post-secondary decision-making
- ✓ Start:
  - Fully implement six-year plans in PowerSchool across grades 6–12, accessible to parents, teachers, and students.
  - Deepen partnerships with business and industry to expand authentic, career-connected experiences (internships, apprenticeships, shadowing).
  - Work with Tri-County Council and College of Southern Maryland to develop longitudinal advising models bridging high school to college/career.
  - Sharpen communication with school leaders to reinforce the cultural shift toward integrated, whole-school career readiness.

APPENDICES

Appendix A

CALVERT COUNTY PUBLIC SCHOOLS

Level 3 and Level 4 Teacher Core Competencies

Student Excellence

Competency: Exhibits the instructional expertise, mindset, and pedagogical strategies required to ensure high levels of learning for all students.

Growth Mindset

Competency: Demonstrates a commitment to continuous improvement, reflective practice, and resilience in pursuit of professional and student excellence.

Culture & Belonging

Competency: Fosters and sustains a learning environment where every student and staff member feels valued, respected, and supported.

Community Engagement

Competency: Develops and maintains meaningful partnerships with families, colleagues, and the broader community to support student learning and well-being.

Professional Attributes

Competency: Consistently demonstrates integrity, reliability, sound judgement, and professionalism in all interactions and responsibilities.

TEACHER COMPETENCIES, BEHAVIORS, ALIGNED ACTIONS

STUDENT EXCELLENCE

Competency: Exhibits the instructional expertise, mindset, and pedagogical strategies required to ensure high levels of learning for all students.

Level 3 Teachers: Behaviors and Aligned Actions

Core Behaviors:	Aligned Actions:
- Demonstrates strong content and pedagogical knowledge - Makes interdisciplinary and cross-grade connections - Maintains high academic expectations - Demonstrates a belief in the potential of all students - Applies MTSS and data-informed practices - Adapts instruction to support diverse learners	- Holds and communicates a belief in every student's ability to succeed academically. - Designs engaging, relevant instruction that connects with students' experiences. - Sets rigorous learning goals and provides the support needed to achieve them. - Utilizes data and formative assessments to monitor progress and personalize instruction. - Supports instructional initiatives and models effective strategies.

Level 4 Teacher Leaders: Level 3 + Distinctive Behaviors and Actions

Demonstrated capacity and skill in:

- Leading instructional initiatives, modeling effective strategies and mentoring peers.

- Designing, planning, and providing rigorous and engaging instruction in content areas, for the full range of diverse students.

- Leading and facilitating collaborative instructional planning.
  - With leadership teams and grade or content teams to develop core instruction and tiered instructional strategies that meet the needs of all learners.
  - With leadership teams and grade or content teams to design, implement, and progress monitor the impact of student-specific strategies.

- Designing and conducting grade-level and school-wide professional development (e.g., professional learning opportunities) in collaboration with teachers, administrators, and district leaders.

- Developing and implementing approaches to monitoring and improving classroom instruction (e.g., developing walkthrough tools, leading grade-level or schoolwide reviews of instruction, analyzing student data in reference to learning goals).

TEACHER COMPETENCIES, BEHAVIORS, ALIGNED ACTIONS

GROWTH MINDSET

Competency: Demonstrates a commitment to continuous improvement, reflective practice, and resilience in pursuit of professional and student excellence.

Level 3 Teachers: Behaviors and Aligned Actions

Core Behaviors:	Aligned Actions:
- Proactively initiates actions to improve practice - Demonstrates solutions-oriented thinking - Reflects on and implements feedback - Identifies and addresses barriers to student learning - Engages in ongoing professional learning	- Actively seeks and applies feedback to enhance instructional practice and student achievement. - Demonstrates persistence and adaptability, viewing challenges and setbacks as opportunities for growth. - Models a growth mindset through curiosity, flexibility, and high standards for self and others. - Actively contributes to collaborative problem-solving and school-wide improvement initiatives. - Supports others through fostering a culture of shared growth and professional excellence.

Level 4 Teacher Leaders: Level 3 + Distinctive Behaviors and Actions

Demonstrated capacity and skill in:

- Providing instructional feedback and modeling core and tiered instructional practices.

- Supporting others through mentorship or coaching, fostering a culture of shared growth and professional excellence.

- Leading and conducting action research and using PDSA cycles with colleagues to improve instruction and programming.

- Leading and facilitating teacher teams in analyzing data to improve core and tiered instruction.

- Supports others through mentorship or coaching, fostering a culture of shared growth and professional excellence.

- Reflects critically on practice and feedback to improve leadership impact and support system-wide improvement.

TEACHER COMPETENCIES, BEHAVIORS, ALIGNED ACTIONS

CULTURE & BELONGING

Competency: Fosters and sustains a learning environment where every student and staff member feels valued, respected, and supported.

Level 3 Teachers: Behaviors and Aligned Actions

Core Behaviors:	Aligned Actions:
- Practices inclusiveness and cultural responsiveness - Demonstrates empathy and respect - Maintains high expectations equitably - Promotes a sense of belonging among students and staff - Reflects and mitigates personal bias - Establishes and maintains professional boundaries	- Establishes a classroom environment that is emotionally and physically safe, welcoming, and inclusive. - Incorporates diverse identities, perspectives, and voices into instruction and materials. - Provides students with regular opportunities to express their voices and participate in decision-making. - Prioritizes holistic development – academic, social, emotional, and physical - of all students. - Builds and sustains trusting relationships with students, families, and colleagues. - Engages in self-reflection to identify biases and increase cultural competence.

Level 4 Teacher Leaders: Level 3 + Distinctive Behaviors and Actions

Demonstrated capacity and skill in:

- Providing feedback on and modeling how to establish a safe and secure learning environment for all students.

- Cultivating relationships and interactions that foster trust, risk-taking, and collaboration.

- Leading and facilitating teacher teams in establishing a safe and secure learning environment for all students.

- Developing and providing training and professional development to teachers.

- Collaborating and working with fellow leaders, teachers, and with students to increase opportunities for students' voices to be heard and used to support school improvement.

- Supporting the design and implementation of student advisory and goal setting that supports students' success in CCR pathways.

TEACHER COMPETENCIES, BEHAVIORS, ALIGNED ACTIONS

COMMUNITY ENGAGEMENT

Competency: Develops and maintains meaningful partnerships with families, colleagues, and the broader community to support student learning and well-being.

Level 3 Teachers: Behaviors and Aligned Actions

Core Behaviors:	Aligned Actions:
- Communicates proactively and clearly - Cultivates trusting and productive relationships with shareholders - Promotes shared responsibility and collaboration - Fosters inclusive engagement initiatives - Resolves conflicts constructively and models appropriate responses	- Collaborates with colleagues, families, and community members to address barriers to student success. - Communicates effectively across multiple platforms to keep families informed and engaged. - Establishes authentic, respectful partnerships with all shareholders. - Actively involves families and/or community members in school or classroom activities and solutions. - Navigates and resolves conflicts with professionalism and empathy. - Encourages and models collaborative teamwork to enhance student and school outcomes.

Level 4 Teacher Leaders: Level 3 + Distinctive Behaviors and Actions

Demonstrated capacity and skill in:

- Actively involves families and community members in school planning, activities, and solutions.
- Leads initiatives that ensure all voices – particularly those of historically marginalized families – are represented in decision-making and planning processes.
- Mentors and coach colleagues to strengthen family and community engagement practices.
- Models strategies and tools to support inclusive, asset-based communication and partnership development.
- Coordinates or supports schoolwide engagement strategies that align with Community Schools frameworks or school improvement goals.
- Identifies and mobilizes community-based resources to support academic pathways, mental health, career readiness, and holistic student development.
- Ensures outreach and communication practices are linguistically appropriate, culturally affirming, and accessible to all families and community shareholders.

TEACHER COMPETENCIES, BEHAVIORS, ALIGNED ACTIONS
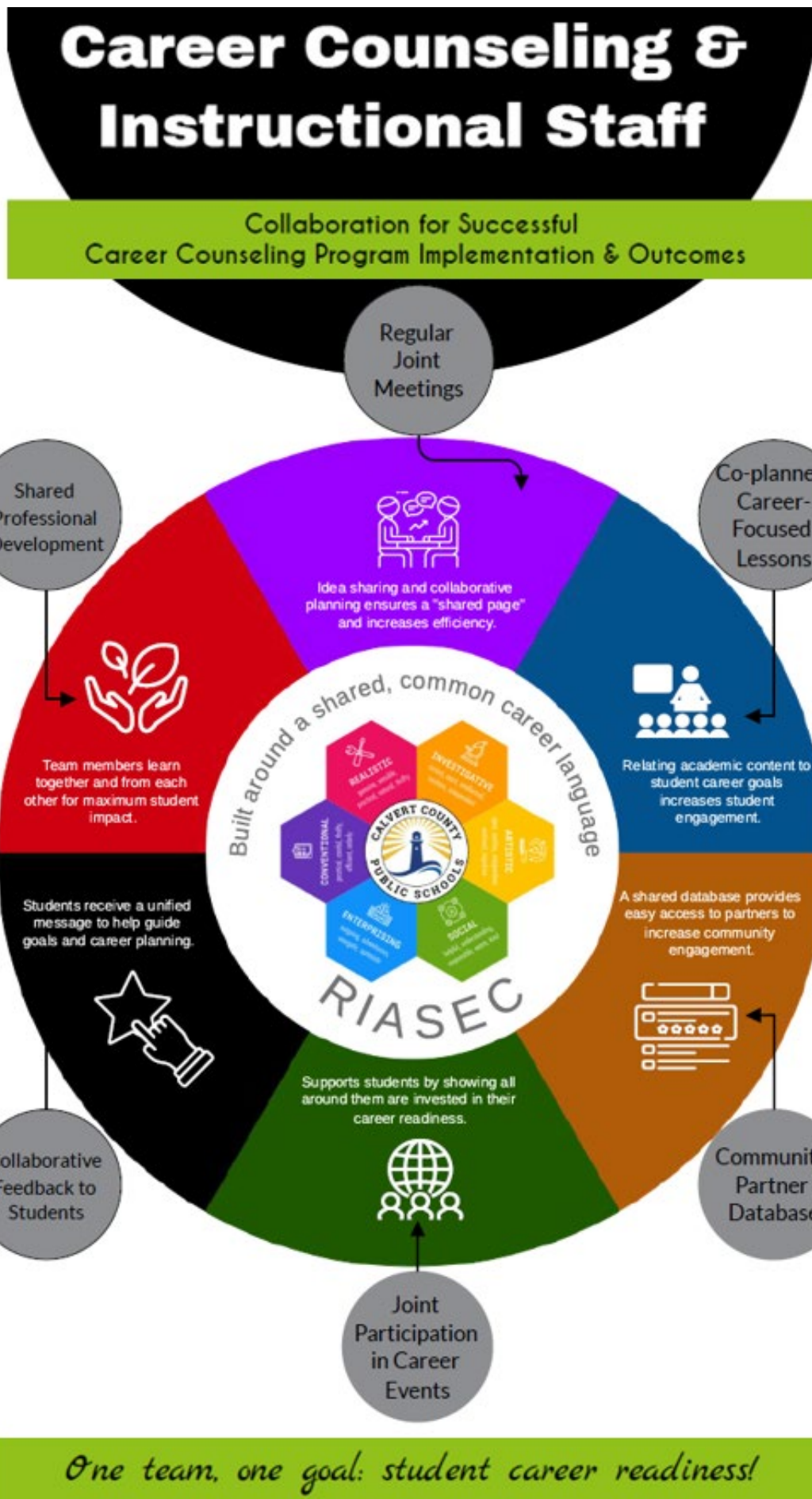
PROFESSIONAL ATTRIBUTES

Competency: Consistently demonstrates integrity, reliability, sound judgement, and professionalism in all interactions and responsibilities.

Level 3 Teachers: Behaviors and Aligned Actions

Core Behaviors:	Aligned Actions:
- Communicates clearly and professionally - Demonstrates sound, ethical decision-making - Pursues continuous professional growth - Exhibits emotional intelligence - Maintains consistency, reliability, and organization - Aligns actions with school and district values	- Exercises critical thinking and judgment in complex or high-stakes situations. - Demonstrates emotional intelligence, awareness, empathy, and composure. - Communicates with professionalism and clarity in all formats. - Builds trust and credibility through consistent, ethical, and dependable behavior. - Effectively leads teams and/or initiatives with focus, inclusivity, and accountability.

Level 4 Teacher Leaders: Level 3 + Distinctive Behaviors and Actions

Demonstrated capacity and skill in:
- Consistently models honesty, fairness, and ethical decision-making in all professional responsibilities and relationships.
- Serves as a role model for ethical conduct and promotes a culture of trust and accountability.
- Fulfills responsibilities with consistency, precision, and a strong sense of ownership.
- Honors commitments and follows through on tasks and initiatives with diligence and timeliness.
- Applies critical thinking, discernment, and situational awareness when navigating challenges and making high-impact decisions.
- Balances short- and long-term perspectives, student needs, and system priorities to guide thoughtful action.
- Conveys ideas and information in a respectful, clear, and contextually appropriate manner across diverse audiences and formats.
- Engages in active listening and maintains professionalism, even in high-pressure or emotionally charged situations.
- Earns the trust and respect of colleagues, students, and shareholders through consistent, values-aligned behavior.
- Pursues ongoing professional development.

Appendix C

Calvert County Public Schools
Career Advising Program Framework
Grades 6 through 12

Introduction:

The Blueprint for Maryland's Future establishes that each district shall have a comprehensive career counseling program that ensures "100% of students receive individualized career counseling" each school year. This framework outlines the overarching questions, basic learning goals, and both required and suggested activities for students in grades 6 through 12. The framework largely guides the specific work of career advisors located in each middle and high school. However, the framework serves as a useful tool for other educators and those working with students to see how/where their existing work may help compliment the goals and activities of the career advising program, thus strengthening the experience for all students. This framework exists to meet not only the mandate of the Blueprint, but also to guide and meet the expectations of the mission and vision for the career advising program:

Vision: Calvert County Public Schools envisions graduates who confidently navigate their unique career journeys, empowered to pursue personally fulfilling and financially stable futures in careers that fit their own unique strengths, interests, and values.

Mission: Calvert County Public Schools career advisors collaborate with a wide range of internal and external stakeholders to deliver strategic, intentional, and individualized career advising to all students in grades 6 through 12. Through a progression of activities and experiences that increase in complexity over time, students not only explore a variety of careers but also develop and practice essential career-related decision-making skills that empower them to pursue any future career in a constantly evolving and expanding job market.

The ideals of the stated vision and mission are interwoven into all aspects of the framework.

How to Use This Framework: The recommended use of this framework in practice is to consider the overarching question for the specific grade level or grade band and then consider activities which help students to answer that question. At middle school, the framework is specific by grade level. In high school, the framework is broken down into "Pre" and "Post" CCR. Although for most students this means "9th and 10th" vs. "11th and 12th" grades – if a student demonstrates CCR status prior to 11th grade, it is both acceptable as well as encouraged that students progress into post-CCR activities.

Last Updated August, 2025

MIDDLE SCHOOLS

SIXTH GRADE					
Overarching Question(s)	"Who Am I?" (Developing Identity) (What are my strengths and interests?)				
Learning Goals	• Students understand the purpose of career advising activities • Students know how to access career advising resources • Students understand and can name the 6 RIASEC themes • Students can identify their leading RIASEC themes • Students can define/name individual strengths, interests, and talents				
Key Terminology & Vocabulary	• Strength • Career • Interest • Career Clusters • Hobby				
Required Activities	**What?**	**Who?**	**Suggested Collaboration/location**	**Time?**	**Complete by**
	Whole Group RIASEC Intro	Career Advisors Teachers	In classrooms across one core subject area (ex all 6th grade ELA classes)	1 Full Class Period (40 mins)	By end of Q1
	Xello: "Welcome to Xello" "Matchmaker"	FACS Teachers CA's	FACS classes	1 Full Class Period (40 mins)	Completed from Sept 1 through May 1.
	Individualized RIASEC Sessions w/Xello "Interests" Lesson Part One	Career Advisors	Career Advising Office	Full Class	Completed from Sept 1 through May 1.
	"ME Trees"	CA's, Teachers	In classrooms (or advisory)	3 class periods	By 6th grade transition night

Sixth grade, continued

Suggested/Supplemental Activities	• Guest speakers to specific classes (emphasis on individualized follow-up with CA) • Career Lunch groups (CA flexibility to have static or rotating groups, how to select students, etc.) • Field trips (appropriate FT's should focus on a student's ability to explore strengths, interests, and talents) • Exploring careers via Xello resources for familiarity, introduction • Exploring careers in specific clusters
Culminating (Assessing) Activity	"ME Trees" activity will assess students' progress and understanding of "Who Am I?"

SEVENTH GRADE	
Overarching Question(s)	"Who Am I?" (Developing Identity & Expanding Experiences) (What are my values?)
Learning Goals	• Students can identify and differentiate between personal inventories (interest vs. Strengths) • Students can name and identify career clusters and how RIASEC themes may relate to various clusters • Students can connect strengths and interests to career clusters • Students can connect strengths and interests to RIASEC themes
Key Terminology & Vocabulary	• Technical Skills • Academic Skills • Professional Skills • Personal Skills • Values • Career clusters

Seventh grade, continued

Required Activities	What?	Who?	Suggested Collaboration/location	Time?	Complete by
	Me Tree Review and Career Awareness Fair prep	Career Advisor Teachers	In classrooms across one core subject area	One full class period	Prior to Career Fair in Q3
	Career Awareness Fair (linking to career clusters)	Career Advisor Any/all core content	School	Half day event	End of Q3
	Career Fair Follow-Up (Individualized)	Career Advisor	Small, individualized groups	At least 30 mins per students.	Completed from Sept 1 through May 1.
	Xello Lesson: "School Subjects at Work"	Career Advisor	In classrooms or individualized groups in advisor office	Dependent on format location	Completed from Sept 1 through May 1.
Suggested/Supplemental Activities	STEM Fest, Finance Fair, Maryland Future Pathways Guest speakers to specific classes (emphasis on specific, individualized follow-up with CA) Career Lunch groups (CA flexibility to have static or rotating groups, how to select students, etc.) Field trips (appropriate FT's should focus on exposure and experiences) Additional Xello supporting lessons ("Jobs and Employers," "Biases and Career Choices") Exploration of O*Net resources/activities Chespax connections Advisor-guided lessons on connecting specific academic skills to career planning and awareness				
Culminating (Assessing) Activity	Career and Finance Fair Reflection				

EIGHTH GRADE					
Overarching Question(s)	"What are my options?" (Expanding Experiences & Mapping Opportunities)				
Learning Goals	• Students can name/identify CCR pathways (CTE, CTA, Dual Enrollment, AP classes etc.) and assess how pathways may align to their future interests. • Students can discuss the differences between CCR pathways and how each may support educational plans. • Students are able to identify various training and education plans/paths required for careers of possible interest.				
Key Terminology & Vocabulary	• Apprenticeship • Internship • Certificate/Certification • Degrees (and types) • Advanced Placement (courses) • Dual Enrollment (courses) • Career & Technical Education (CTE) (courses/programs)				
Required Activities	**What?**	**Who?**	**Suggested Collaboration/ location**	**Time?**	**Completed by**
	Xello Lesson – Discover Learning Pathways	Career Advisors	In classrooms	One full class period	Completed from Sept 1 through March 1

Eighth grade, continued

	CCR Pathways Introduction (includes AP, DE, CTE: both CTA & Comprehensive)	Career Advisor with School Counselor(s)	In classrooms	One full class period	In December, before CTA/CTE visits
	CTA Visits	Career Advisors 8th grade team	Field Trip to CTA; Follow-up in classrooms	One full class period	Completed in early January
	CTE Programs Fair/Visits	Career Advisors w/HS CTE Students	In middle schools	One to two class periods	Mid to late January
	Develop Career Plans	Career Advisors & School Counselors	CA office	As needed per student	Small groups complete by early February; Counselors per scheduling calendar
Suggested/Supplemental Activities	Teacher Academy Conference (if available) Guest speakers to specific classes (emphasis on specific, individualized follow-up with CA) Career Lunch groups (CA flexibility to have static or rotating groups, how to select sts, etc.) Field trips (appropriate FT's should focus on specific options, pathways, programs, or professions) Additional Xello supporting activities ("Skills," "Explore Career Matches") Exploration of O*Net resources/activities Connecting specific soft skills to the lessons and experiences				
Culminating (Assessing) Activity	Career Advising Plan: Data for Goals1, 2, and 3 entered for each student.				

HIGH SCHOOLS – PRE and POST CCR GRADE BANDS

Transition to CCR [9th & 10th Grade for most students]
Students who have demonstrated CCR Status prior to the end of 10th grade may begin to move on to/experience elements from the Post-CCR Career Advising Section (below).

Overarching Question(s)	"What are my options?" (review) and "Where am I headed?" (Map Opportunities, Reflect and Dream)
Learning Goals	• Students can connect academic work and post-high school plan with their goals and talents • Students can identify criteria for decision-making related to choosing a particular path, option, or careers • Students can identify personal "pros" and "cons" to a variety of paths, options, or careers • Students can create short, medium, and long term goals with clear outcomes and action steps
Key Terminology & Vocabulary	• Wants vs needs in relation to career pathways • Work/life balance • Lifestyle goals • "SMART" goals

Required Activities	What?	Who?	Suggested Collaboration/location	Frequency?	Completion Goal
Required Activities: 9th Grade	Xello Lesson-Redo Matchmaker	Career Advisor	Varies	One class period	End of 9th grade
	Pre-Job Shadow lesson: SMART Goals	Career Advisor; teachers	Varies	On class period	Before Job-Shadow experience

Required Activities: 9th Grade (Continued)	Career Shadowing and/or Individualized Career Experience (such as "Meet a Pro")	Career Advisors; teachers	Each student should be encouraged to complete a full day of "shadowing" off site to the greatest extent possible. In-school may included smaller activities such as "lunch bunch" style meetings.	At least once; ideally at least one hour	End of 10th grade
	Revise Career Plan/Identify CCR Pathway Identify goals	Career Advisors	Career Advisors (pull-outs); individual or small groups. This is intended as follow-up activity to career shadow experience	At least once by the end of 9th grade; 30 minute sessions	Completed by May 1.
Required Activities: 10th Grade	Xello Lesson – Exploring Career Factors	Career Advisors (or other staff as determined)	In Classrooms	One class period	By end of 10th grade
	Xello Lesson – Getting Experience	Career Advisors	Classroom	One class period	End of 10th grade
	10th Grade Students Choose at Least ONE "Post CCR Pathway Exploration" Activity:				
	CTA Overview/Visits	Mrs. Akins/ Career Advisors at the high schools	At Schools then FT to CTA	One class period	CTA Assembly (Dec) CTA 10th grade FT (Jan)

AP Pathway Event	TBA	TBA	TBA	In development for SY 25-26.
College Fair Visit	TBA	TBA	TBA	In development for SY 25-26.
CSM Early College Field Trip	TBA	TBA	TBA	In development for SY 25-26.
Post CCR Pathway Exploration Activity / Revise CAP	Career Advisors	Career Advisors (pull-outs); individual or small groups	At least once by the end of 10th grade; 30 minute sessions	All complete by May 1st; meet within 2 weeks of each activity for maximum impact.

Suggested/Supplemental Activities	ASVAB (w/post interpretation sessions with Career Advisors) SPARK! (field trip) USMSM Engineering Day (field trip) Teach Maryland (conference) Try college for a day (CSM) Guest speakers: from college admissions, military, professionals related to content areas Career Lunch groups Additional Xello supporting activities (see approved 9th/ 10th supplemental activities) O*Net resources/activities
Culminating (Assessing) Activity	Update CAP each year the end of 9th grade complete G4. By the end of 10th complete G5. Some students will begin G6 by end of 10th grade. Review G1-G3 each year.

POST-CCR STATUS [11th & 12th grade]					
Students who have demonstrated CCR Status prior to the end of 10th grade may begin to move on to/experience elements from the Post-CCR Career Advising portion.					
Overarching Question(s)	"How am I growing?" (Reflect and Dream)				
Learning Goals	- Students can adjust personal goals by considering a variety of factors and weighing options for critical decision making. - Students can connect activities to changes in perspective/plan. - Students can complete a professional interview, deploying professional skills that would be likely to result in positive employment outcomes. - Students can produce, modify, and adjust a professional resume for a variety of purposes. Students understand the use of and importance of a resume in reaching employment goals.				
Key Terminology & Vocabulary	- Personal Values - Workplace Culture - Benefits (employment) such as paid time off, insurance, retirement plans - Resume - Interview				
Required Activities	**What?**	**Who?**	**Suggested Collaboration/location**	**Frequency?**	**Completion Goal**
For any student in CCL experiences (WBL, internship, apprenticeship)	Review/Discuss Career Connected Learning Experiences	Career Advisors OR WBL Coordinator	Regularly, at least monthly, can be virtual or in person	At least monthly for 15 minutes	By conclusion of CCL Experience

Required Activities: 11th Grade	Xello Lesson – Work Values	Career Advisors; Teachers	Classrooms	One class period	End of 1st Semester in Junior Year
	Xello Lesson – Work/Life Balance OR Program Prospects	Career Advisors	SMALL Groups and Individualized	One class period	End of Junior Year
	Professional Skills Workshop [Resumes, Applications]	Career Advisors, CTA WBL Coordinator, Community volunteers	CTA or at each HS	Varies	End of Junior Year
	Review RIASEC/Update CAP	Career Advisors	Small Groups or 1:1	At least 30 minutes	End of Junior Year, but following Resume and Applications Workshop
Required Activities: 12th Grade	Professional Skills Workshop [Interviewing and Workplace Benefits]	Career Advisors w/ teachers	CTA or at each HS	Varies	Completed by Thanksgiving of Senior Year
	Senior exit interview	Career Advisors w/ teachers	CTA or in each HS	20 minute interviews	By end of Q3 senior year
	Exit interview feedback session	Career Advisor	Small groups or 1:1	At least 30 minutes	Prior to graduation

Post-CCR, continued

Suggested/Supplemental Activities	Xello Lesson- Redo Matchmaker (Particularly 11th Grade; Students without CAP)
	RIASEC Reminder to re-evaluate leading themes
	Alumni Fair
	Calvert Cliff's presentation and field trip
	USMSM Engineering Day
	Signing day (mirror CTA event)
	College Fair attendance
	ASVAB (w/post interpretation sessions with Career Advisors) if not completed earlier
	Try college for a day (CSM) (if not attended earlier)
	Guest speakers: from college admissions, military, professionals related to content areas
Culminating (Assessing) Activity	Complete all goals on CAP, through Goal 6 by end of 12th grade.

Career Advising Plan GOALS to be COMPLETED beginning in 6th Grade:

Goal 1 – Identify RIASEC themes

Goal 2 – Identify Interests

Goal 3 – Identify one (or more) targeted Post-CCR pathway(s)

Goal 4 – Identify targeted career cluster

Goal 5 – Identify targeted career "title" and/or career field within cluster

Goal 6 – Identify Education Plan/Post Secondary Plan for targeted career

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Calvert County Public Schools does not refuse enrollment of a prospective student, expel a current student, or withhold privileges from a current student, or prospective student, or the parent or guardian of a current or prospective student because of an individual's race, ethnicity, color, religion, sex, age, national original, marital status, sexual orientation, gender identity or disability.

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- ➢ Director of Student Services
- ➢ Director of Human Resources
  443-550-8000

For further information on notice of non-discrimination, visit the Office for Civil Rights Complaint Assessment System at: https://ocrcas.ed.gov or call 1-800-421-3481.