

CURRICULUM COUNCIL MEETING AGENDA

Date: Friday, January 23, 2026
Time: 9:30 to 11:30 a.m.
Location: Carroll County Public Safety Training Center, 50 Kate Wagner Rd., Westminster

Time	Agenda Topic
9:30 – 9:40	Welcome
9:40 – 10:30	Elementary and Secondary Mathematics Programs
10:30 – 11:20	ESOL / ML Program
11:20 – 11:30	Questions / Closing

The Charge of the Curriculum Council is to:

- Develop a working knowledge of curriculum goals, trends, and issues.
- Network with curriculum supervisors to communicate local concerns and issues regarding curriculum.
- Communicate curriculum goals, trends, and issues with individual parents, parent groups, and the home school's administration and faculty.
- Review and recommend to the Board of Education instructional textbooks and materials proposed for adoption.
- Provide advice and recommendations to the Superintendent and Board of Education regarding issues related to curriculum as requested, or as initiated by the Council.

NOTICE OF NON-DISCRIMINATION

The Board of Education of Carroll County does not engage in discrimination that is unlawful or contrary to Maryland State Department of Education guidance on the basis of age, color, genetic information, marital status, mental or physical disability, ancestry or national origin, race, religion, sex, sexual orientation, gender identity, or gender expression.

The Board of Education of Carroll County is firmly committed to creating equal employment and educational opportunities for all persons by providing an environment that supports optimal academic achievement and productive work and is free from any form of unlawful discrimination, including access to school facilities, educational programs, and extracurricular activities.

The following person has been designated to handle inquiries regarding the non-discrimination policies: Director of Human Resources, 125 North Court Street, Westminster, Maryland 21157, (410) 751-3070.

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Information concerning the Americans with Disabilities Act is available from the Director of Facilities Management, (410) 751-3177, or the Communications Officer, (410) 751-3020, 125 North Court Street, Westminster, Maryland 21157.



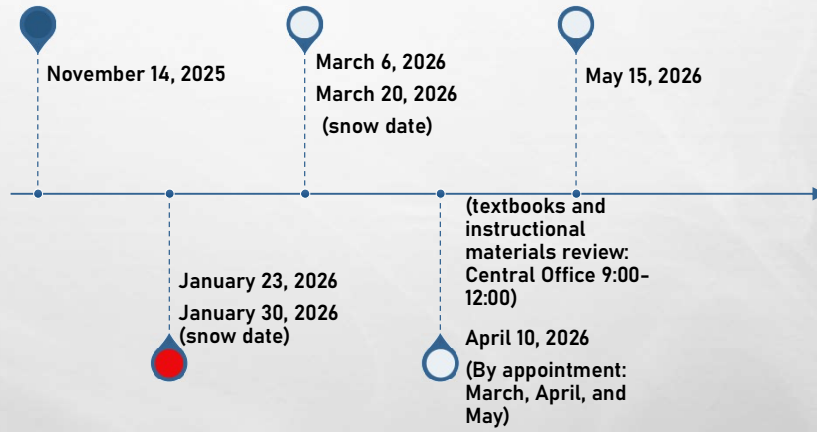
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CURRICULUM COUNCIL MISSION

THE CURRICULUM COUNCIL REVIEWS AND RECOMMENDS INSTRUCTIONAL MATERIALS PROPOSED FOR ADOPTION AND PROVIDES INPUT AND RESPONSE TO THE SUPERINTENDENT REGARDING ISSUES FACING CARROLL COUNTY IN ITS CHALLENGE TO BRING ABOUT CONTINUOUS SCHOOL IMPROVEMENT. MEMBERS DEVELOP A WORKING KNOWLEDGE OF CURRICULUM GOALS, TRENDS AND ISSUES, AND NETWORK WITH SUPERVISORS TO COMMUNICATE LOCAL CONCERNS AND ISSUES REGARDING CURRICULUM AND SCHOOL IMPROVEMENT.

2

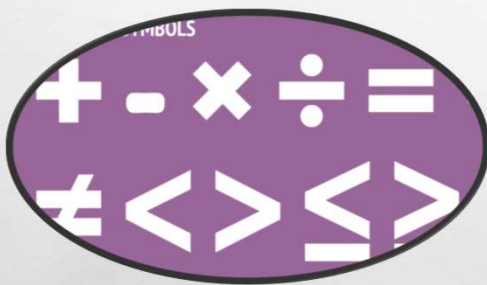
MEETING DATES AND TIMES



3

INSTRUCTIONAL SPOTLIGHTS:

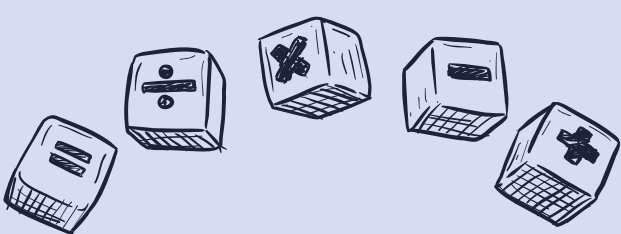
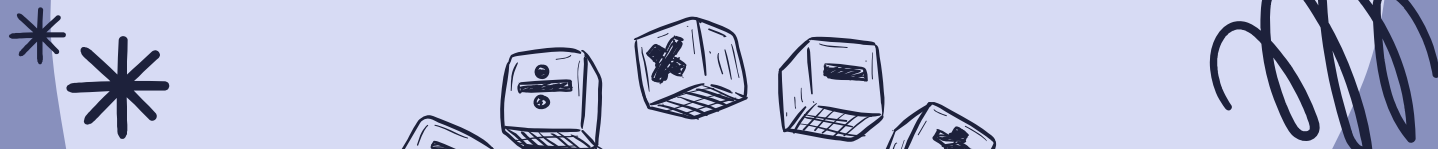
Elementary & Secondary Math Programs



ESOL/ML Program

4





CCPS Mathematics

AN OVERVIEW OF OUR PK - 12 MATH PROGRAM



CURRICULUM & INSTRUCTION

MATHEMATICS TEAM



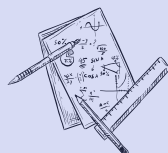
Marcy Myers

Elementary Supervisor



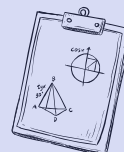
Jared Mielke

Secondary Supervisor



Adam Weller

PK-12 Coordinator



OBJECTIVE

What: Showcase CCPS' PK - 12 Mathematics program including curriculum, innovative instruction, and aligned assessments.

How: by understanding the impact of MSDE's Math Policy and the development of CCPS' Comprehensive Math Plan.

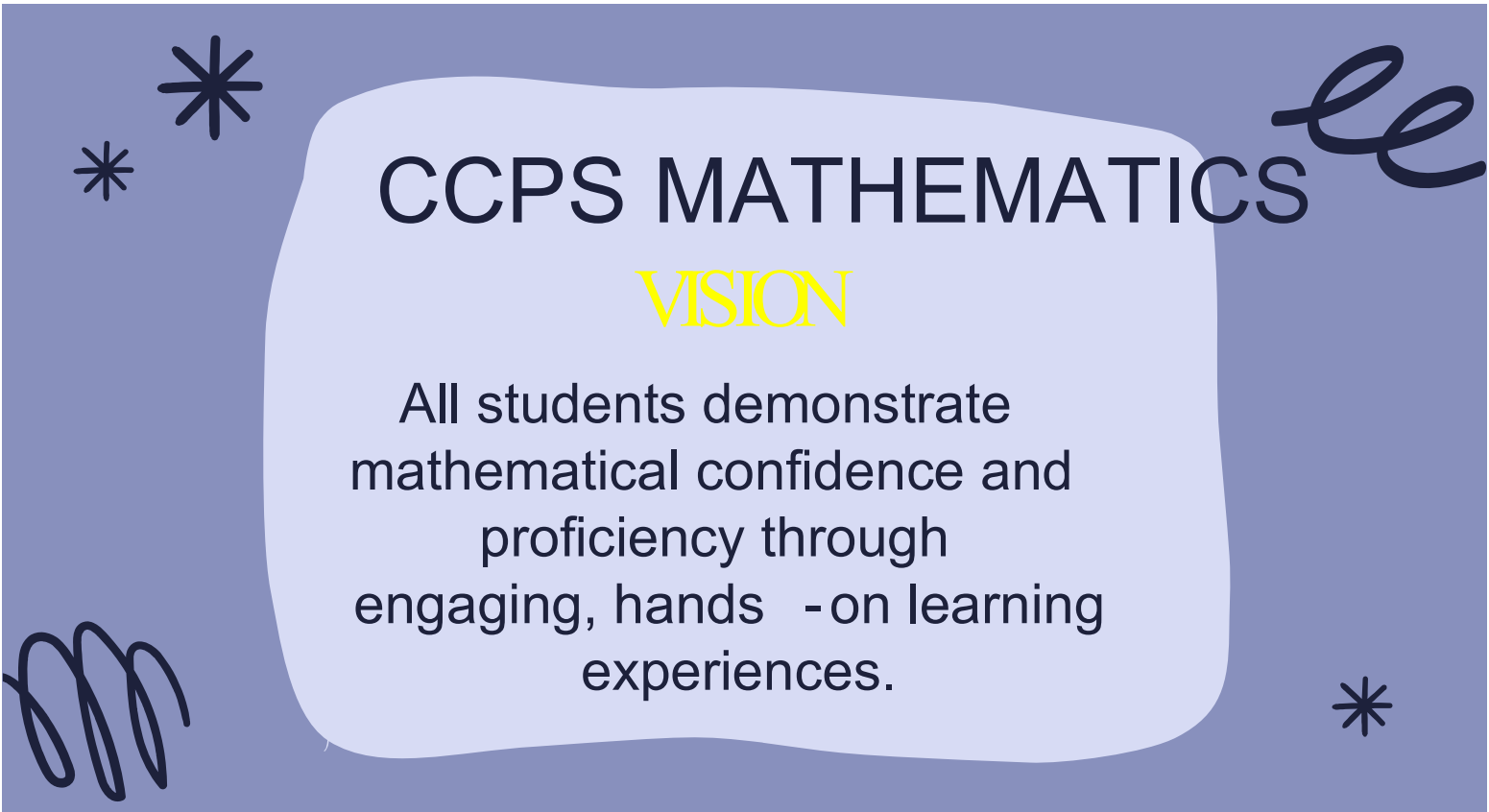
Why: to develop a working knowledge of the goals and trends in the mathematics curriculum in CCPS.



Which of the following are you most interested in learning about today?

- A** What math instruction looks like in CCPS.
- B** MSDE's Mathematics Policy.
- C** CCPS' Comprehensive PK-12 Math Plan
- D** CCPS' Local Assessments.

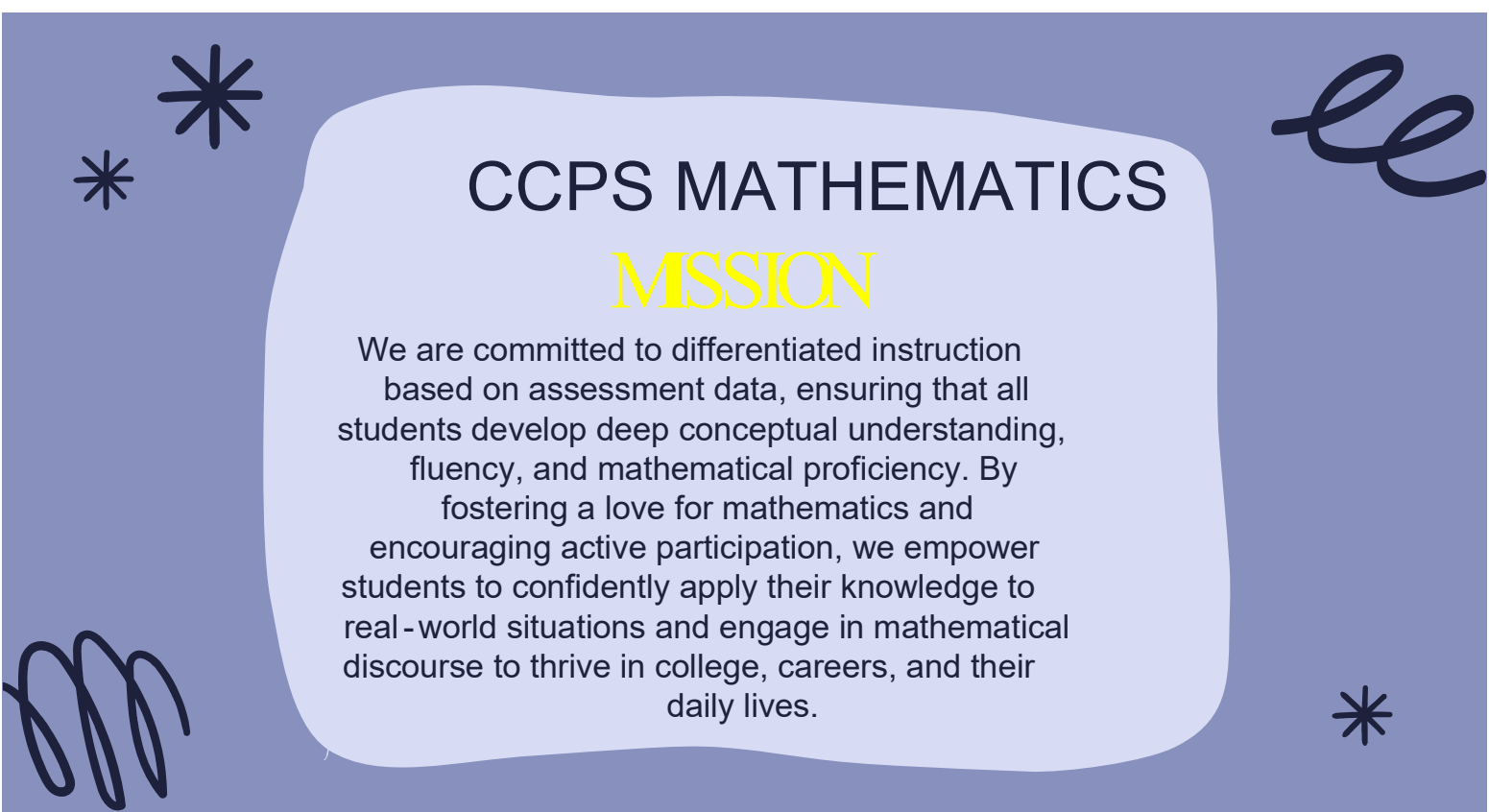


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CCPS MATHEMATICS

VISION

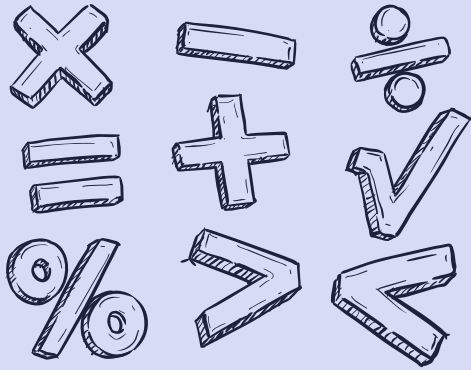
All students demonstrate mathematical confidence and proficiency through engaging, hands -on learning experiences.

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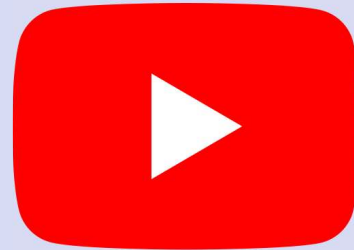
CCPS MATHEMATICS

MISSION

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.



Think about our vision & Mission compared to this clip.



How closely does this scene compare to your own math experience?

Drag the icon and place it above the corresponding value.



Doesn't compare at all!

This is extremely relatable!



Students, drag the icon!



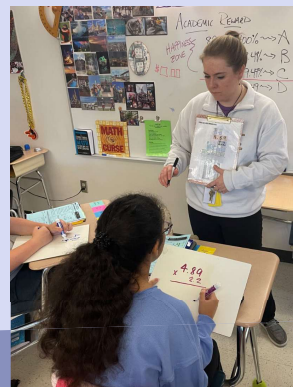
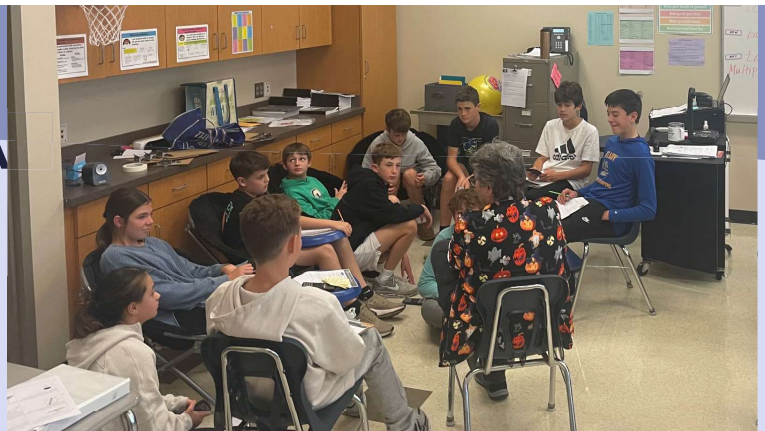
Pear Deck Interactive Slide
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* INSTRUCTIONAL HIGHLIGHTs : Differentiation

- Tiered problems or assignments
- Prerequisite skill reviews
- Enrichment or extension tasks
- Provides multiple representations (visuals, manipulatives, symbols)
- Flexible grouping (individual, pairs, small groups)
- Scaffolded instruction and guided practice



* INSTRUCTIONAL HIGHLIGHTs : Differentiation



* INSTRUCTIONAL HIGHLIGHTs : Co-Teaching

- Allows for the differentiation of instruction for diverse learners.
- Provides real -time intervention and enrichment
- Supports students with IEPs, 504 plans, and/or language barriers.
- Increases student engagement and participation
- Monitors progress and formative assessment
- Models multiple problem -solving strategies

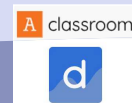
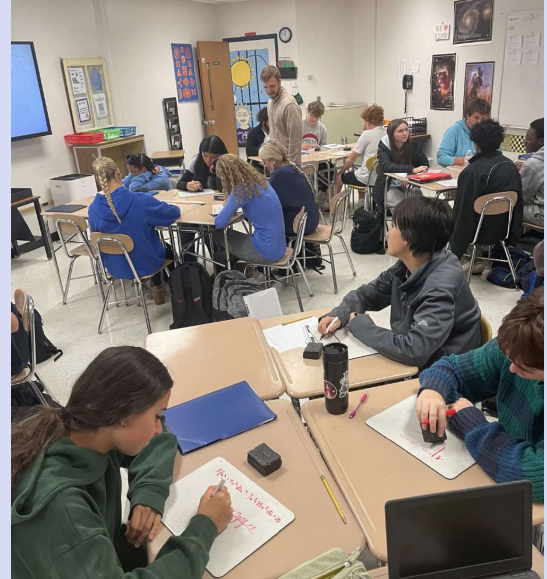


* INSTRUCTIONAL HIGHLIGHTs : Co-Teaching



* INSTRUCTIONAL HIGHLIGHTs : Discover y Learning

- Provides opportunities for students to investigate problems before formal instruction to uncover patterns, rules, or generalizations.
- Engages students in authentic scenarios to help them connect how math applies beyond the classroom.
- Enhances communication and collaborative skills as students work in small groups to discuss findings and refine understanding.

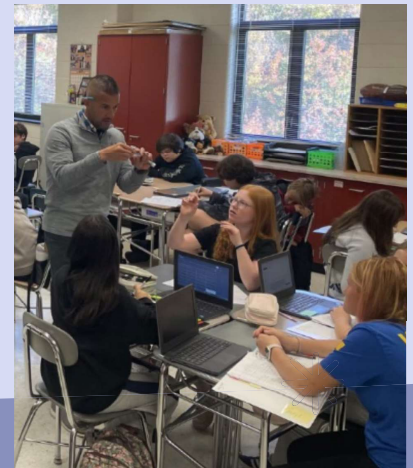
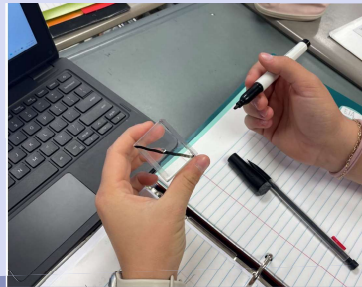
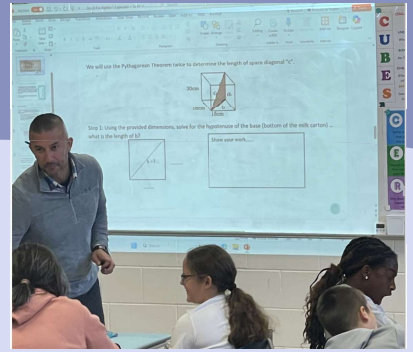


* INSTRUCTIONAL HIGHLIGHTs : Discover y Learning



* INSTRUCTIONAL HIGHLIGHTs : Hands -On Learning

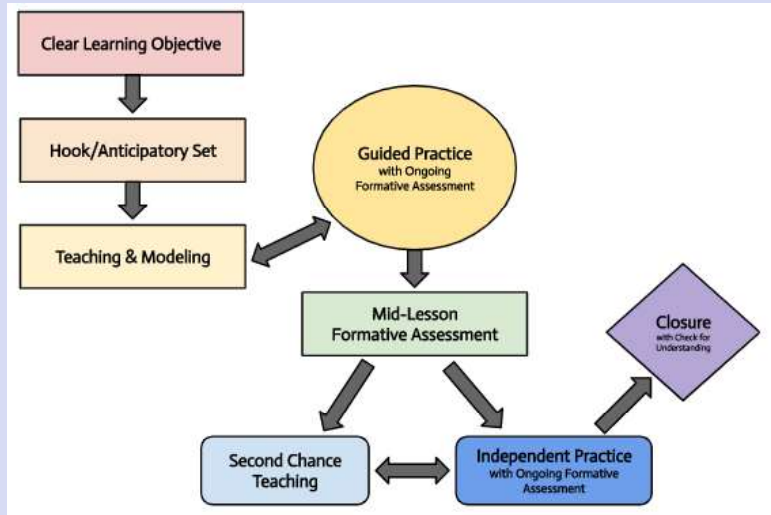
- Improves Conceptual Understanding
- Increases Student Engagement
- Strengthens Problem -Solving Skills
- Encourages Deeper Thinking
- Enhances Retention
- Promotes Collaboration and Communication



* INSTRUCTIONAL HIGHLIGHTs : Hands -On Learning



CCPS MODEL FOR QUALITY INSTRUCTION (MQ)



MSDE Mathematics Policy

The screenshot displays the MSDE website's 'Mathematics Policy' page. The header includes the Maryland State Department of Education logo and navigation links: ABOUT US, THE BLUEPRINT, STRATEGIC PLAN, OFFICES / DIVISIONS, STATE BOARD, NEWS, and QUICK LINKS. A 'Subscribe to Newsletters' link is also present. The main content area features a sidebar for 'Instructional Programs' under the 'OFFICE OF TEACHING & LEARNING' section, listing various branches including Mathematics. The main body of the page is titled 'Mathematics Policy' and includes a photograph of two young girls working on a math project. Below the photo, a paragraph states: 'The PreK-12 Maryland Mathematics Policy was designed to significantly improve teaching, learning, and achievement in mathematics from early childhood through secondary grades across the state of Maryland. It ensures that every student receives equitable math instruction and necessary support as they develop strong numeracy skills, fostering joyful mathematical experiences and paving the way for college and career success.' At the bottom, there are three buttons: 'VIEW THE MATH POLICY →', 'VIEW THE FAQs →', and 'VIEW GUIDANCE DOCUMENTS →'.

2025-2026: Significant Shifts



LEA Comprehensive
PreK- 12 Math Plans
Aligned to Math
Policy

Collaboration with
MSDE and LEA
Leadership to
Develop Student
Support Systems and
Structures

Revised PreK-
Integrated Algebra 2
Standards Released

2026-2027: Significant Shifts

Revised PreK-8
Standards and
Aligned Common
Assessments
Implemented

Monitoring &
Communication of
Student Numeracy
Development
Progress

Ongoing Educator
PL and Community
Engagement Aligned
to Statewide Math
Initiatives



2027-2028: Significant Shifts



Implementation of
Integrated Algebra 1
and Secondary Math
Pathways

Implement
Mathematics
Acceleration
Progression in
Grades 3-7

Minimum 60 Minutes
of Daily Math
Instruction in Grades
K- 8

2028-2029: Significant Shifts

Implementation of
Integrated Algebra 2
and Integrated
Algebra CCR
Assessment

Monitor Progress
Implementation
Based on Student
Data Points Outlined
in Policy

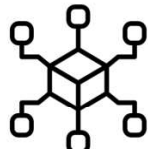
Monitor
Effectiveness of
Educator PL and
Community
Engagement

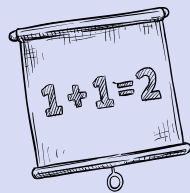


Shifts within Grade Bands

PreK – Grade 3	Grades 4-6	Grades 7 – 8	
Focus on Number Sense	Clearer Focus on Conceptual Understanding	Elevating Algebra Throughout	Intentional Spread of Probability
Fluency Development through Strategy	Estimation	Inequalities through Grade 8	Reorganization of Geometry

Key Shifts Across Grade Bands

	Domains and Standard Codes	Specific Strategies and Representations	
	Separation of Complex Standards	Authentic Use of Data	



CCPS MSDE Mathematics Liaison Team

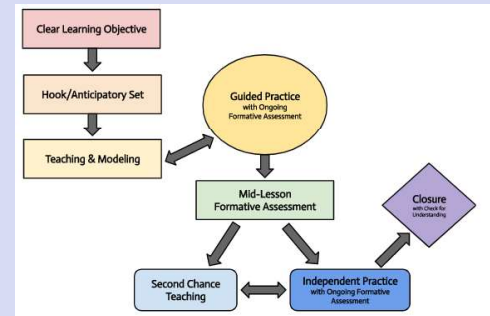
- Steve Wernick** - Director of Curriculum & Instruction
- Marcy Myers** - Elementary Supervisor of Mathematics
- Jared Mielke** - Secondary Supervisor of Mathematics
- Adam Weller** - PK-12 Coordinator Mathematics
- Jennifer Purper** - Elementary Math Resource Teacher
- Jennifer Goffena** - Middle School Math Resource Teacher
- Kathi Keefauver** - HS Math Teacher & Content Liaison

* CCPS Comprehensive Mathematics Plan

In accordance with The Blueprint for Maryland's Future, the Maryland State Board of Education (SBOE) and the Accountability and Implementation Board (AIB) tasked each Local Education Agency (LEA) with creating a PreK - 12 Comprehensive Math Plan (CMP).

* CCPS CME Equitable instruction

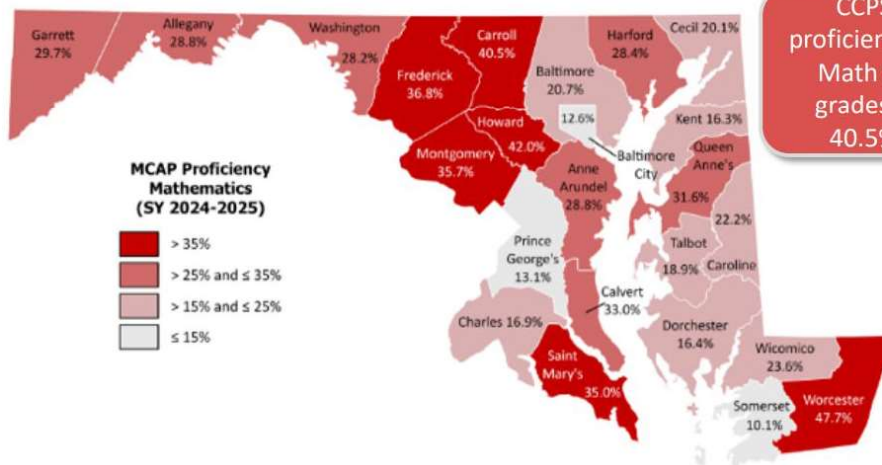
- Evidence Based Teaching Practices
CCPS MQI, NCTM 8 Effective Math Teaching Practices
- CCPS Mathematics Curriculum
- Maryland College & Career Ready Content Standards
- Standards of Mathematical Practice



* CCPS CME Goals & Metrics - MCAP

Mathematics Proficiency by LEA, SY 2024-2025

Mathematics proficiency for all tests combined varied from 10.1% to 47.7% across LEAs.



LEA	Percent Proficient
Worcester	47.7%
Howard	42.0%
Carroll	40.5%
Frederick	36.8%
Montgomery	35.7%
Saint Mary's	35.0%
Calvert	33.0%
Queen Anne's	31.6%
Garrett	29.7%
Allegany	28.8%
Anne Arundel	28.8%
Harford	28.4%
Washington	28.2%
Wicomico	23.6%
Caroline	22.2%
Baltimore County	20.7%
Cecil	20.1%
Talbot	18.9%
Charles	16.9%
Dorchester	16.4%
Kent	16.3%
Prince George's	13.1%
Baltimore City	12.6%
Somerset	10.1%

* CCPS CMB Student Support & Planning Processes

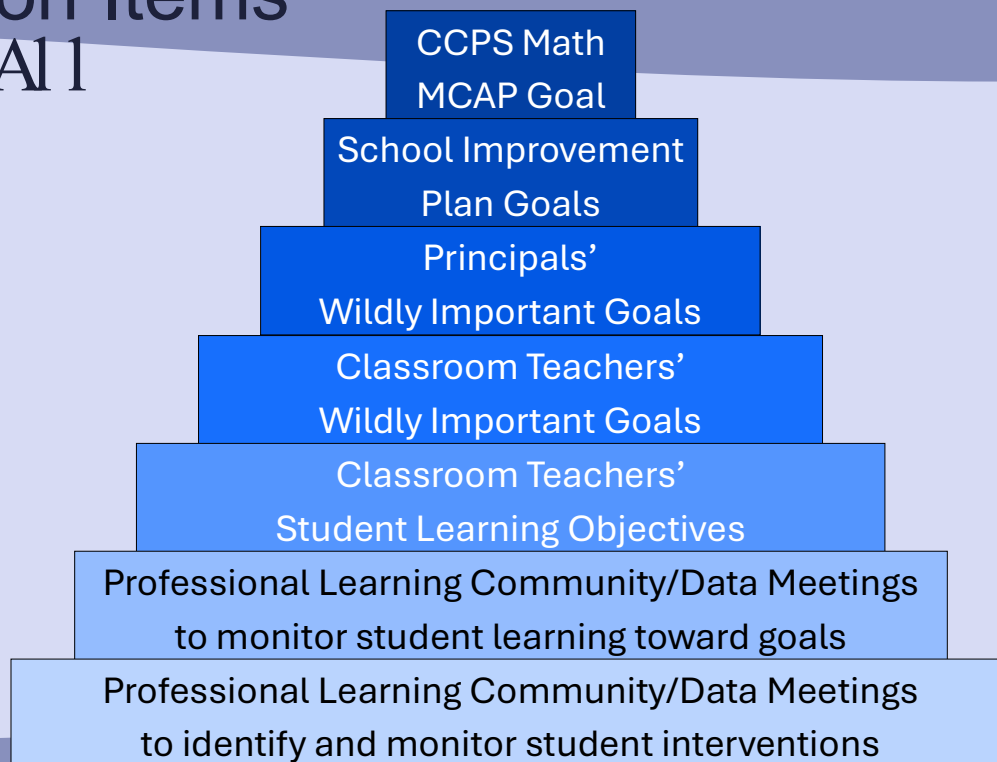
Carroll County Public Schools' structures for student support, or Multi-Tiered System of Supports (MTSS) for Mathematics, aims to be proactive and designed to maximize student success through high-quality instruction, equitable access to resources, and data-driven decision making. The student support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

Tier 1 : Core Instruction

Tier 2 : Supplemental Supports

Tier 3 : Intensive Supports

* Action Items for All



* CCPS CMP Professional Development Planning

- New Teacher Induction (Pre -service)
- All Teachers – Content Specific in August (Pre -service)
- All Teachers – Content Specific Virtual PL (In -service)
- Job Embedded Professional Learning in PLCs with MRTs

All PL is aligned to Learning Forward's Professional Learning Standards with feedback collected.

* CCPS CMP Family & Community Partnerships

Student Progress is shared with families and caregivers throughout the school year:

- Home Access Center (Grades 3 - 12).
- In -person Parent Conferences (with interpreters available to attend with non -English speaking families).
- Individual communication between the teacher and family.
- Elementary Mid -year & End of Year Benchmark Score Report Letter.
- Secondary Common Unit Assessment Score Report.

* CCPS Family & Community Partnerships

CCPS PK-12 Mathematics partners with the following programs to support students, families, and caregivers.

- Title I
- Advanced Academics
- Special Education
- ESOL
- Early Childhood Education
- Student Services

CCPS Comprehensive Mathematics Plan

HOME > ACADEMICS > CURRICULUM AND INSTRUCTION

Curriculum and Instruction

+ Mission

+ Vision

+ Belief Statements

+ Model For Quality Instruction

+ Comprehensive Literacy Plan

+ Comprehensive Mathematics Plan

Contact Info

[Steve Wernick](#)

Titles:
Director of Curriculum & Instruction

Email:
SteveWernick@carrollk12.org

Phone Numbers:

Work: [410-751-3000](tel:410-751-3000)



Pause & Reflect

What are some of your takeaways so far?

Feel free to include comments.



Students, write your response!

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* Local Assessments

Elementary:

- Common Unit Assessments
- Mid -year & End of Year Benchmarks

Secondary:

- Common Unit Assessments
- IXL Diagnostic Snapshots
- End of Course Assessments

Assessment Student Work Samples

4. Mrs. Twinkle, the music director, needs 1,000 paper snowflakes for the 4th grade winter concert. The six 4th grade classes decided to help. Each class offers to make 265 snowflakes. Mrs. Twinkle quickly does the math to determine if there will be enough snowflakes. Her work is below.

200	+	60	+	5	1
					120
					360
					+ 30
					510

6	120	360	30
---	-----	-----	----

Mrs. Twinkle is disappointed there will not be enough snowflakes.

- Explain if the model does or does not represent correct reasoning.
- Use words, numbers, or drawings in your explanation.

#2-4

$\begin{array}{r} 200 + 60 + 5 \\ 6 \overline{) 120030} \\ \underline{1200} \\ 30 \end{array}$	$\begin{array}{r} 1200 \\ 360 \\ 30 \\ \hline 1590 \end{array}$	her mistake is $6 \times 265 = 120$ is incorrect $6 \times 200 = 1200$ she needs two 2 zeros not just one but 2 zero to make her answer correct
--	---	---

2 zero my work!!

so she will have more than enough to use in the concert.

Assessment Student Work Samples

10. Shonda needs to mix cement and sand/gravel to make concrete for a large project. The strength of her concrete is determined by the ratio of cement to sand/gravel.



Shonda found that the mix of 2 cubic feet (ft^3) of cement and 3 ft^3 of sand/gravel to be the ideal strength for her project.

Shonda only has an 18 cubic foot container to mix the cement and sand/gravel in.

What is the largest amount of cement and sand/gravel that Shonda can mix in her container to maintain the ideal strength ratio for her project?

*NOTE: Shonda is only measuring in FULL cubic feet.

Show and/or explain your work/thinking in the space provided.

claim – The largest amount of cement without going over is 6 cubic feet and the largest amount of sand/gravel is 9 cubic feet without going over 18 cubic feet.

evidence – $\frac{2 \text{ cubic feet of cement}}{3 \text{ cubic feet of sand/gravel}} \times 3 = \frac{6 \text{ cubic feet of cement}}{9 \text{ cubic feet of sand/gravel}}$

reasoning – I multiplied them each by 3 to get 6 and 9 because together they as a total are less than 18 cubic feet but is also the largest ratios to fit.

Assessment Student Work Samples

9. Martha was making root beer floats. For every two scoops of ice cream, Martha needed 16 ounces of root beer. Martha set up a proportion to find how many scoops of ice cream she would need if she used 40 ounces of root beer. Her work is shown below.

$$\frac{\text{scoops of ice cream}}{\text{ounces of root beer}} \rightarrow \frac{2}{16} = \frac{40}{x}$$

$$2 \cdot x = 2x$$
$$16 \cdot 40 = 640$$

$$2x = 640$$

$$x = 320 \text{ scoops of ice cream}$$



Describe and correct Martha's error. How many scoops of ice cream are *actually* needed for 40 ounces of root beer?

Martha's error was that when she set up the equation $\frac{\text{scoops of ice cream}}{\text{ounces of root beer}} \rightarrow \frac{2}{16} = \frac{40}{x}$ she was supposed to put the 40 on the bottom because it said "how many scoops of ice cream for 40 ounces of root beer" not 40 scoops of ice cream. So the real equation is supposed to be $\frac{\text{scoops of ice cream}}{\text{ounces of root beer}} \rightarrow \frac{2}{16} = \frac{x}{40}$ with the 40 as the denominator. This also messed up her work because she did the equation 16×40 then divided by 2 but the equation was supposed to be 2×40 divided by 16. So $2 \times 40 = 80$ then $80 \div 16 = 5$ and 5 that is how many scoops of ice cream she would need for 40 ounces of root beer.

* Data celebrations - Elementary

In the 2025 - 2026 School Year...

- The average score on the May Benchmark for students in PK - 1st grade was 91% & 85% in 2nd grade
- The average score on the May Benchmark in grade 3 was 77%, grade 4 was 81%, and grade 5 was 72%
- 70.8% of students in grades PK - 5 met the goal of scoring 80% or higher on the May 2025 Benchmark.



* Data celebrations - middle

In the 2025 -2026 School Year...

- 21%-point increase in the percentage of students achieving proficiency (70%+) learning the Grade 7 MDCCR standards (Honors Math 6 and Math 7)
- 12%-point increase in % achieving proficiency in our Pre-Algebra course (Grade 8 MDCCR standards).
- 92% of students achieved a 70%+ on the Algebra 1 Final Exam.

* Data celebrations - High

Since re-aligning our final exams in 23 -24...

- 29%-point increase in the percentage of students reaching proficiency in Conceptual Algebra.
- 25%-point increase in the percentage of students reaching proficiency in Algebra 1.
- 16%-point increase in the percentage of students reaching proficiency in Geometry

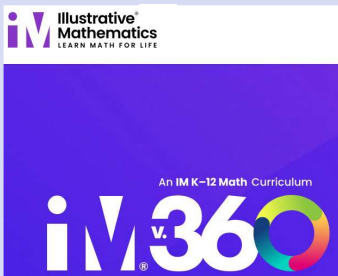
IXL Data Celebrations

- 6th grade shows the most growth in the platform. Acquiring, on average, 1.44 years of growth in 23 - 24, and 1.00 year in 24 - 25).
- 7th grade showed 1.22 years of growth in 23 - 24 and 0.87 years in 24 - 25.
- 8th grade showed 1.25 years of growth in 23 - 24 and 0.74 in 24 - 25.



★ It's important to track this growth as a cohort and realize as the students get "On Grade -level" the growth will temper. We are closing gaps.

Illustrative Mathematics Pilot in Grade 3



Unit 3.4	Illustrative Mathematics (iM) 2025-2026 CCPS Lesson Plans Math by the Book (MBTB) Math in Practice Teaching Third-Grade Math (MIP)					
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
Learning Target(s)	3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division or properties of operations.					
	3.OA.5 Apply properties of operations as strategies to multiply and divide. - If $3 \times 5 \times 2$ can be found $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (associative property of multiplication) - Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5+2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (distributive property)					
	Focus on the Associative Property		Focus on Distributive Property			
	<i>*The commutative property should be used/reviewed as appropriate.</i>		3.MD.7 Relate area to the operations of multiplication and addition. c. Use tiling to show in a concrete case that the area of a rectangle with whole-number side lengths a and $b + c$ is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning. Use Fact Fluency- Multiplication and Division in One Note for Decompose a Factor resources.			
	CCPS Lesson Unit 4 Day 1	CCPS Lesson Unit 4 Day 2	iM Unit 4 Lesson 9	iM Unit 2 Lesson 12 Activity 1 MIP 56	iM Unit 4 Lesson 10 MIP 52-55	iM Unit 4 Lesson 11
	MIP 50-52					

* Grad Requirements

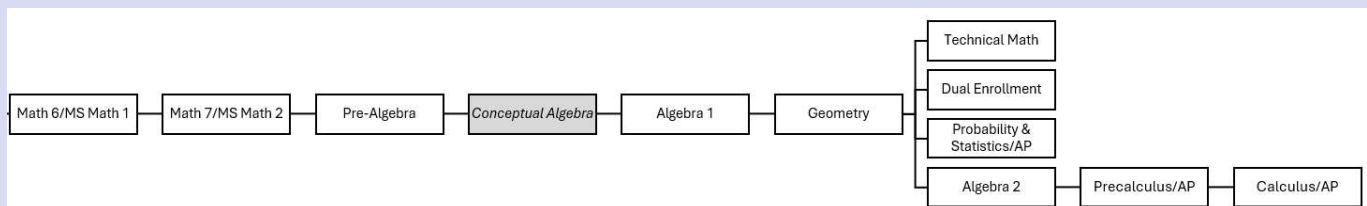
- Enrollment in a math class all 4 years of HS.
- 1 credit earned in Algebra and 1 credit earned in Geometry.
- Assessing on the Algebra 1 MCAP.

University System of MD Admission Requirements

Graduation Requirements plus...

- The senior year math class must be at the level of Algebra 2 or a course more rigorous that utilizes non-trivial algebra. (e.g. Precalculus)

* A Sample Course Progression



This is only a sample and course progressions, “doubling up,” and acceleration are handled on an individual student basis.

OBJECTIVE

What: Showcase CCPS' PK - 12 Mathematics program including curriculum, innovative instruction, and aligned assessment.

How: by understanding the impact of MSDE's Math Policy and the development of CCPS' Comprehensive Math Plan.

Why: to develop a working knowledge of the goals and trends in the mathematics curriculum in CCPS.



Closure

I learned...

I still wonder...



Students, draw anywhere on this slide!

Pear Deck Interactive Slide
Do not remove this bar



English for Speakers of Other Languages (ESOL) Program

Supporting Our Multilingual Learners (MLs)

Pam Mesta, Supervisor of ESOL
Sally Powell, NBCT, ESOL Resource Teacher
Melissa Thomas, ESOL Resource Teacher

esol@carrollk12.org

1

Landing Spot for Your Thoughts 😊

English for Speakers of Other Languages (ESOL)
Supporting Our Multilingual Learners (MLs)

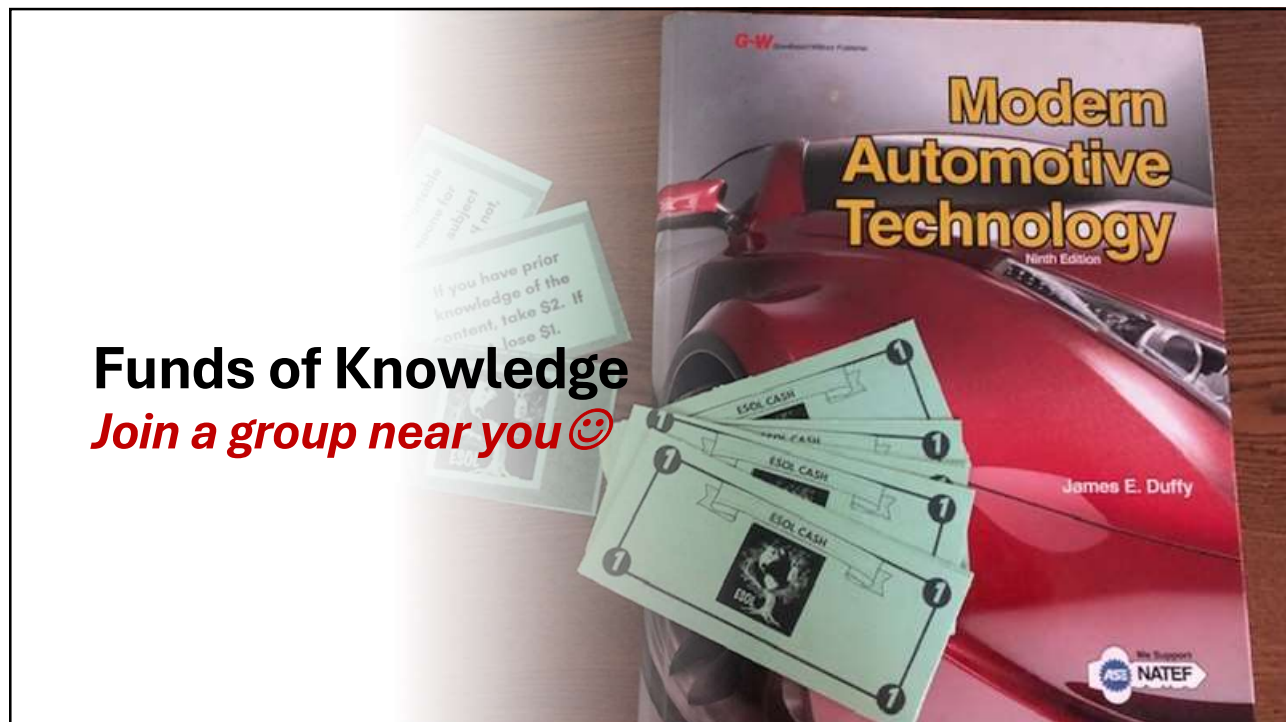
NOTES ✨

TAKEAWAYS ✨

esol@carrollk12.org



2



Funds of Knowledge

Join a group near you 😊

3

Funds of Knowledge

1. Select a **BANKER**  a **READER**  and a **RECORDER**. 
2. As a team, quickly leaf through the textbook from one of our Career and Technology Center programs. Share your initial thoughts about the content with each other.
3. **BANKER-** Give each person \$2. This money represents your existing “funds of knowledge” of this subject/career pathway.
4. **READER-** Read each question aloud and play (gain and lose \$).
5. Share out-What supports do you need to be successful with this content? **RECORDER-** Select the top 2 and write them on your board.

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Meet Our CCPS Multilingual Learners!

RECORDERS-Grab your board!



of MLs **558**

(Elementary=62%; Secondary=38%)

of languages our students speak **27**, with **Spanish** being the highest (60%)

of countries represented **34**, with the highest % of students born in **U.S.** (32%)

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Funds of Knowledge: Growing the Knowledge Tree



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Funds of Knowledge: Growing the Knowledge Tree

Direct Instruction

Elementary:

- Newcomer/beginning level MLs receive a balance of content-based pull-out and plug-in services because they require more direct instruction with language objectives and content.
- Intermediate/advanced MLs receive scaffolded language instruction in the content classroom.

Secondary:

- Students are placed in academic, honors/AP classes and receive individualized support from the ESOL Teacher.
- ESOL I-IV offered in high school.
- MLs receive ESOL support in content area classes, as well as instructional support during flex time to provide specific instruction that targets skills that the students need.



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ESOL MCAP English Language Proficiency (ELP) Testing and MD Report Card

- ✓ All Maryland districts use the same assessments, entrance/exit criteria and leveling (WIDA)
- ✓ This is the sole data point used on the MD Report for “Progress in Achieving English Language Proficiency”
 - To be held accountable for this measure, a school must have at least 10 MLs with 2 MD MCAP ELP scores
- ✓ Once in the ESOL Program, students are assessed annually (January-March) and exit at an overall 4.5 in MD.
 - Listening and speaking are each 15% of overall score
 - Reading and writing are each 35% of overall score

WIDA counts for 10% of the MD Report Card



Westminster East Middle

2024 - 2025 School Report Card

3 OUT OF 5 STARS

Percentile Rank: 70 (Middle)

121 Longwell Avenue

Westminster, MD 21157-2101

Phone: 410-751-3656

HOW DID THIS SCHOOL DO OVERALL?

Overall school performance is determined by a combination of academic and school quality indicators. The total earned points percent is provided as well as a percentile rank and a star designation.

INDICATOR	POSSIBLE POINTS	EARNED POINTS*	ANNUAL TARGET	IMPROVEMENT
Academic Achievement	20.0	18.2	⊖	⬇
Academic Progress	35.0	19.2	na	⬇
Progress in Achieving English Language Proficiency	10.0	7.5	⊖	⬇
School Quality and Student Success	35.0	22.2	na	⬇
TOTAL POINTS:	100.0	59.0		

Total Earned Points: 59.0

Total Points Possible: 100.0

59.0%

TOTAL EARNED PERCENT

* Earned points may not add to total points due to rounding.

⬆

⬇

⬆

⬇

* Earned points may not equal total points due to rounding. ⊖ did not meet

Example of MSDE school-specific target

School Name	2025 Result	2017	2018	2019	2022	2023	2024	2025	2026	2027	2028	2029	2030	2031	2032
Westminster East Middle	75.00%		45.45%	47.55%	49.65%	51.75%	53.85%	55.94%	58.04%	60.14%	62.24%	64.34%	66.43%	68.53%	70.63%

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Funds of Knowledge: Growing the Knowledge Tree

Teacher Support

- ESOL Teachers collaborate, co-plan and co-teach with content teachers to determine how to best meet language/content standards.
- Modifications of content materials, assignments, assessments (reducing the linguistic complexity but keeping the rigor of the curriculum), including adding visuals, providing vocabulary support, etc. are developed collaboratively by school-based and ESOL staff.
- Professional Learning Communities (PLCs) continue to form throughout the county.



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Funds of Knowledge: Growing the Knowledge Tree

Family Engagement

- Extensive family outreach efforts focused on out-of-the box thinking/planning
- Impact on student engagement and student performance evidenced through increased attendance as well as grades
- Our focus is on creating a strong partnership with families so they feel empowered to be active participants in their child's learning
- Outreach efforts occur regionally as well as at the individual school level



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Family Engagement and Summer Programming Highlights

ESOL SCHOOL SUPPLY PARTY
Students will receive a backpack and school supplies at no cost.
*By invitation only
*Priority for ESOL students
*Free for others for all ESOL students

Technology Night for ESOL Families
South Carroll HS, Oklahoma Road MS, Sykesville MS, MS, Arly MS
Date: October 15th
Time: 6:30 pm - 8:00 pm
Where: SCH
What: Information about technology used in the schools.
• HAC
• SchoolNet
• Attendance
• Talking Rules
• Delta Math
• LAL
** Please bring your student's device and password.
• Free!
• Information section for parents/guardians
• We will be serving snacks.

CPS ESOL PRESENTS: PATHWAYS AND POSSIBILITIES
April 20th, 2025
6:45pm - 8:00pm
Discover the possibilities for your child's Career and Technology Center
CCCTC
Program Options
Program Requirements
Participation you can start
*Please Note: Do Not Miss this opportunity!
*Free!
*Information section for parents/guardians
*We will be serving snacks.

SUMMER ESOL JUMP START PROGRAM
Summer program with a focus on building math and literacy skills in English as a Second Language students
• Free!
• Information section for parents/guardians
• We will be serving snacks.
LOCATION: WEST MIDDLE SCHOOL
DATES: JULY 15, 16, 17, 18
TIMES: 8:00 - 11:00 AM
• For selected middle and high school students
• All materials needed will be provided
• Breakfast and lunch included
For More Information: 410-751-3173
esol@carrollk12.org

ESOL SUMMER OUTDOOR ADVENTURE!
When: June 16, 17, 18, and 19
8:15 AM - 11:15 AM
Where: Washburn Environmental Center
Washburn, MO
We will explore the natural beauty of the area and learn about the importance of conservation.
Activities:
Fishing
Hiking
Exploring
Educational activities
Planting herbs
Free: Breakfast, lunch, and transportation.
** The Address will be provided with everything they'll need.
** Please don't bring anything from home.
** Everyone must wear sunscreen and bring a hat.
410-751-3173
esol@carrollk12.org

OUTDOOR SCHOOL ORIENTATION
Sponsored by the ESOL department
Outdoor Schools is a nationally public school in our county, started with a purpose and vision to provide a safe, open-air classroom where every student in Carroll County Middle School District can learn and grow during the school year.
Date: Wednesday, August 20th, 2025
Time: 8:00 am - 3:00 pm
410-751-3173
esol@carrollk12.org

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Takeaways and Questions

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