Carroll County Public Schools
PreK – 12 Comprehensive Mathematics Plan

Narrative Overview

Carroll County Public Schools (CCPS) serves over 26,000 students in 22 elementary schools (PreK – 5th grade), 8 comprehensive middle schools (6th – 8th grade), 7 comprehensive high schools (9th – 12th), and 3 alternative schools. Recent MCAP aggregate math data shows that 40.5% of all students in Math 3 through Algebra 1 were proficient through the 2024-25 administration of grade-level MCAP assessments. This is an increase in proficiency from the 37.7% of students demonstrating proficiency during the 2023-24 administration.

During the 2023–24 school year, CCPS strategically positioned Math Resource Teachers (MRTs) in 18 elementary schools full-time and five schools part-time to strengthen instructional capacity, support a rigorous mathematics curriculum, and leverage assessment data to drive targeted instructional improvements. Additionally, CCPS launched a two-year initiative to strengthen curriculum and assessment across all secondary math courses from Math 6 through Algebra 2. This effort marked the introduction of IXL Math for grades 6–8 and the initial adoption of revised scopes, sequences, and instructional resources in Pre-Algebra, Algebra 1, and Conceptual Algebra. These updates, aligned with the SAVVAS Envision and SAVVAS Algebra 1/Geometry/Algebra 2 curricula, were paired with locally developed common unit assessments administered through Performance Matters, ensuring greater consistency and equity in measuring student learning.

Building on this foundation, the 2024–25 priority focused on advancing students' mastery of the Standards of Mathematical Practice, with particular emphasis on Reasoning Abstractly and Quantitatively and Modeling with Mathematics and the continued implementation and utilizing of local common assessments. The CCPS Elementary Mathematics curriculum was enhanced for grades PreK–5 with unit-level instructional tasks, and post-assessments in grades 3–5 were updated to include Reasoning and Modeling items. Teachers participated in ongoing, job-embedded professional development led by MRTs, designed to expand their expertise and support data-informed instructional decisions. CCPS continued the Secondary Mathematics curriculum initiative to include Math 6, Math 7, Geometry, and Algebra 2, completing realignment to the SAVVAS Envision and AGA curricula. At the same time, access to IXL Math was extended to all students in grades 6–12, positioning the program to deliver more personalized, data-driven instruction districtwide. These strategic improvements are designed to foster coherence across secondary mathematics, increase instructional effectiveness, and strengthen student achievement outcomes.

Looking ahead to 2025–26, CCPS will sustain its focus on Reasoning and Modeling across all grade levels while strategically integrating the MSDE Mathematics Policy and NCTM's *Effective Mathematics*

Teaching Practices. These efforts are intended to deepen students' conceptual understanding, strengthen instructional coherence, and position the district for continued growth in high-quality mathematics instruction.

CCPS' Comprehensive Mathematics Plan, in alignment with the *Blueprint for Maryland's Future* and the MSDE Mathematics Policy, aims to address the following:

1. Providing equitable access to rigorous, high quality math instruction for all students in Pre-K – 12th grade.
2. Planning for the mathematics standards revisions for the 2026-2027 school year and the implementation of the Integrated Algebra I & II sequence in 2027-2028.
3. Implementing a Multi-Tier System of Supports (MTSS) to provide intervention, enrichment, and a pathway of acceleration for students.
4. Delivering high-quality professional learning for teachers aligned to the Learning Forward Professional Learning Standard, including a Maryland Effective Mathematics Teaching course, when available.
5. Providing all mathematics teachers with high-quality instructional material (HQIM) that supports the needs of all students, including specially designed instruction (SDI).
6. Utilizing local and state assessments to closely monitor student progress on grade-level standards, inform curricular adjustments, and communicate progress to students and families.
7. Implement an effective communication plan with community stakeholders to share this CCPS Comprehensive Math Plan and the MSDE Mathematics Policy.

CCPS Vision

CCPS Core Statement

Building the Future

CCPS Strategic Plan Pillar I

Upon graduation, Carroll County Public Schools students will be college and career ready. The variety of course options found in the CCPS program of studies empowers students to meet the educational prerequisites to enter an institution of higher learning, the military, or the workforce. Targeted interventions, alternative placements, career connections internships/apprenticeships, dual enrollment options, online courses, special education services, gifted and talented services, and differentiated course levels are provided to meet the individual learning needs of all students.

CCPS Strategic Plan Pillar I Priority Focus Area in Mathematics

By 2026, CCPS will increase percentage of students scoring proficient or distinguished on the Algebra I Maryland Comprehensive Assessment Program (MCAP).

CCPS Curriculum and Instruction Vision Statement

Empower every learner to reach their full potential and thrive in a diverse and evolving world.

CCPS Mathematics Vision Statement

All students demonstrate mathematical confidence and proficiency through engaging, hands-on learning experiences.

CCPS Mathematics Mission Statement

We are committed to differentiated instruction based on assessment data, ensuring that all students develop deep conceptual understanding, fluency, and mathematical proficiency. By fostering a love for mathematics and encouraging active participation, we empower students to confidently apply their knowledge to real-world situations and engage in mathematical discourse to thrive in college, careers, and their daily lives.

Communication Strategies

The CCPS Strategic Plan and Mathematics Vision and Mission statements will be at the forefront of data analyzed, instructional goals set, curricular updates written, job-embedded professional learning planned and delivered, assessments administered, and professional decisions centered around student learning. The clear vision will support instructional decisions and ensure that as updates are made, they can be communicated to support teachers and students.

- Central office staff updated at the monthly Curriculum and Instruction Department meeting.
- Principals and assistant principals updated at their respective meetings including math updates.
- Math Resource Teachers (MRTs) and Content Liaisons will introduce the statements to classroom teachers during grade level, county-wide professional learning sessions in mid-October and March. The vision and mission will be posted on curriculum documents on the Planning Overview pages of the PreK-fifth grade curriculum.
- Math Resource Teachers (MRTs), Content Liaisons, and administrators will continue to share the vision and mission with teachers during weekly planning meetings, data meetings, school improvement team meetings, school level professional learning and at other times appropriate to further advance the vision for all learners.
- Administrators will use the Mathematics Content Look-for Forms during walk-through observations, including the vision and mission, to provide informal feedback to teachers.
- Teachers send home the CCPS Elementary Math Benchmark letters that include the vision and mission to families with student scores in February and June.
- Parents and caregivers will access the vision and mission posted on the Mathematics pages of the CCPS website.

Additional information is included in the section - **Action Items for All, under **Timelines and Responsibilities for Stakeholders** subsection.

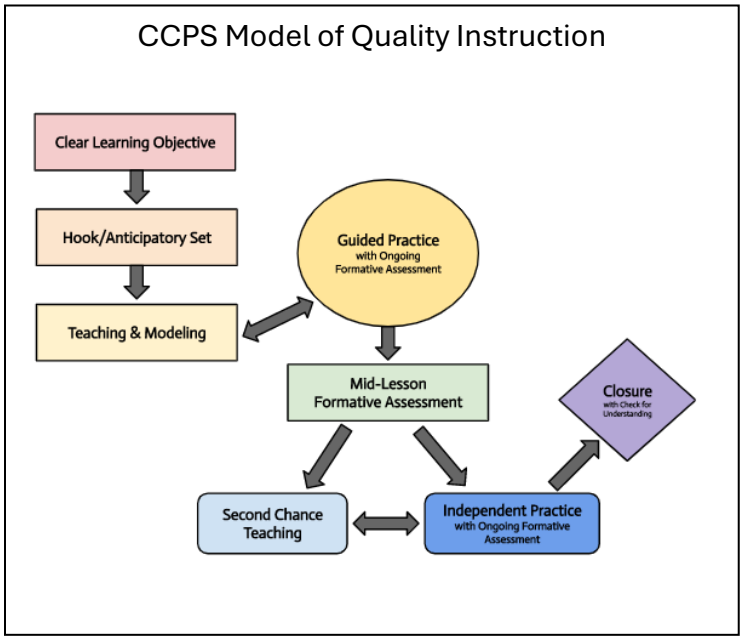
Equitable Instruction

Evidence Based Teaching Practices

Lessons planned by teachers follow the CCPS Model for Quality Instruction (MQI). MQI is also designed to incorporate the Universal Design for Learning (UDL), an approach that works to identify and eliminate barriers so that all students can access and participate in meaningful learning. UDL prioritizes multiple means of engagement, representation, and expression of learning.

This evidence-based teaching model is used consistently across all content areas and at all grade levels to provide equitable mathematics instruction for students.

The CCPS MQI includes the following components:



- Clear learning objective(s) to focus learning and guide instruction.
- Anticipatory set to engage students and prepare them for new learning using discussion and questioning with feedback.
- Teaching and Modeling that promotes student exploration, inquiry, and explanation of concepts with the use of tools and models.
- Differentiated Guided Practice for students that continues exploration and explanation of their thinking and includes formative assessment
- Mid-lesson formative assessments meant to monitor student progress in meeting instructional goals aligned to state standards.
- Second chance teaching opportunities designed to meet individual students' needs based on mid-lesson formative assessment data utilizing specially designed instruction (SDI) and small group intervention strategies.
- Independent practice that allows students to elaborate on their learning with continued formative assessment.
- Lesson Closure to solidify learning that includes formative and summative assessments to evaluate the teaching and learning by teachers and students.
- A template for unit and lesson planning are provided to all teachers to ensure lessons include all components of MQI.

Teachers receive feedback on lessons through the formal evaluation process that includes observations conducted by principals, assistant principals and content supervisors. Brief walk-throughs are also conducted with feedback provided by administrators using the CCPS Walk Through Form in conjunction with the Content Look-for Forms. The formal observation and informal walk-through forms align with Danielson's Framework and includes feedback for teachers on student participation, active engagement in the lesson, and use of assessment.

Administrators also use specific indicators on the Danielson-aligned teacher observation and evaluation tools to measure the alignment, clarity, coherence, and effectiveness of mathematics instruction. This enables administrators to provide timely feedback on the effectiveness of the CCPS Model for Quality Instruction and teaching of mathematics content and practice standards. Administrators are able to work with teachers to identify next steps for professional learning that will enhance their pedagogical skills to meet the needs of their students.

CCPS Mathematics Curriculum

CCPS Mathematics lessons and resources are aligned with the evidence-based teaching practices, the Principles of Instruction from the Institute of Education Sciences and the National Council of Teachers of Mathematics Effective Mathematics Teaching Practices.

The Maryland College and Career Ready Content Standards and Standards of Mathematical Practice are the foundations of the CCPS Mathematics Curriculum to ensure high standards and equity for all students in all schools. During 2025-26 CCPS will work to revise our elementary, middle and high school math curriculum to align with the Revised MCCRS for Mathematics. The Numeracy Framework and Integrated Algebra resources will be the foundation and focus of the curriculum alignment.

Curriculum resources are structured to include a scope and sequence for units of study in elementary and secondary mathematics. Long range planning and pacing documents allow teachers to plan lessons strategically and support effective differentiation to meet the needs of diverse learners.

Within each topic of the CCPS Mathematics curriculum, strategies are explicitly provided for teachers in working with Struggling Learners, Multi-Lingual Learners (MLLs), and Advanced Learners (GT/Adv Academics). These strategies and resources were identified through working with ESOL teachers, Special Educators, and GT/Advanced Academic Specialists during the curriculum writing process. Embedded resources include Hand2Mind activities, Open Middle challenges, and working closely with the interventions from Illustrative Mathematics, SAVVAS, IXL, and Amplify Desmos.

CCPS Mathematics curricular resources are created and vetted by MRTs, teacher-leader curriculum writers, and the Mathematics Supervisors and Coordinator to include the following components:

- Daily number routines to help students make connections between numbers and operations, apply number sense to problem solving, and build mathematical representation and communication skills.
- Mathematical tasks focused on productive struggle, problem solving, reasoning and modeling with rubrics, differentiated questioning and student observation tools.
- Fact fluency resources that include lessons on strategies and assessments for addition, subtraction, multiplication and division.
- Daily mid-lesson formative assessments and exit tickets that include techniques from the professional resource, The Formative 5: Everyday Assessment Techniques for Every Math Classroom by Fennell, Kobett and Wray (Corwin, 2017) to monitor student learning for teachers to make instructional decisions.
- Enrichment lessons for each unit of instruction for all grade levels.
- Daily opportunities for secondary students to engage in reflection, summarization, and evaluation of their understanding through the use of Pear Deck.
- Summative assessments, CCPS Mathematics Rubrics, and item analysis matrices to determine student mastery of content and identify the need for enrichment or interventions. Performance Matters Testing & Assessment Platform is used with grades 5 – 12.
- Mid-Year and End of the Year Math Benchmark Assessments that evaluate cumulative standards are used to monitor student learning across the system.

Additionally, during the 2024-25 school year, teachers of third grade mathematics began a targeted and guided pilot of Illustrative Mathematics (IM). Lessons from Illustrative were aligned with the CCPS Elementary Mathematics Scope and Sequence and additional lesson plans were written to support the MSDE content standards that were not addressed in the curriculum resource. CCPS will continue to expand the pilot of IM to include fourth and fifth grades in the 2026-27 and 2027-28 school years. The primary grade levels will also be included as the pilot expands.

Based on county guidelines, instructional blocks for mathematics in CCPS include 60 minutes of instruction for students in Prekindergarten and kindergarten. Students in grades one through five receive 75-90 minutes of math instruction, based on school scheduling. Middle school students typically receive 60 minutes of daily math instruction, and high school students receive 80 minutes of math instruction in a semester block schedule.

Interventions for Mathematics

When students demonstrate a need for intervention on formative and/or summative assessments, math teachers collaborate with MRTs and intervention teachers to create plans based on SMART goals

(Specific, Measurable, Achievable, Relevant and Time-bound) to identify instructional focus and progress on formative assessments.

- Classroom teachers work with MRTs to identify students and the appropriate interventions based on data and connected to the Maryland College and Career Ready Content Standards.
- Interventions may be provided as a push in model during the math class or pull out, as determined by the individual school and grade level.
- Classroom teachers, intervention teachers, Title I Resource Teachers, MRTs, and/or instructional assistants, are trained to provide small group instruction that is monitored closely for student growth and learning on the formative and summative assessments.
    - Bridges Intervention is used for grades 1 – 5.
    - Number Sense Intervention is used in kindergarten and grade 1 for the Counting and Cardinality Standards.
    - DreamBox is also available as an online intervention for K – 5.
    - IXL Math is used for students grades 6 – 12.

Additional information on monitoring student progress in interventions or extensions is included in the section **Actions for All, under **Action Items for Setting Instructional Goals and Monitoring Student Learning.**

Equitable Instruction for Student Populations

CCPS Mathematics supports differentiated instruction for historically underserved student groups by supporting the School Improvement Plans and Equity Plans written and implemented by schools. School Improvement Teams identify their specific populations of underserved students and set goals based on their school's data. School teams also work to support the student groups through the Equity Plans that are submitted to the Office of Equity and Inclusion. Principals set Student Learning Outcomes (SLOs) and Wildly Important Goals (WIGs) to support identified student groups. Data at schools is monitored as described above in the Action Items for All section. Targeted growth data for student groups identified in the Comprehensive Mathematics Plan are shared with schools to provide goals to be monitored as part of the School Improvement Plans.

Additional information can be found on the website below for the CCPS Equity and Inclusion Office.

Equity & Inclusion Outreach - Carroll County Public School District

CCPS Mathematics works closely with other special programs to meet the needs of all students. These programs include Title I, Advanced Academics, Special Education, ESOL, and Early Childhood Education.

Program	Support for Mathematics
Title I	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 size 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 make instructional decisions, learning goals and achievement targets. Research based materials are secured to implement intervention support. Time is allocated for math resource teachers to provide modeling, co-teaching, and professional learning to teachers who provide instruction to students in schools identified as Title I. Title I funds are also used to provide tutoring and counseling services to McKinney Vento students at school and at the family homeless shelter.
Advanced Academics	Advanced Academics (AA) specialists have worked with Math Resource Teachers (MRTs) to create differentiated overlays for each math unit in grades 3-5. These overlays provide pretests, small group activities, extension lessons, and resources for enrichment and acceleration for each unit of study. 0.5 AA specialists are assigned to each elementary and middle school and collaborate with teachers to plan differentiated instruction for students through the overlays, co-teaching, or pull-out groups. The second-grade math curriculum contains extensions for each unit that can be used by classroom teachers as needed. AA specialists can offer pull-out group instruction for advanced math students in PK-2nd grade if needed as determined by school-based data teams. Students in Kindergarten through second grade participate in Primary Thinking Skills lessons with the Advanced Academic teacher. These lessons allow educators to determine which students demonstrate a readiness for mathematics enrichment opportunities. Students take the Cogat Assessment in second grade to determine eligibility to participate in the Advanced Academics program beginning in grade 3. In addition, each school has a Referral and Review Team comprised of classroom teachers, administrators, the math resource teacher, and the advanced academics teacher to review data that includes work samples, assessment results, and a parent questionnaire to determine eligibility of students who are new to the county or are performing above grade level in mathematics. Identified students participate in Advanced Academics with the AA specialist for mathematics for enrichment once/week and also receive differentiated instruction using the curriculum resources named above. Fifth grade students identified for an accelerated math pathway in middle school participate in math extension lessons that cover sixth grade standards. Incoming 6th grade students have the opportunity to enroll in Honors Math 6 which is aligned with the Grade 7 MDCCR state math standards. During 2025-26, the Advanced Academics Supervisor and Supervisors of Elementary and Secondary Mathematics will establish a work group of AA teachers, MRTs, classroom teachers and administrators to review the MSDE Acceleration Guidelines and begin planning for students to have opportunities to accelerate as early as grade three by the 2027-28 school year.
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.
ESOL	ESOL staff collaborate with classroom teachers and resource staff to determine the instructional supports that are needed for MLs to be successful. As in other content areas, ESOL staff provide plug-in services as needed for MLs across the county. If students receive one-on-one, small group ESOL instruction or the ESOL I-IV mod with the ESOL teacher, staff co-plan to ensure grade level content is being taught, language and content objectives are being merged, and The Standards for Mathematical Practice are being addressed.
Early Childhood Education	For Early Childhood, based on family interest, all Tier 1 (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 2 (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 Math Resource Teachers. Classroom teachers use universally designed mathematics curriculum and local math assessments to differentiate instruction and provide classroom-based interventions as needed. In addition, classroom teachers consult and plan with resource staff to support the entire population of diverse learners.

CCPS is committed to implementing a plan to support student mathematical identity as a critical component of effective mathematics instruction. Recognizing the importance of social-emotional support across all tiers of instruction, we will intentionally foster positive mathematical identities by ensuring students see themselves as capable and confident doers of math. This effort will include identifying both student and teacher mathematical identities and integrating regular opportunities for students to reflect and self-report on their mathematical experiences. This approach will be embedded within Tier 1 instruction and extended through Tier 2 and Tier 3 supports to promote equity, engagement, and academic growth for all students. CCPS acknowledges that a plan will be designed and implemented for the 2026-27 school year.

Secondary Mathematics Pathways Implementation

CCPS, in alignment with the MSDE Math Policy, will implement the new Integrated Algebra 1 course for the 2027-28 school year and Integrated Algebra 2 for the 2028-29 school year. Revising and adapting local curriculum for Integrated Algebra 1 will begin in the summer of 2026 and finalized for implementation in 2027-28. Revisions and adaptations for Integrated Algebra 2 will begin in the summer of 2027 and be finalized for implementation in 2028-29. Local curriculum writers will be using our current high quality instructional materials (HQIM) aligned to instructional resources in SAVVAS' AGA curriculum, as well as other locally created instructional resources, to develop these courses and common unit assessments in alignment with MSDE's new Secondary Mathematics Integrated Algebra 1 and 2 standards.

As of the 2025-26 school year, CCPS is planning for the implementation of a new set of courses which students can enroll in upon completion of the Integrated Algebra 1 and 2 sequence for the 2029-30 school year. As of November 2025, the frameworks for these secondary mathematics pathways have not been finalized and communicated by MSDE. However, the formation of a Standards & Frameworks Validation Committee has been formed, of which CCPS' Supervisor of Secondary Mathematics is a contributing member. Through this process, MSDE will develop frameworks which will be used at the district level to construct these post-Integrated Algebra 1 & 2 courses. The course pathways suggested by MSDE will align to the mathematics strands of Quantitative Reasoning, Data & Statistical Reasoning, and Calculus. With careful consideration of our students' post-secondary goals and in planning for revised admissions requirements from the University System of Maryland, CCPS will develop or continue to offer high quality and relevant courses that may include Advanced Quantitative Reasoning, Financial Algebra, Technical Mathematics, Data Science, AP Statistics, Discrete Mathematics, AP Precalculus, AP Calculus, and Dual Enrollment.

CCPS will continue to follow and implement guidance from MSDE regarding secondary mathematics pathways.

Goals and Metrics

Summary of Student Performance and Goals

CCPS' yearly goal of increasing student scores on MCAP is in alignment with MSDE's goal of increasing the percentage of students scoring proficient or above by at least 5% per year. The targeted proficiency goal in MCAP 2025-26 for each grade level are shown in **Exhibit 1**. In the 2024-25 school year, CCPS had an overall increase in Math 3 – 8 proficiency levels ranging from 1.2% - 4.8%, with our greatest increase in Math 7 at 4.8%. Within CCPS, we make it a priority to move more students towards proficiency by

reducing the quantity of students earning a performance level 1 or 2 on MCAP assessments. **Exhibit 1** details the improvement that CCPS has made since the 2023-2024 school year. Our individual schools utilize this data, and Individual Student Reports from MSDE, to implement targeted intervention and support for individual students. Interventions and support range from push-in and pull-out tutorials to dedicated FLEX programs.

CCPS continues to outperform the state of Maryland on all Mathematics assessments grades 3 through Algebra 1 with proficiency rates exceeding the state by 6.1% - 24.7% as shown in **Exhibit 2**. CCPS' growth from 2023-24 exceeds the state on the Mathematics 4, 5, 7, and 8 assessments. Performance of CCPS students identified as FaRMs, Students with Disabilities, and MLLs performed at the same level or greater than the state on all mathematics assessments as evidenced in **Exhibit 3.** Within CCPS, students identified as FaRMs and Students with Disabilities mostly maintained proficiency across all mathematics assessments except for grade 3 students with disabilities which experienced a 2% decrease. Students identified as Multi-lingual Learners (MLLs) experienced an increase of 11% and 1.2% on the Math 4 and Math 7 assessments respectively and our MLLs ranked within the top two counties in Maryland in Grades 4, 8, and Algebra 1. **Exhibit 4** details our targeted growth goals for these three specifically identified student groups in alignment with MSDE's 5% increase in proficiency goal. Our commitment and effort toward seeing these student populations reach mathematical proficiency are detailed within every section of this Comprehensive Math Plan specifically within the sections **Equitable Instruction for Special Populations** (above), **Action Items for All,** and **Professional Development Plan**, where Elementary & Secondary Mathematics are active in collaborating cross-departmentally with Title I, ESOL, Special Education, and Advanced Academics to meet the needs of our students.

When compared to the state in **Exhibit 5**, CCPS students of all races and ethnicities outperform the state average except for students identified as White. CCPS continues to rank high in relation to all counties in the state of Maryland. Our students that identify as Black/African American continue to perform 1st in the state on the Math 3 through Math 6 MCAP assessments and also perform 2nd on Math 7 and Math 8, and 4th in Algebra 1. Within CCPS, our greatest improvement has been with our Asian, Black/African American, Hawaiian/Pacific Islander, and students that identify with 2 or more races. Performance of students who identify as American Indian/Alaskan Native, Hispanic, and White has remained largely consistent from 2023-24 scores.

Exhibit 1:

CCPS MCAP Proficiency and Goals by Grade Level

Grade Level	Percent Proficient 2023-24	Percent Proficient 2024-25	Goal Percent Proficient 2025-26	Test Takers 2025-2026
Mathematics 03	65.5%	66.7%	71.7%	2,035
Mathematics 04	52.6%	56.5%	61.5%	2,003
Mathematics 05	42.6%	45.4%	50.4%	2,035
Mathematics 06	28.1%	29.7%	34.7%	1,942
Mathematics 07	28.8%	33.6%	38.6%	1,939
Mathematics 08	11.4%	14.8%	19.8%	1,008
Algebra 1	31.8%	30.8%	35.8%	2,240

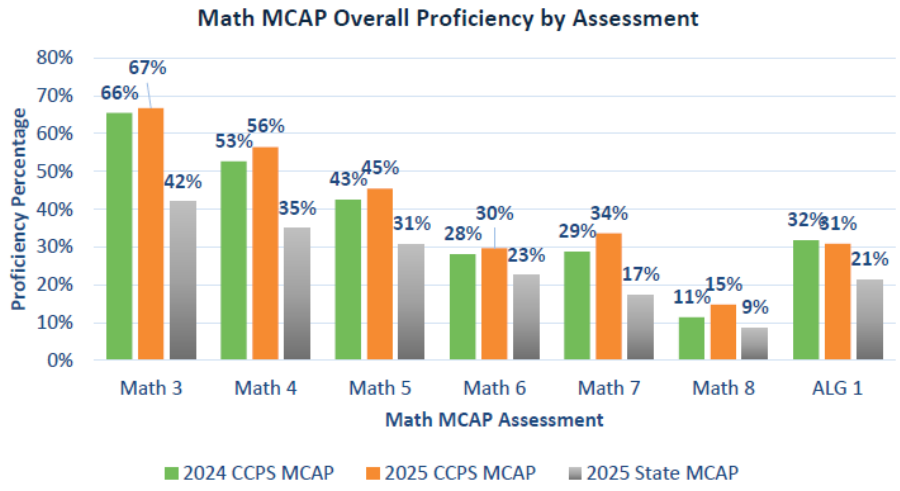
CCPS MCAP 2023-24 Data by Grade Level

Grade Level	Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct	Proficient Pct
Mathematics 03	9.1%	25.3%	59.2%	6.3%	65.5%
Mathematics 04	6.4%	41.0%	47.9%	4.7%	52.6%
Mathematics 05	6.9%	50.5%	41.6%	0.9%	42.6%
Mathematics 06	15%	57%	27%	1%	28.1%
Mathematics 07	23%	48%	27%	2%	28.8%
Mathematics 08	29%	59%	12%	0%	11.4%
Algebra 1	10.8%	57.3%	30.4%	1.5%	31.8%

CCPS MCAP 2024-25 Data by Grade Level

Grade Level	Level 1 Pct	Level 2 Pct	Level 3 Pct	Level 4 Pct	Proficient Pct
Mathematics 03	8.1%	25.2%	59.4%	7.4%	66.7%
Mathematics 04	8.5%	35.0%	51.1%	5.4%	56.5%
Mathematics 05	7.1%	47.5%	44.0%	1.4%	45.4%
Mathematics 06	13.1%	57.2%	28.6%	1.1%	29.7%
Mathematics 07	20.8%	45.6%	30.6%	3.0%	33.6%
Mathematics 08	23.8%	61.4%	14.7%	0.1%	14.8%
Algebra 1	11.1%	58.1%	30.0%	0.8%	30.8%

Exhibit 2:

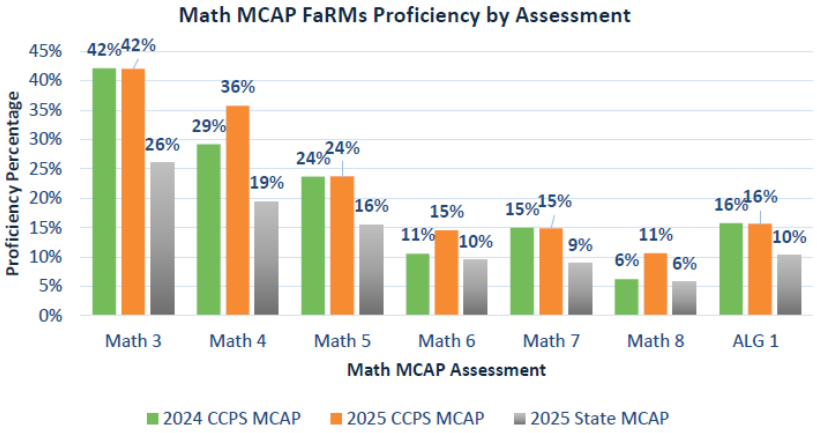


2025 MCAP	
Assessment	Test Takers
Math 3	2,035
Math 4	2,003
Math 5	2,035
Math 6	1,942
Math 7	1,939
Math 8	1,008
ALG 1	2,240
Total	13,202

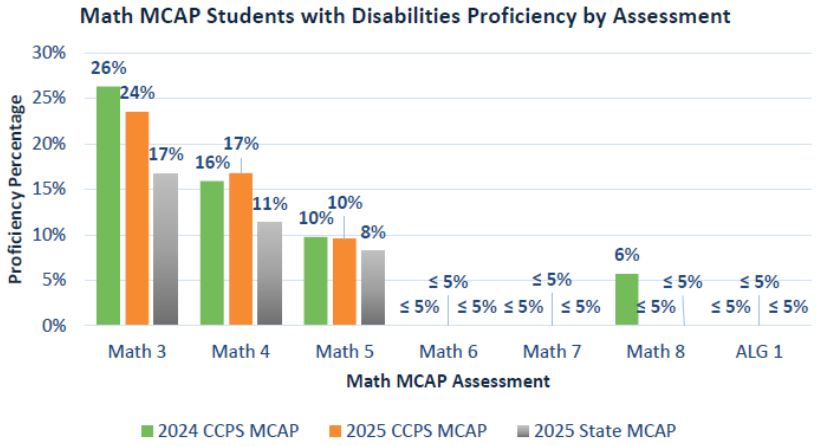
Assessment	2024 State Proficiency	2025 State Proficiency
Math 3	40%	42.0%
Math 4	33%	34.9%
Math 5	29%	30.7%
Math 6	20%	22.6%
Math 7	15%	17.4%
Math 8	7%	8.7%
Algebra 1	20%	21.4%

2024 vs 2025 State Growth	2024 vs 2025 CCPS Growth	2025 State vs CCPS
2.0%	1.2%	24.7%
2.1%	3.9%	21.6%
1.9%	2.8%	14.7%
2.8%	1.6%	7.1%
2.1%	4.9%	16.2%
1.7%	3.4%	6.1%
1.4%	-1.0%	9.4%

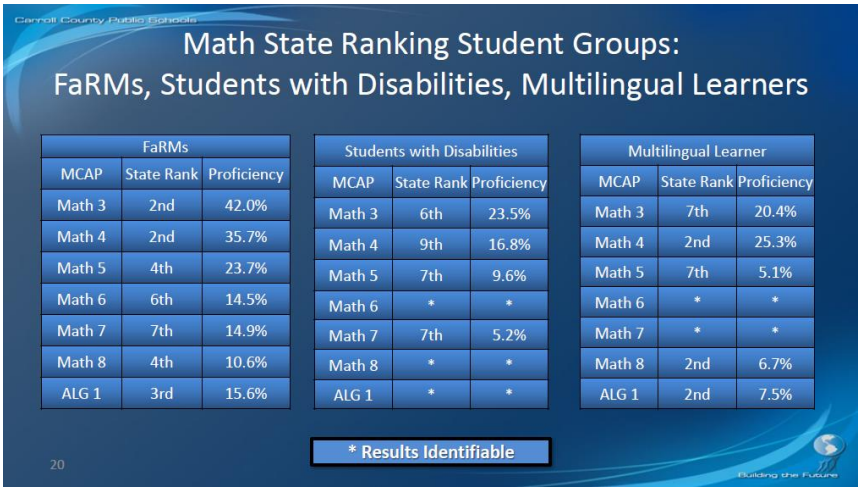
Exhibit 3:



2025 MCAP	
Assessment	Test Takers
Math 3	552
Math 4	563
Math 5	582
Math 6	586
Math 7	552
Math 8	442
ALG 1	665
Total	3,942



2025 MCAP	
Assessment	Test Takers
Math 3	67
Math 4	51
Math 5	27
Math 6	*
Math 7	*
Math 8	*
ALG 1	*



FaRMs		
MCAP	State Rank	Proficiency
Math 3	2nd	42.0%
Math 4	2nd	35.7%
Math 5	4th	23.7%
Math 6	6th	14.5%
Math 7	7th	14.9%
Math 8	4th	10.6%
ALG 1	3rd	15.6%

Students with Disabilities		
MCAP	State Rank	Proficiency
Math 3	6th	23.5%
Math 4	9th	16.8%
Math 5	7th	9.6%
Math 6	*	*
Math 7	7th	5.2%
Math 8	*	*
ALG 1	*	*

Multilingual Learner		
MCAP	State Rank	Proficiency
Math 3	7th	20.4%
Math 4	2nd	25.3%
Math 5	7th	5.1%
Math 6	*	*
Math 7	*	*
Math 8	2nd	6.7%
ALG 1	2nd	7.5%

* Results Identifiable

Exhibit 4:

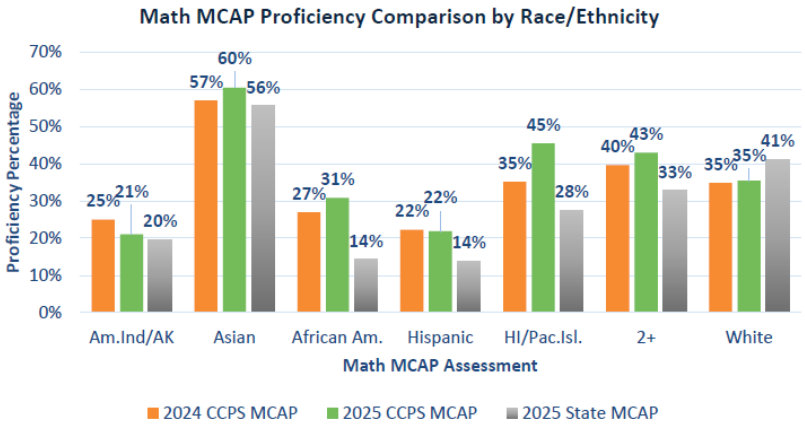
CCPS MCAP 2023-24 Proficiency of Focus Student Groups Compared to the Aggregate Group and Goals for 2024-25

Grade Level	Aggregate Proficient 2023-24	Multilingual Learners Proficient 2023-24	Multilingual Learners Goals for 2024-25	Students with Disabilities Proficient 2023-24	Students with Disabilities Goals for 2024-25	FaRMs Proficient 2023-24	FaRMs Goals for 2024-25
Math 03	65.5%	33.8%	43.8%	26.3%	36.3%	42.1%	52.1%
Math 04	52.6%	14.3%	24.3%	15.9%	25.9%	29.2%	39.2%
Math 05	42.6%	10.7%	20.7%	9.8%	19.8%	23.7%	33.7%
Math 06	28.1%	*	> 5%	≤ 5%	> 5%	10.6%	15.6%
Math 07	28.8%	5.7%	10.7%	≤ 5%	> 5%	15.0%	20.0%
Math 08	11.4%	9.1%	14.1%	5.7%	10.7%	6.2%	11.2%
Algebra 1	31.8%	6.4%	11.4%	≤ 5%	> 5%	15.7%	20.7%

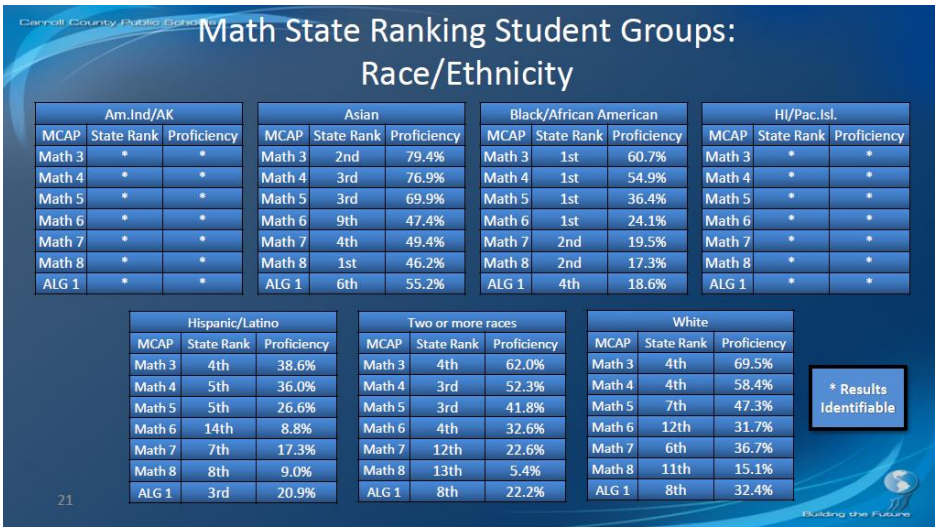
CCPS MCAP 2024-25 Proficiency of Focus Student Groups Compared to the Aggregate Group and Goals for 2025-26

Grade Level	Aggregate Proficient 2024-25	Multilingual Learners Proficient 2024-25	Multilingual Learners Goals for 2025-26	Students with Disabilities Proficient 2024-25	Students with Disabilities Goals for 2025-26	FaRMs Proficient 2024-25	FaRMs Goals for 2025-26
Math 03	66.7%	20.4%	25.4%	23.5%	28.5%	42%	47%
Math 04	56.5%	25.3%	30.3%	16.8%	21.8%	35.7%	40.7%
Math 05	45.4%	5.1%	10.1%	9.6%	14.6%	23.7%	28.7%
Math 06	29.7%	*	> 5%	*		14.5%	
Math 07	33.6%	*	> 5%	5.2%	10.2%	14.9%	19.9%
Math 08	14.8%	6.7%	11.7%	*	> 5%	10.6%	15.6%
Algebra 1	30.8%	7.5%	12.7%	*	> 5%	15.6%	20.6%

Exhibit 5:



2025 MCAP	
Race / Ethnicity	Test Takers
African Am.	765
Am.Ind/AK	19
Asian	535
HI/Pac.Isl.	33
Hispanic	1,343
2+	615
White	10,654



CCPS MCAP 2024-25 Data by Student Group (Grades 3 – Algebra 1)

Student Group	Level 1	Level 2	Level 3	Level 4	Proficient
American Indian or Alaska Native	15.8%	63.2%	21.1%	0.0%	21.1%
Asian	5.6%	34.0%	52.0%	8.4%	60.4%
Black/African American	20.8%	48.4%	29.8%	1.0%	30.8%
Hispanic/Latino of any race	23.1%	55.1%	20.7%	1.1%	21.8%
Native Hawaiian or Other Pacific Islander	15.2%	39.4%	45.5%	0.0%	45.5%
White	10.6%	46.5%	40.0%	2.9%	42.9%
Two or more races	17.2%	47.3%	33.3%	2.1%	35.4%
Students with Disabilities	46.8%	42.7%	9.9%	0.6%	10.5%
Multilingual Learner	42.6%	44.6%	12.4%	0.3%	12.8%
FARMS	24.4%	53.5%	21.4%	0.6%	22.0%
Gifted and Talented	0.2%	17.2%	72.0%	10.6%	82.5%

Local Math Assessment Data Analysis

CCPS Elementary Mathematics Benchmark Assessments

Students in PreK through fifth grade are assessed twice each year with local benchmark assessments of the CCPS Elementary Mathematics Curriculum that are aligned to the Maryland College and Career Ready Content Standards for Mathematics and Standards of Mathematical Practice using selected response and brief response items.

- Mid-Year Math Benchmark Assessment (MYA) in January for curriculum units and standards taught September through mid-January
- End of Year Math Benchmark Assessment (EOY) in May for curriculum units and standards taught September through May

Data for the MYA and EOY are reported in five proficiency bands.

Proficiency	Exceeding	Meeting	Approaching	Emerging	Below
Students Scoring	90-100%	80-89%	70-79%	60-69%	Less than or equal to 59%

CCPS MYA & EOY Data Analysis

Comparing CCPS benchmark assessment data by grade level, **Exhibit 6** all grades demonstrated growth from the Mid-Year Assessment (MYA) to the End-of-Year (EOY) assessment in the percentage of students meeting or exceeding the expectation of scoring 80% or higher. The CCPS goal is for all students to show at least 5% growth on the EOY assessment. The data below reflects progress toward that goal:

District-Wide Growth

- Mid-Year (January): 66.1% of students met or exceeded expectations.
- End-of-Year (May): 70.8% of students met or exceeded expectations.
- Growth: +4.7%

Multilanguage learners, economically disadvantaged students, and students with disabilities also showed growth in the number of students meeting or exceeding the 80% benchmark on the EOY assessment.

Exhibit 6

CCPS Mid-Year January Math Benchmark Data 2024-25 by Grade Level

Grade Level	Below	Emerging	Approaching	Meeting	Exceeding
Carroll County	12.8%	3.2%	10.3%	19.0%	47.1%
Pre-K	4.6%	2.0%	3.2%	19.0%	69.8%
Kindergarten	5.2%	4.0%	3.0%	7.8%	82.1%
Grade 1	8.1%	6.2%	6.3%	17.7%	64.0%
Grade 2	11.8%	12.9%	7.1%	27.8%	47.1%
Grade 3	16.6%	7.9%	14.1%	30.9%	25.5%
Grade 4	17.9%	11.6%	15.4%	22.6%	36.1%
Grade 5	17.6%	7.5%	16.3%	25.9%	28.6%

CCPS Mid-Year January Math Benchmark Data 2024-25 by Student Groups

Student Group	Below	Emerging	Approaching	Meeting	Exceeding
African American	17.6%	10.4%	9.8%	22.2%	40.0%
American Indian	23.5%	0.0%	23.5%	23.5%	29.4%
Asian	8.7%	4.1%	7.7%	20.2%	59.3%
Caucasian	11.2%	7.2%	10.3%	22.6%	48.8%
Hawaiian / PI	28.0%	4.0%	12.0%	20.0%	36.0%
Hispanic	24.3%	9.5%	12.0%	20.0%	34.2%
Multi-Racial	15.2%	8.3%	9.6%	23.5%	43.3%
FaRMs	23.1%	10.0%	11.3%	21.0%	34.7%
English Learner	29.4%	11.9%	11.7%	23.6%	23.4%
Students with Disabilities	39.2%	11.0%	10.6%	14.9%	24.3%

CCPS End of Year May Math Benchmark Data 2024-25 by Grade Level

Grade Level	Below	Emerging	Approaching	Meeting	Exceeding
Carroll County	12.4%	6.5%	10.3%	20.3%	50.5%
Pre-K	6.0%	2.3%	4.2%	13.0%	74.5%
Kindergarten	7.1%	1.9%	4.0%	14.3%	72.8%
Grade 1	4.1%	2.6%	4.8%	14.8%	73.8%
Grade 2	8.2%	5.0%	8.2%	22.7%	55.9%
Grade 3	16.2%	9.2%	14.0%	23.9%	36.6%
Grade 4	14.1%	6.6%	12.2%	22.2%	44.7%
Grade 5	24.4%	13.9%	18.3%	24.6%	18.8%

Exhibit #6 Continues on Page 18

Exhibit 6 *Continued*

CCPS End of Year May Math Benchmark Data 2024-25 by Student Groups

Student Group	Below	Emerging	Approaching	Meeting	Exceeding
African American	18%	9%	12%	19%	42%
American Indian	24%	0%	18%	24%	35%
Asian	8%	5%	7%	19%	60%
Caucasian	11%	6%	10%	21%	52%
English Learner	27%	10%	14%	19%	29%
FaRMs	23%	9%	0%	19%	38%
Hawaiian / PI	20%	4%	20%	16%	40%
Hispanic	23%	9%	12%	20%	37%
Multi-Racial	14%	7%	11%	20%	48%
Students with Disabilities	41%	10%	11%	15%	23%

Local Secondary Mathematics Assessment Data

In the 2023-2024 school year, CCPS Secondary Mathematics Program began a two-year curriculum and assessment revision for all courses Math 6 through Algebra 2. In the summer of 2023, our Pre-Algebra, Algebra 1, and Conceptual Algebra courses were the first courses to receive new scopes, sequences, and instructional resources in alignment with the SAVVAS Envision and SAVVAS Algebra 1/Geometry/Algebra 2 curricula. CCPS additionally implemented locally created common unit assessments administered in Performance Matters for these three courses. In the summer of 2024, our Math 6, Math 7, Geometry, and Algebra 2 courses all received their re-alignment to the SAVVAS Envision and AGA curricula.

In the 2024-2025 school year, CCPS shifted from administering middle school benchmark assessments, occurring two-thirds of the way through the course to students, and mid-term exams to high school courses in favor of utilizing our more frequent common unit assessment data to impact instruction. In order to measure student progress regarding the full courses of instruction and all state standards expected to be taught to each grade-level, CCPS implemented new Cumulative Exams for middle school courses (**Exhibit 7**) and re-aligned our existing Final Exam structure for high school courses (**Exhibit 8**). Teachers utilize this local data to improve instructional strategies for their future students of the same course, but also to plan for receiving their future students by analyzing their performance on standards that will support grade-level instruction. All CCPS teachers have been trained on using the Coherence

Map to backwards map standards and on using Performance Matters to view student performance on standards through their previous courses.

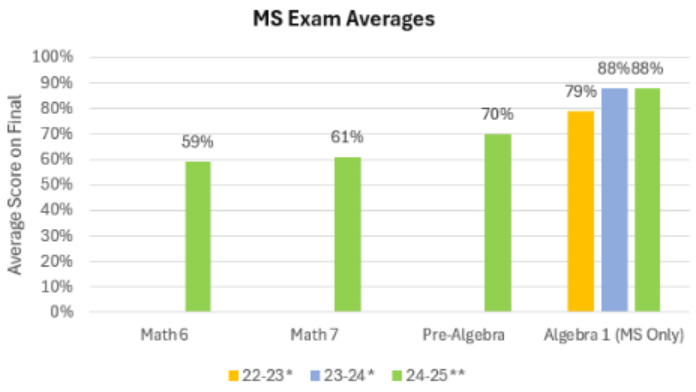
Our middle school assessment data in **Exhibit 7** shows the baseline student performance that was determined in the 2024-2025 school year on the full courses of instruction. In CCPS, honors Math 6 students are enrolled in Math 7 and take the Math 7 Cumulative Assessment. Our middle school Algebra 1 students demonstrated improved performance on our local Final Exam after we re-aligned our assessments in 2023-2024 and have maintained their relatively high performance over the subsequent 2 school years.

Our high school data in **Exhibit 8** shows the new baseline data for Conceptual Algebra and Algebra 1 that was determined in the 2023-2024 school year and the new baselines for Geometry and Algebra 2 in the 2023-2024 school year. Our high schools utilize our Conceptual Algebra course to provide students with an additional semester, or year, algebraic foundations prior to enrolling in Algebra 1. Our students completing Conceptual Algebra are continuing to make large gains in achievement both in their exam averages but also in the percentage of students that are demonstrating proficiency by scoring a 70% or higher on our end-of-course Final Exams.

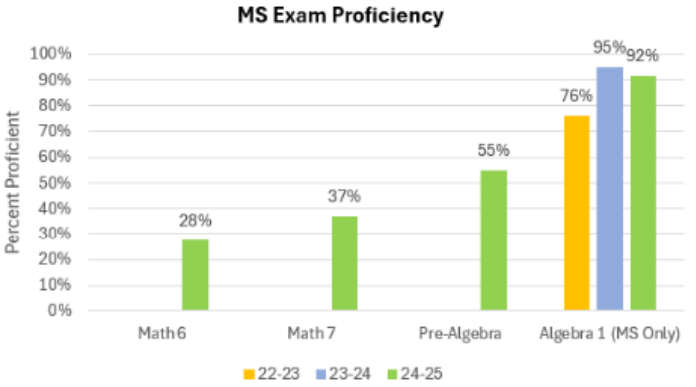
In CCPS, much like other LEAs in Maryland, 8th grade students identified for honors math take Algebra 1 in middle school. High school Algebra 1 data does not reflect those students who have taken Algebra 1 in middle school. In the 2023-2024 administration of the Algebra 1 MCAP, CCPS experienced an approximate 10% point increase in the number of students scoring at Performance Level 3 or higher. With CCPS' middle school Algebra 1 scores maintaining their relatively high performance, much of this large increase was impacted by the increases in student performance at the high school level which does not include our honors students. It can be seen in **Exhibit 8** that our percentage of students reaching a 70% or higher on our local Final Exam for HS Algebra 1 increased in that year by approximately 26%. The increased alignment and rigor of our local assessments have proven to be a good benchmark for our teachers to align instruction with for increases in students' MCAP scores. We continue to adapt to our local assessment data to make sure that students are reaching proficiency in the most critical standards as outlined in the Blueprints for each MCAP assessment.

Exhibit 7

MS Exam Data Averages			
	22-23*	23-24*	24-25**
Math 6	-	-	59%
Math 7	-	-	61%
Pre-Algebra	-	-	70%
Algebra 1 (MS Only)	79%	88%	88%



MS Exam Proficiency (≥ 70%)			
	22-23*	23-24*	24-25**
Math 6	-	-	28%
Math 7	-	-	37%
Pre-Algebra	-	-	55%
Algebra 1 (MS Only)	76%	95%	92%

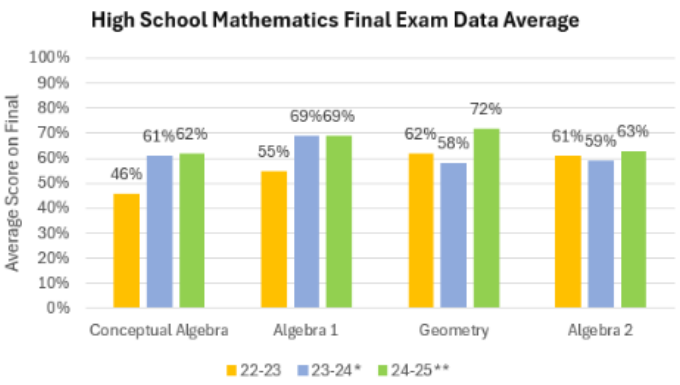


*Math 6 , Math 7, and Pre-Algebra had Benchmarks two-thirds through the course in 22-23 and 23-24.

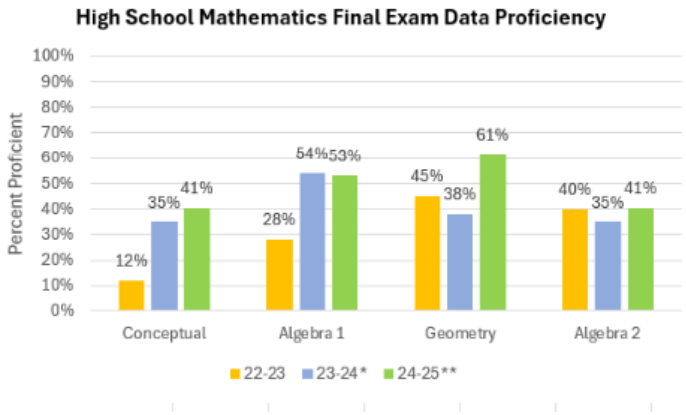
All courses had NEW Cumulative Exams and Final Exams Administered at the **end of the course.

Exhibit 8

High School Mathematics Final Exam Data Average			
Course	22-23	23-24*	24-25**
Conceptual Algebra	46%	61%	62%
Algebra 1	55%	69%	69%
Geometry	-	58%	72%
Algebra 2	-	59%	63%



High School Mathematics Final Exam Proficiency (≥ 70%)			
Course	22-23	23-24*	24-25**
Conceptual	12%	35%	41%
Algebra 1	28%	54%	53%
Geometry	-	38%	61%
Algebra 2	-	35%	41%



*New Final Exam administered for Conceptual & Algebra 1

**New Final Exam administered for Geometry & Algebra 2

Continuous Improvement Cycle

Additional information about the CCPS Process for Continuous Improvement is included in the **Actions for All** section under, Action Items for Setting Instructional Goals and Monitoring Student Learning and Timelines and Responsibilities for Stakeholders

Student Support Process Planning

Multi-Tiered System of Supports for Math Overview

Carroll County Public Schools' structures for student support, or Multi-Tiered System of Supports (MTSS) for Mathematics, aims to be proactive and designed to maximize student success through high-quality instruction, equitable access to resources, and data-driven decision making. The student support process integrates academics, behavior, and social-emotional learning (SEL) supports to ensure that all students graduate prepared for their post-secondary goals.

Universal Screening for Mathematics

CCPS utilizes districtwide screenings multiple times annually in mathematics –

Elementary School Mathematics

- Common Unit Assessments
- Mid-Year and End of Year Elementary Math Benchmark Assessments

Middle School Mathematics

- IXL Diagnostic Assessment and Snapshots (3 times annually - Fall, Winter, Spring) aligned to state mathematics standards and is a nationally normed assessment.
- Common Unit Assessments.
- Classroom teacher observation and completed PLE referral form.

High School Mathematics

- IXL Diagnostic Assessment and Snapshots (3 times per semester/annually – Beginning, Middle, End of Year) aligned to state mathematics standards and is a nationally normed assessment.
- Common Unit Assessments.
- Classroom teacher observation and completed PLE referral form.

Multi-Level Prevention System

Tier 1: Core Instruction:

Math teachers and co-teachers including special educators, math resource teachers, and instructional assistants are the primary deliverers of standards-aligned high quality instructional materials (HQIM) for Tier 1 instruction. Instructional practices include inquiry-based learning, collaboration with peers, problem-based and project-based learning, as well as explicit instruction. The Universal Design for

Learning is utilized to implement highly engaging lessons where students are provided multiple opportunities to receive feedback from their teachers. Tier 1 instruction is differentiated based on individual student data from previous course summative assessments and current course formative assessments. Tier 1 instruction emphasizes student engagement with Modeling and Reasoning tasks, error analysis, precision, representation, and communication. Teachers monitor student progress through the use of mid-lesson formative assessments, exit tickets, classroom quizzes, common unit assessments, benchmarks, and end of course assessments.

Tier 2: Supplemental Supports

In CCPS mathematics classrooms, Tier 2 intervention can occur alongside Tier 1 instruction in the form of small-group interventions usually delivered by the general education math teacher or co-teachers including special educators, math resource teachers, and math interventionists. This can occur in a push-in or pull-out model depending on the individual school's staffing resources. Teachers utilize the data from both formative and summative assessments as well as performance matrices to determine students and concepts to target in Tier 2 intervention. Instruction is focused on conceptual learning, critical thinking, and concept connections specific to student needs and misconceptions. Elementary grade-level teams participate in monthly kid-talking or instructional support team (IST) meetings to identify and monitor student learning in intervention groups. Students needing additional support are referred to school-wide IST to determine if elevated interventions are appropriate.

For more intensive Tier 2 intervention, SMART goals are established to focus successful attainment of identified needs. Instruction is developed using best practices, published works, and materials.

- Math by the Book
- Math in Practice
- Putting the Practices Into Action
- NCTM Principles to Actions
- Building Fluency

Grade level content is supported using research-based interventions:

- Number Sense Intervention, Brookes Publishing
- DreamBox Learning
- Bridges
- Mine the Gap for Mathematical Understanding
- IXL Math
- Amplify/Desmos Math

Students demonstrate success in Tier 2 instruction by performance on common unit assessments, IXL Math Diagnostic snapshot levels, and mid-year and end-of-year benchmark assessments.

Tier 3: Intensive Supports

Identification Process for Tier 3 Intervention

In CCPS, Tier 3 intervention usually occurs outside of Tier 1 instruction, however participation in Tier 1 instruction is considered on a case-by-case basis. As teachers begin to have concerns about a student, they begin documenting them along with the interventions provided. If concerns continue, a lead administrator and the student's school counselor are invited to discuss the concerns. The lead administrator and counselor provide recommendations for additional interventions, if appropriate. If concerns continue, the lead administrator and counselor meet with the teacher(s) to complete the PLE Referral Form and bring the concerns to the school's Student Support Team (SST). SST reviews the referral form and provides additional recommendations to the teacher(s), if appropriate. The team will implement these recommendations. If concerns continue, SST will determine if a Personalized Learning Environment (PLE) is an appropriate Tier 3 intervention. If recommended, the lead administrator, school psychologist and counselor will work with the teachers, family, and PLE team to transition the student and develop an Individualized Student Support Plan (ISSP) that includes measurable SMART goals related to the academic, behavioral, and/or emotional needs of the student.

Team Members & Roles

Title	Responsibility
Lead Administrator	Receives initial referrals and recommendations of potential candidates and discusses with Student Support Team to determine levels of intervention that have been provided and determine if PLE is an appropriate placement. Monitors student progress and success, communicates with parents and guardians, and facilitates the transition back to mainstream classes. Provide copies of IEP, 504, and medical documentation to the intervention teachers to ensure all needs are being met.
Intervention Teacher - Math	Provides differentiated instruction to students aligned with the scope and sequence for math and science provided by the classroom teachers. Grade any assignments and assessments and provide them to the classroom teacher.

Intervention Teacher - Reading	Provides differentiated instruction to students aligned with the scope and sequence for ELA and Social Studies provided by the classroom teachers. Grade any assignments and assessments and provide to classroom teacher.
Instructional Assistants	Supervise students during their Phys Ed and Related Arts period while the student is assigned to PLE during that time. Assist students while working independently on curricular interventions and extensions. Support students through their initial transition back to mainstream classes. Facilitate breaks for students, as needed. Input DPS data for use by PLE team.
School Psychologist	At initial placement, facilitate the identification of the function of the behavior and skill deficits. Provide weekly individual and small group sessions to strengthen their emotional and behavioral skill set to be able to return to the mainstream classroom. Provide crisis intervention when needed.
School Counselor	Provide support for students as they transition into and out of the environment. Maintain contact with students while in PLE for continuity when transitioning back to mainstream classes.
Mental Health Therapist	Provide weekly individual and small group sessions to strengthen their emotional and behavioral skill set to be able to return to the mainstream classroom. Provide crisis intervention when needed.
Classroom Teachers	Provide a scope and sequence and any relevant assessments/assignments for students in the environment. Enter grades provided by PLE teachers into TAC.
Special Education Case Manager	Works with lead administrator and intervention teachers to coordinate the delivery of services.

Tier 3 Instruction

Tier 3 intervention for middle and high school students in a PLE is structured where students have four instructional blocks for academic classes facilitated by a Math Intervention teacher in addition to an instructional assistant. Instruction is typically 1:1 or 1:2 and aligned to the CCPS mathematics curriculum and supplemented by IXL Math and Amplify-Desmos curriculum. If students only need academic support in some of their classes, they may access the Tier 3 intervention program (PLE) for just a portion of the instructional day. Time is provided daily for individualized academic intervention and/or extensions. A weekly group lesson is provided by the school counselor, mental health therapist,

or school psychologist based upon the needs of the students. Individualized sessions will be provided by the school counselor, mental health therapist or school psychologist based upon the documented student needs as identified on the ISSP.

Tier 3 Progress Monitoring

Students enrolled in Tier 3 interventions have their progress monitored on a bi-weekly basis and results are reviewed every 4-6 weeks to inform intervention adjustments. The data reviewed consists of the assessments and techniques listed above and are documented in a student's Individualized Student Support Plan (ISSP) to inform intervention adjustments.

For students enrolled in Tier 3 intervention, progress is also monitored via a Daily Performance Sheet (DPS). The DPS monitors student success on measurable, individualized SMART goals that were established at the onset of the intervention.

Middle and High schools have established Personalized Learning Environment (PLE) teams that meet and review individual student progress on the ISSP and the DPS to determine is any changes in programming are necessary. When a student exits Tier 3 intervention, the special education case manager will continue to monitor progress of measurable goals and objectives on the student's IEP.

Process of Exiting Tier 3 Intervention

After a student has been in Tier 3 for 4 weeks, the PLE team will consider potential transition based upon the data from the DPS and ISSP monitoring. The building-based lead administrator and school counselor will attend a team meeting to discuss the student's progress and transition process with the family. Student strengths and continued needs should be considered when deciding transition opportunities/classes. Students will continue to be monitored via the DPS and the ISSP during the transition process.

Resources for Exiting Students from Tier 3

Students that exit from Tier 3 intervention will have the opportunity to maintain a connection with PLE staff through voluntary daily, weekly check-ins, FLEX, and flash passes. Initially, there are weekly check-ins with the school counselor or psychologist. Students and teachers continue utilizing a DPS to promote student success outside of intervention. Students continue to be on the Student Support Team (SST) agenda for weekly discussion.

During the 2025-26 school year, CCPS will be developing and planning for the implementation of a new MTSS model.

Action Items for All

CCPS strives for open, clear communication between central office and building administrators to fully support all teachers, students, parents and the community. Data is monitored regularly and presented to the CCPS Board of Education.

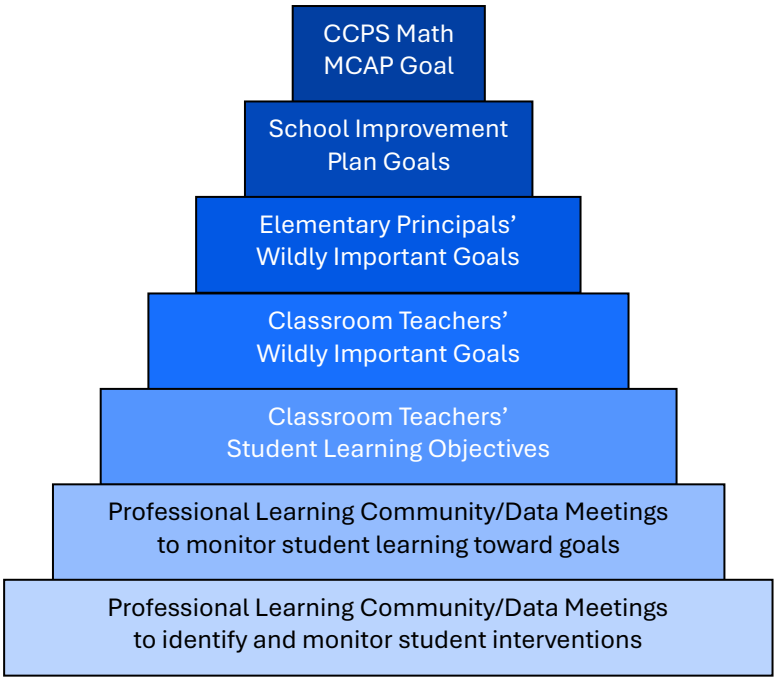
CCPS Central Office Personnel – Specific to Mathematics		
	CCPS Superintendent	
	Assistant Superintendent of Instruction	
School Directors (Elementary, Middle, and High School)	Director of Curriculum and Instruction	Director of Special Education
School Principals	Supervisor of Elementary Mathematics	Supervisors of Special Education
	Supervisor of Secondary Mathematics	
School Assistant Principals	Student Achievement Coordinator for PK-12 Mathematics	
	Supervisor of Title I	
	Supervisor of ESOL	
	Supervisor of Advanced Academics	
	Supervisor of Early Childhood Education	
	LEA Mathematics Policy Liaison team	
	Director of Curriculum and Instruction	
	Supervisor of Elementary Mathematics	
	Supervisor of Secondary Mathematics	
	Student Achievement Coordinator for PK-12 Mathematics	
	Elementary Math Resource teacher	
	Middle School Math Resource teacher	
	High School Content Liaison	

Action Items for Setting Instructional Goals and Monitoring Student Learning

The Director of Curriculum and Instruction works with the Supervisors of Mathematics to review annual MCAP data to set the target for MCAP scores. The Supervisors of Mathematics work with the Elementary and Middle school Math Resource Teachers (MRTs) and curriculum writers to closely review MCAP scores, common unit assessments, Elementary Math Benchmark Assessments, Middle school

Math Cumulative Assessments, and High School Final Exams to identify curricular needs and improvements.

The School Directors work with Principals to write Widely Important Goals (WIGs) to monitor student achievement in mathematics and reading following The Four Disciplines of Execution: Achieving Your Wildly Important Goals by McChesney, Covey and Huling (Simon & Schuster, 2021). The administrators' WIGs align to the goals written in School Improvement Plans (SIPs) at each school by the School Improvement Team.



Administrators work with grade level teams at their schools to create grade level WIGs for mathematics aligned to the SIP.

Classroom teachers write Student Learning Objectives (SLOs) aligned to the SIP goals and grade level WIGs. The SLOs are part of the teachers' professional evaluations.

In schools, administrators meet monthly with grade level teams to monitor WIGs and SLOs at Professional Learning Community (PLC)/Data Meetings. These PLC Data Meetings are also attended by MRTs and the Student Achievement Coordinator for PK-12 Mathematics to support teachers in monitoring data and student learning. PLCs review formative and summative assessments to determine the need for interventions, including consideration of students in special programs.

All SIP, WIG and SLO goals align with the Maryland College and Career Ready Standards for Mathematics grade level content standards and the Standards of Mathematical Practice.

Action Items for Using CCPS Elementary Mathematics Benchmark Assessments to Monitor Student Learning

Elementary teachers and administrators receive data reports for the Mid-Year Elementary Math Benchmark Assessment (MYA) and End of Year Elementary Math Benchmark Assessment (EOY) by student, class, grade level, student groups, and content standards aligned to the Maryland College and Career Ready Standards for Mathematics. This data is used to identify students who need to be

included in targeted Tier 2 interventions groups, to identify curriculum standards that may need to be retaught, and professional development to be planned.

- Elementary Schools monitor progress toward the goal of 80% concept attainment with MYA benchmark assessments and grade level, common summative unit assessments that are provided to teachers as part of the CCPS curriculum.
- Based on common summative unit assessment results, students may be identified for pull out or push in interventions for four to six weeks.
- Grade level teams of math teachers meet monthly with administrators and MRTs to review data provided through the assessments and monitoring process of the interventions to identify and determine the next steps.
- Interventions may be delivered by the classroom teacher, intervention teacher, Title I Resource Teacher or instructional assistants, depending on school staffing.
- Students may also be identified for extension activities or tasks to extend their understanding of grade level math standards. CCPS will be working in 2025-26 and 2026-27 to implement Acceleration for students in grades three through five in 2027-28.

Action Items for Using CCPS Secondary Mathematics Common Assessments to Monitor Student Learning

Secondary math teachers administer common assessments within Performance Matters' testing and assessment platform. Teachers and administrators use Performance Matters' data reports to monitor student progress and achievement in relation to Maryland College and Career Ready Standards for Mathematics. In addition, at the school-level, assessment data is disaggregated by students, class, grade level, student groups, and content standards to identify trends and areas of improvement to impact change. In addition to using our local common assessment data to provide individual students support within Tier 1 instruction, CCPS teachers, including special educators, ESOL teachers, and Advanced Academic teachers, use this data to provide targeted Tier 2 interventions to students. At the district level, we utilize our local common assessment data to monitor course pacing, refine curricular resources, and identify areas for future professional development.

Both middle and high school teachers and students also utilize IXL Math's diagnostic assessment and skill-based learning platform to identify a personalized learning plan for each student. Teachers, MRTs, Content Liaisons, and school administers use IXL data to monitor student progress as well as Tier 2 intervention. Students' IXL Math scores are often included in schools' achievement team meeting discussion and used for teachers as a metric for creating teacher's weekly commitments towards student growth. At the district level, we utilize student growth data in IXL to monitor our effectiveness

as a district in closing learning gaps. We also examine usage and student performance data in IXL to identify best practices for Tier 1 instruction and provide teachers with professional learning on how to meaningfully engage students within first-pass instruction. This includes professional learning on IXL's Live Classroom and Group Jam features.

School Personnel Supporting Mathematics Instruction

Classroom grade level teachers are the foundation of mathematics instruction. Additional teachers work in schools to provide support to teachers and interventions for students.

- MRTs work under the direction of their appropriate Supervisor of Mathematics and school administrators. Seventeen Elementary MRTs are dedicated full-time to single schools and five Elementary MRTs support two schools each. Each of our eight middle schools have a dedicated full-time MRT, and each of our seven high schools have a Math Content Liaison.
- Curriculum writers are teachers that have been selected for their content and pedagogical knowledge, as well as their ability to lead the vision for excellence in instruction. They work mostly during the summer months at the direction of their appropriate Supervisor of Mathematics.
- Title I Resource Teachers work under the direction of the Supervisor of Title I and school administrators. Five CCPS elementary schools have Schoolwide Title I programs, and one school has a Title I Targeted Assistance program.
- Intervention Teachers are placed in the seven CCPS elementary schools identified under compensatory education to work under the direction of the Director of Elementary Schools and school administrators.
- Three middle schools have been identified under compensatory education and each staff Math Interventionists who are highly skilled math teachers with experience in working with students with disabilities. This is in addition to mentor and behavior coaches to support instruction.
- Instructional Assistants at each school may provide or supervise interventions under the direction and supervision of the classroom teacher.

Monitoring the Curriculum

Each year, the Supervisors of Mathematics, MRTs, and curriculum writers closely monitor and evaluate local assessment data in Performance Matters and MCAP data to determine the next area of focus for professional learning. The instructional needs of student groups will be addressed and planned for with county-wide professional development and school-based learning sessions for teachers.

MRTs and curriculum writers work each summer to improve instructional resources, write and update assessment items in alignment with PreK – 12 mathematics standards specifically focusing on Reasoning and Modeling tasks.

Timelines and Responsibilities for Stakeholders

Central Office Directors and Supervisors of Elementary & Secondary Mathematics		
Summer	**Fall/Winter**	**Spring**
• Review curriculum updates • Analyze local assessment and MCAP data to set CCPS math goals • Hire MRTs and classroom teachers • Order math resources to support curricular initiatives • Collaborate with school-leaders on developing SIPs and WIGs.	• Present MCAP data to the BOE • Meet with administrators to walk through classrooms • Plan and hold monthly MRT meetings • Set new FY math budget • Observe classroom teachers • Analyze CCPS Math Mid-year assessment data • Meet with administrators to discuss course pacing and student performance	• Plan and hold monthly MRT meetings • Observe classroom teachers • Meet with administrators to discuss course pacing and student performance • Begin to plan for budget and allocate funds for summer curriculum projects as well as new math resources • Analyze CCPS Math End-of-year data

School-based Administration		
Summer	**Fall/Winter**	**Spring**
• Analyze county and state assessment data • Determine what resources will be needed for the coming year's school goals and acquire those resources • Collaborate with Math Supervisors on developing SIPs and WIGs.	• Meet monthly with County Directors • Plan school-based math PD with the MRT or Content Liaison • Conduct ongoing walk throughs and observations • Hold monthly SIP meetings and grade level/course PLC meetings to analyze data and make instructional decisions about first pass and tiered instruction • Collaborate with Math Supervisors on implementing SIPs and WIGs.	• Meet monthly with County Directors • Conduct ongoing walk throughs and observations • Hold monthly SIP meetings and grade level PLC meetings to analyze data and make instructional decisions about first pass and tiered instruction • Prepare for and administer state testing • Review SLO's with teachers • Analyze EOY data to determine plans for new SIP.

Math Resource Teachers & Secondary Math Curriculum Writers		
Summer	**Fall/Winter**	**Spring**
• Update curriculum and unit assessments • Plan pre-service professional development	• Analyze data with administration as well as grade level teams • Support teachers with math instruction and SIP strategic actions • Provide PD to grade levels during PLC • Support teacher SLOs and WIG • Assist with administering the MYA and collecting data • Meet monthly for PLC and analyzing county data	• Analyze MYA data with administration as well as grade level teams and make instructional decisions • Support teachers with math instruction and SIP strategic actions • Provide PD to grade levels during PLC • Help to prepare students for MCAP • Assist with administering the EOY and collecting data

Classroom Teachers		
Summer	Fall/Winter	Spring
• Attend optional professional learning sessions	• Write SLOs and plan for instruction and data collection. • Deliver unit assessments and use data to monitor WIG • Participate in monthly PLC/data meetings • Identify students to participate in intervention or enrichment groups • Administer MYA, IXL Diagnostic, and common unit assessments, and analyze data.	• Deliver common unit assessments and use data to monitor WIGs • Participate in monthly PLC/data meetings • Identify students to participate in intervention or enrichment groups • Administer EOY assessments and analyze data. • Collect data for SLO and meet with administration

Actions Items for Special Student Populations

CCPS Elementary & Secondary Mathematics departments work closely with other special programs to meet the needs of all students. These programs include Title I, Advanced Academics, Special Education, ESOL and Early Childhood Education.

Program	Support for Mathematics
Title I	Schools identified as Title I are required to complete a Comprehensive Plan in addition to the School Improvement Plan 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 and program. The Title I Supervisor and CCPS Homeless Liaison collaborate to conduct an annual Needs Assessment for McKinney Vento youth and meet quarterly to identify barriers to academic success. Individual students are monitored monthly at the school level by the Pupil Personnel Workers who serve as the school-based Homeless Liaisons. The PPWs collaborate with the CCPS Homeless Liaison to provide tutoring and counseling for students, as well as meet basic needs.
Advanced Academics	During 2025-26, the Advanced Academics Supervisor and Supervisors of Elementary and Secondary Mathematics will establish a work group of AA teachers, MRTs, classroom teachers and administrators to review the MSDE Acceleration Guidelines and begin planning for students to have opportunities to accelerate as early as grade three by the 2027-28 school year.
Special Education	The department of special education has an Instructional Consultant for birth through age 21 to offer coaching, modeling, and professional development in the areas of math intervention, specially designed instruction in Math, IEP goal writing, co-teaching. The instructional consultant is also the liaison with the curriculum department for mathematics. 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 elementary, middle and high school levels, ESOL staff work collaboratively with school-based administrators, classroom teachers and resource staff to determine professional learning needs, academic support, 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. Additionally, at the elementary level, ESOL staff also collaborate with math resource teachers to modify CCPS benchmark assessments for newcomer MLs. At all levels, 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. ESOL staff also participate in summer curriculum writing and revisions to ensure accessibility.

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.

Standards Revisions

As of the 2025-2026 school year, CCPS is preparing to implement curriculum aligned to the new kindergarten – grade 8 standards for the 2026-2027 school year and for the implementation of the Integrated Algebra I and II courses in the 2027-2028 school year. Additional information regarding timelines for implementation, communication to stakeholders, and professional learning can be found in the **Equitable Instruction** section above and **Professional Learning for All** section of the Professional Development Plan that follows.

Professional Development Plan

New Teacher Induction

New teachers in CCPS are supported through a comprehensive induction program led by the Induction Coordinator. This layered support system is overseen by the Induction Coordinator in collaboration with the Supervisors of Elementary and Secondary Mathematics and school-based administrators.

- Support for non-tenured teachers begins during the six-day orientation week in August.
- New teachers participate in three curriculum-based professional learning days that are planned by the Content Supervisor, Curriculum Coordinator, and County Mentor Teachers.
- The Mathematics Supervisors lead curriculum-focused professional learning for new PreK through 12th grade teachers, introducing them to the CCPS curriculum and Model For Quality Instruction. This includes guidance on standards-based instructional resources, grade-level lesson planning, formative and summative assessments, and effective instructional practices including technology tools.
- Highly effective, experienced teachers work with small, grade level cohorts to introduce specific grade level materials including planning guides, assessments and resources provided in the online curriculum.
- Content specific professional learning is provided for new teachers during the school year.
- Teachers new to CCPS participate in two days of professional learning during the second and third quarters. During these sessions, experienced, highly effective educators and CCPS Math

Resource Teachers (MRTs) collaborate with small, grade-level cohorts to deliver standards-based curriculum support focused on upcoming units of study.

- School-based MRTs support new teacher development of content and pedagogical practices through weekly collaborative planning sessions, lesson modeling, instructional coaching, and coteaching opportunities
- CCPS Mentor Teachers support new educators through a structured weekly instructional coaching model. Their role in mathematics includes non-evaluative classroom observations, co-teaching, modeling lessons, facilitating small group instruction, planning support, engaging in data-driven discussions, and monitoring the implementation of professional development strategies. Mentor Teachers also coordinate peer observations with veteran teachers based on new teacher needs and collaborate closely with Math Resource Teachers (MRTs) to ensure consistent and aligned feedback for effective math planning and instruction.
- Seven elementary schools are identified as Comprehensive Education Schools. These schools each have a full-time mentor in their building.
- Highly effective, experienced teachers support new teachers as grade-level based mentors in schools that are supported by the county mentor.
- New teachers are provided with time to observe and debrief with experienced, distinguished math teachers both within their assigned school and other CCPS schools.

Second and third year non-tenured teachers are supported through CCPS' partnership with the Office of the Presidential Scholar at Towson University and the Dr. Nancy Grasmick Leadership Institute, an innovative partnership where mentor teachers are hired by Towson University to support CCPS' early-career educators. In addition to this first-in-state induction program, school administrators, Supervisors in the Department of Curriculum and Instruction, district and school-level mentor teachers, and the Coordinator of Teacher Induction, all provide support to our non-tenured teachers.

Job Embedded Professional Learning

Focused, job-embedded professional learning is planned at schools using data from MCAP, local CCPS Benchmark Assessments and Common Unit Assessment. MRTs and Content Liaisons work with administrators and teachers to identify grade level specific content standards of need from Maryland College and Career Ready Mathematics Standards by focusing on grade level specific content and the Standards of Mathematical Practice to plan professional development.

Building administrators support this process by budgeting and planning for professional learning for staff as part of the School Improvement Process.

- School Improvement Teams utilize disaggregated MCAP and local CCPS assessment data to provide interventions on fluency, numeracy, and conceptual understanding interventions for individual students and targeted student groups.
- As the Comprehensive Mathematics Plan is finalized and shared with administrators and School Improvement Teams, professional learning for math teachers will be directly aligned to the CCPS Comprehensive Mathematics Plan.
- Based on needs identified from the analysis of school data and aligned to School Improvement Plans, MRTs and Content Liaisons provide professional development in PLC's or during scheduled school-based sessions using school funding with substitutes to address those needs. Then follow up professional learning is provided through collaborative planning, co-teaching and coaching to support the implementation of instructional practices in the classroom with students.

Professional Learning for All

Timeline	Implementation
2024-2025	All mathematics teachers will receive professional learning focused on: • The CCPS Model for Quality Instruction. • The Standards of Mathematical Practices of Reasoning Abstractly and Quantitatively and Modeling with Mathematics based on evidence of a lack of proficiency on county and state assessments and in alignment with MCAPs Reasoning & Modeling sub claims. • Implementation of Secondary Mathematics Common Unit Assessments 6th grade Math – Algebra 2. • Scoring student work using MCAP holistic Reasoning & Modeling rubrics. • 4DX Model for Continuous School Improvement. • Pacing guides, curriculum resources (HQIM), mathematical tasks, and the exploration and modeling of number routines and assessments that support Reasoning and Modeling standards. Math Resource Teachers will receive professional learning focused on: • MSDE Learning Labs, MSDE Policy Liaison Professional Development opportunities and other offerings as provided. Additional Support Staff will receive professional learning focused on: • Instructional Assistants – ○ Supporting struggling students using IXL Math.

    - Supporting students in meeting expectations of content standards through proficiency in basic math facts.
- Special Education –
    - Using IXL Math to monitor student progress and growth.
    - Understanding the MD CCRSM to support IEP goals.
    - Implementation of Common Unit Assessments 6th grade Math – Algebra 2.
    - Navigating the Mathematics Intervention Resource OneNote.
- ESOL –
    - Best practices in Tier 1 instruction to increase MLL success on local Common Unit Assessments aligned to MD CCRSM and MCAP assessments.
- Advanced Academics/GT –
    - Implementing extensions to support students in the transition from 5th grade to accelerated grade 6 mathematics.
    - MSDE Acceleration Guidelines and planning implementation

School Administrators will receive professional learning focused on:

- Reasoning Abstractly and Quantitatively and Modeling with Mathematics at Principal and Assistant Principal Meetings in collaboration with School Directors.

District Math Leaders will engage in professional learning:

- From MSDE's Office of Teaching and Learning and the MSDE Mathematics Branch - Including Learning Labs, Monthly MSDE Collaboratives, and MSDE Office Hours.

2025-2026 All mathematics teachers will receive professional learning focused on:

- The CCPS Model for Quality Instruction.
- The Standards of Mathematical Practices of Reasoning Abstractly and Quantitatively and Modeling with Mathematics based on grade-level MCAP data.
- The Eight Effective Mathematics Teaching Practices.
- Specially Designed Instruction (SDI) to effectively implement IEPs and support differentiation within planning, instruction, assessment. This includes training on new supplemental resources to support instruction (e.g Desmos, Hand2Mind, IXL).
- The Maryland Effective Mathematics Educator course (when available).

Additional Support Staff will receive professional learning focused on:

- Instructional Assistants –
    - Supporting struggling students during Tier 1 and Tier 2 instruction.

    - Supporting students in achieving on-grade-level numeracy proficiency.
- Special Education –
    - Using mathematics assessment data to monitor student progress and growth.
    - Understanding the MD CCRSM to support IEP goals.
    - Using Hand2Mind supplementary materials to support students in developing conceptual understanding.
- ESOL –
    - Best practices in Tier 1 instruction to increase MLL success on local Common Unit Assessments aligned to MD CCRSM and MCAP assessments.
- Advanced Academics/GT –
    - Implementing extensions to support students in the transition from 5th grade to accelerated grade 6 mathematics.

School Administrators will receive professional learning focused on:

- CCPS Elementary & Secondary Mathematics observation and walk-through "Look-for" tool. This includes the Eight Effective Mathematics Teaching Practices.
- Utilizing local assessment data (Common Unit Assessment, Benchmarks, and IXL Math) to inform school-based scheduling and intervention strategies.
- Implementation of the MSDE Math Policy from the LEA Liaison team.

Math Resource Teachers/Curriculum Writers will receive professional learning focused on:

- Implementing the MD CCRMS Standards Crosswalk Document to align CCPS Scope and Sequence, instructional materials, and assessments as needed.

District Math Leaders will engage in professional learning:

- From the MSDE Mathematics Branch - Including Learning Labs, Monthly MSDE Collaboratives, and MSDE Office Hours.

2026-2027 All mathematics teachers will receive professional learning focused on:

- Implementation on the revised MD CCRSM grades PreK – 8th grade.
- Implementation of HQIM.
- Implementing CCPS MTSS for mathematics instruction including Numeracy Development Framework
- Implementing Tier 2 and Tier 3 instructional structures.
- The Maryland Effective Mathematics Educator course (when available).

School Administrators will receive professional learning focused on:

- Implementation of the MSDE Math Policy from the LEA Liaison team.

2027-2028 All mathematics teachers will receive professional learning focused on:

- Implementing instruction aligned to revises Integrated Algebra 1.
- Implementation of HQIM.
- Implementing CCPS MTSS for mathematics instruction including Numeracy Development Framework
- Implementing Tier 2 and Tier 3 instructional structures.

School Administrators will receive professional learning focused on:

- Implementation of the MSDE Math Policy from the LEA Liaison team.

2028-2029 All mathematics teachers will receive professional learning focused on:

- Implementing instruction aligned to revises Integrated Algebra 2.
- Implementation of HQIM.
- Implementing CCPS MTSS for mathematics instruction including Numeracy Development Framework
- Implementing Tier 2 and Tier 3 instructional structures.

School Administrators will receive professional learning focused on:

- Implementation of the MSDE Math Policy from the LEA Liaison team.

Standards for Professional Learning

In accordance with the Maryland Blueprint, professional learning for math teachers across grades PreK-12 related to the comprehensive math plan is aligned to the Learning Forward Professional Learning Standards and the Science of Learning. Teachers participating in synchronous, and face to face professional learning tailored to the specific mathematical pedagogical techniques/assessment strategies based upon MCAP and system common assessment data are provided resources for implementation and feedback based upon the specific school needs. CCPS Central Office Staff including directors and content supervisors will participate in professional learning provided by MSDE and Learning Forward to make informed decisions about implementing the Standards for Professional Learning. In addition, CCPS staff will be trained locally in the Science of Learning.

Monitoring the Implementation of Professional Learning

Professional learning provided at the county and school level for teachers is monitored for implementation by principals, assistant principals and curriculum mathematics supervisors through classroom observations and walk throughs. This enables administrators to provide timely feedback on the effectiveness of the CCPS Model for Quality Instruction and teaching of content and practice standards.

- Each non-tenured teacher is observed a minimum of four times throughout the first three years as part of the tenure process. Two of the observations are conducted by the school-based administrators and two by the content supervisor assigned to the school.
- Tenured teachers are observed a minimum of two times during the three-year cycle with one observation by the school-based administrator and the other by the content supervisor.
- School-based administrators and content supervisors provide specific feedback to individual teachers to ensure that the curriculum (HQIM) is implemented with fidelity using highly effective instructional practices.
- The classroom observations and walk-throughs provide the content supervisor with insights to the curriculum to evaluate adjustments for curriculum at the county level, teacher implementation of the professional learning and identify future professional development at the county and school level.

Professional Learning Feedback

Teachers contribute to their professional evaluation in the CCPS Framework for Teaching Evaluation Tool in Domain 4. They share on their participation in professional learning as they seek opportunities for development to enhance knowledge and pedagogical skills. This learning, implementation and feedback enables teachers to put new learning into practice as they work with students.

Professional learning sessions in CCPS mathematics will be evaluated by collecting feedback from classroom teachers to evaluate the effectiveness of meeting School Improvement goals and the learning needs of students related to the content. This feedback will be reviewed and evaluated by supervisors and school-based administrators to determine the next steps in planning to meet teachers' and students' needs.

Family and Community Partnerships

Supporting families and the local communities in understanding the mathematics curriculum is a priority of CCPS and the Department of Curriculum and Instruction.

CCPS Comprehensive Mathematics Vision and Mission Statements

CCPS' Vision and Mission Statements for its Mathematics Program are shared with families and the community.

- The vision and mission statements are posted on the CCPS Elementary & Secondary Mathematics webpages for families to access.

- Elementary school mathematics
- Middle school mathematics
- High school mathematics

- The statements are shared with the following stakeholders at CCPS committees. Stakeholders on these committees will have opportunities to provide feedback to further the advancement of the Comprehensive Math Plan.
    - Curriculum Council
    - Special Education Citizens Advisory Council
    - Teacher Advisory Council
    - Other appropriate committees

- Mathematics Supervisors will communicate the vision and mission statements with administrators so as schools host Back to School Nights and family events for mathematics, the statements will be shared. Title One Schools and the ESOL department host school events to promote mathematics and will share the statements with families. The vision and mission statements will be translated to be accessible for non-English speaking families.

Family Communication Plan

Student progress and performance on local assessments is communicated with families throughout the year in a timely and accessible manner.

- Student scores on the CCPS Elementary Mid-Year and End of Year Math Benchmark Assessments are communicated to families in a letter that includes the average score at each grade level and a space for the math teachers to record each student's scores to be sent home.
- The CCPS Mathematics Vision and Mission Statements are included on these family letters. The letters will be available in multiple languages to make the information accessible for non-English speaking families.
- Mathematics data is shared with families and caregivers throughout the school year.
    - Families set up accounts online in Home Access Center to monitor student grades throughout the quarter in grades three through twelve.
    - Student performance reports for common unit assessments are provided to students and families that show student performance on the state standards assessed on the test.
    - All students PK – 12 receive interim reports that are sent home four times each year in the middle of each grading quarter.

- Parent Conferences are scheduled and available throughout the year to meet individually with families to communicate a student's progress in learning.
- Schools schedule three conference nights each year with interpreters available to attend with non-English speaking families.

CCPS will communicate openly with families and community stakeholders about the ongoing development and implementation of MSDE's Pre-K – 12 Mathematics policy, Numeracy Development Framework, and Multi-tiered System of Supports.

- During the 2025-26 school year, the MSDE Mathematics Policy, Numeracy Development Framework and revised Maryland College and Career Standards for Mathematics will be shared with the community stakeholders during a CCPS Curriculum Council meeting and a CCPS sponsored evening event in the spring.
- CCPS will share the Numeracy Development Framework with families to show the important skills and concepts students learn at each grade level. Schools and teachers will be able to help families identify individual areas of strength or needs that connect to grade level skills. The framework will also be shared on the CCPS Elementary Mathematics website for families to access.
- Consistent information on the Numeracy Development Framework and the Multi-Tiered Systems of Supports will be developed for schools to share at school-based events such as Family Math Nights and conferences or Back to School Nights.
- Using the Numeracy Development Framework and Multi-Tiered Systems of Support, grade level teams, in collaboration with families, will identify students for Tier 2 or 3 interventions.
- Communication with families has included letters sent home to inform them about the focus of the mathematics intervention and the duration. Further communication will be developed to share the child's progress toward meeting the expectations of the Tier 2 or 3 intervention along with next steps.

CCPS will continue to follow and implement guidance from MSDE on Multi-Tiered System of Supports for Mathematics and the Numeracy Development Framework.

CCPS Mathematics and Special Programs

CCPS Mathematics partners with other special programs in CCPS to ensure support for all students and their families. These programs include Title I, Advanced Academics, Special Education, ESOL, Early Childhood Education and Student Services.

Resources are available for families on the CCPS pages:

- Academics - Carroll County Public School District
- Student and Family Resources - Carroll County Public School District

Program	Support for Families and Caregivers
Title I	A portion of Title I funding is allocated for parent liaison positions at schools identified as Title I. The parent liaisons are responsible for providing parent and family engagement events and building school/family communication and relationships. Events include information nights to learn about student achievement, school processes, and grade level learning targets, along with parent workshops focused on effective instructional strategies used in classrooms and how to support students at home. Families and caregivers of students enrolled in Title I schools provide feedback during the completion of the Parent Compact and Family Engagement Plan. Families are informed of resources available to help them support their child in learning mathematics. The Supervisor of Elementary Mathematics will work closely with the Supervisor of Title I to clearly communicate resources available to families. The elementary Math Resource Teachers (MRTs) will work closely with school administrators and the Title I Parent Liaison to plan support for families. Title I Schools may host events to support students and families in mathematics, and the Title I Parent Liaison will work with the MRT and school staff to plan these events. Title I - Carroll County Public School District
Advanced Academics	Advanced Academics Specialists at each elementary and middle school hold parent information nights in the fall and spring to share information about gifted and advanced options in both reading and math. The CCPS website also contains a tab focused on Advanced Academic Programs that includes mathematics services. G&T/Advanced Academic Programs - Carroll County Public School District
Special Education	The office of special education has one parent educator who supports parents of students with special education services. She offers family engagement nights as well as parent education in Mathematics through webinars, lending library, and learning opportunities and activities for parents. These are sent to parents through flyers and advertised on the CCPS website and social media outlets. Resources of books and math manipulatives are offered at the trainings for parents to take home. Special Education - Carroll County Public School District
ESOL	The ESOL program provides yearlong system-wide opportunities for family engagement. Throughout the school year, numerous family engagement events are held at the school level. Topics vary, including literacy, mathematics and accessing community resources. Families are provided with strategies and information about all content areas including elementary math and receive resources to support learning at

	home. For elementary math specifically, these resources include, but are not limited to manipulatives, math games and tip sheets for building math knowledge at home. Secondary resources primarily include supplemental instructional materials. ESOL - Carroll County Public School District
Early Childhood Education	A centralized Prekindergarten application is available on the CCPS website, and parents with language barriers are provided additional support from the International Office. Clerical support personnel assist any family who may have barriers with technology use. Annually, our local Early Childhood Advisory Council comprised of school system staff and community partners review Kindergarten Readiness Data to identify strengths and needs which inform shared goals. Judy Center Early Learning Hubs provide partner and parent workshops in response to data within their school-based sites. Judy Center Early Learning Hub - Carroll County Public School District
Student Services	The CCPS Student Services Department supports students experiencing homelessness to ensure they attend their school of origin. Student Services coordinates bus transportation to school and can provide tutoring, including mathematics and counseling services at school or local shelters to meet the academic and mental health needs of the student. Student Services partners with the Human Services Program to reduce barriers for families. All families experiencing homelessness are reviewed at monthly Student Support Team meetings at each school and Pupil Personnel Workers coordinate support to reduce barriers for the families. Student Services - Carroll County Public School District

Partnering with Local Colleges to Support Mathematics

CCPS Mathematics works with local colleges to develop and maintain positive learning environments for teacher interns to attract teacher applicants.

- CCPS partners with local colleges for student internships.
    - McDaniel College
    - Stevenson University
    - Towson University
    - Carroll Community College
- Teacher interns are included in professional opportunities for mathematics with their mentor teachers.
    - Interns participate in weekly Data Meetings, attend IEP meetings, School Improvement Meetings and others, as appropriate.

    - Math Resource Teachers and administrators include student interns in professional learning sessions provided during the day and after school.
- Teacher interns are offered screening interviews through the Department of Curriculum and Instruction

CCPS is committed to ensuring that all our decisions are rooted in Maryland College and Career Ready Mathematics Content Standards, the Standards of Mathematical Practice, and aligned to the MSDE Mathematics Policy. We continue to analyze data, including special populations, to inform our decisions, and will strive to build relationships with and involve stakeholders in decision-making processes.