Building the Future

CCPS

Carroll County Public Schools

# 2023-2027 Strategic Plan



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# CCPS Core Statement, Values, & Beliefs

**Core Statement:** ***Carroll County Public Schools: Building the Future***

**Core Values:**

- The Pursuit of Excellence
- A Safe and Orderly Learning Environment
- Fairness, Honesty, and Respect
- Priorities, Beliefs, and Mores of Our Local Community
- Life-Long Learning and Success
- Community Participation
- Continuous Improvement

| **Core Beliefs**<br>***The Board of Education believes that the Carroll County Public Schools system operates effectively and efficiently when:*** | |
|---|---|
| **The Greater Carroll County Community:** | • Values the importance of a quality education<br>• Supports educational initiatives at home<br>• Volunteers in schools<br>• Forms partnerships with schools to support system initiatives |
| **All Central Office Staff:** | • Establish and maintain a framework for organizational decisions to be based on empirical data<br>• Establish and maintain a safe and orderly environment for students and staff<br>• Provide adequate resources that are equitably distributed<br>• Provide an equitable educational opportunity for all students<br>• Communicate effectively with all stakeholders<br>• Enforce accountability for system initiatives<br>• Model effective leadership and professional respect<br>• Provide a diverse program of studies with a global perspective designed to meet students' educational goals<br>• Respect and appreciate diversity<br>• Coordinate professional learning opportunities that are relevant, site-base, job embedded, aligned with the tenets of cultural proficiency, and meet the needs of all staff<br>• Empower employees, students, and communities to make school-based decisions within an established framework |
| **All School Staff:** | • Welcome their school community<br>• Establish positive home and school relationships<br>• Provide a safe and orderly learning environment for students and staff<br>• Work to ensure that every child succeeds<br>• Display cultural proficiency while respecting and appreciating diversity<br>• Prepare students with a global education<br>• Place priority on the educational needs of students<br>• Motivate students to learn<br>• Recognize the unique learning styles of each student<br>• Facilitate learning by encouraging, prompting, interacting, and connecting with students<br>• Establish and maintain positive and appropriate relationships with students<br>• Ensure learning by providing instruction that meets each student's individual needs<br>• Support student success<br>• Encourage students to make choices that provide challenges<br>• Assess student progress through both formal and informal methods and then provide appropriate and targeted data-driven instruction<br>• Engage students in rigorous and relevant instruction |
| **All Students:** | • Enroll in coursework that prepares them to be career – college ready<br>• Obtain the skills to thrive as independent 21st century learners<br>• Become knowledgeable, responsible, and caring citizens<br>• Respect and appreciate diversity among peers<br>• Demonstrate respect for the learning environment and other individuals<br>• Reach their potential<br>• Develop effective communication, interpersonal, and leadership skills<br>• Participate in varied co-curricular and extracurricular activities |

# Carroll County Public Schools

Carroll County Public Schools is located near both the Baltimore and Washington, D.C. metropolitan areas. The region can best be characterized as a rural area, rapidly becoming suburban. Today, over 25,700 students are enrolled in our schools, ranking us as the 10th largest school system in the state of Maryland. The system is governed by the Board of Education which is made up of five elected members and a student representative.

The Carroll County Public School System ranks as one of the top performing school systems in the state of Maryland. Instructional staff are continually recognized at the state and national levels for their performance with numerous awards. The educational programs developed in the Carroll County Public School System are also recognized statewide and nationally for their high standards and innovative approaches.

### *Budget Facts*

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**Operating Budget (FY2026):** $465.3 million (Non-Restricted)
$23.2 million (Restricted)
$488.5 million (TOTAL)

**Local Revenue (FY2026):** $252.0 million (43.39% of County Revenue)

**CCPS Per Pupil Expenditure (FY2025)[1]:** $18,448
**State Per Pupil Expenditure (FY2025)[1]:** $20,501

**CCPS Wealth Per Pupil (FY2025)[1]:** $646,169
**State Wealth Per Pupil (FY2025)[1]:** $704,618

**Return on Investment[2]:** $1.44 per $1 in Operational Expenditures
$1.51 per $1 in Capital Spending

[1]From "Selected Financial Data Part 3-Analysis of Costs," Maryland State Department of Education Local Financial Reporting Office (June 2026).
[2]Based on "Carroll County Public School System Economic Study," Business Economic and Community Outreach Network and Salisbury University (March 2015).

Carroll County students consistently score above state and national averages on standardized student assessments. Carroll County also has one of the highest graduation rates and lowest dropout rates in the state. These factors, combined with the success of the outstanding Career and Technology Program, the support of the business community, and the involvement of parents in the county, help Carroll County to produce students who are college and career ready.

## *Fast Facts*

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**40 Schools**

| | |
|---|---|
| 22 | Elementary Schools |
| 8 | Middle Schools |
| 7 | High Schools |
| 1 | Career & Tech Center |
| 1 | Public Separate Day School |
| 1 | Alternative School |

**Enrollment**
*(As of September 30, 2025)*

| | |
|---|---|
| 25,732 | Total Enrollment |
| 11,767 | Elementary |
| 13,965 | Secondary |

**Student Race/Ethnicity**
*(As of September 30, 2025)*

| | | |
|---|---|---|
| Black/African American | 5.41% | 1,393 |
| American Indian/Alaskan Native | 0.17% | 43 |
| Asian | 3.95% | 1,017 |
| Native Hawaiian/ Pacific Islander | 0.22% | 56 |
| Hispanic | 9.47% | 2,436 |
| Two or More Races | 4.32% | 1,112 |
| White | 76.46% | 19,675 |

**Students Receiving Special Services**
*(As of September 30, 2025)*

| | | |
|---|---|---|
| FaRMs | 28.50% | 7,332 |
| Special Education | 12.10% | 3,107 |
| Multilingual Learners | 2.20% | 561 |

**Attendance Rate**
*(2025-2026 School Year)*

| | |
|---|---|
| Elementary | 94.7% |
| Middle | 94.0% |
| High | 93.0% |

**Graduation Rate**
*(2024-2025 School Year)*

| | |
|---|---|
| 4-Year Adjusted Cohort | 94.64% |

## *Student Performance Facts*

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### 2026 English Language Arts MCAP

| Assessment | Percentage Meeting or Exceeding Standard | State Ranking |
|---|---|---|
| Grade 3 | 62% | 5th |
| Grade 4 | 65% | 1st |
| Grade 5 | 60% | 3rd |
| Grade 6 | 67% | 2nd |
| Grade 7 | 74% | 2nd |
| Grade 8 | 68% | 2nd |
| Grade 10 | 76% | 2nd |

***Overall ELA State Ranking: 2nd***

### 2026 Mathematics MCAP

| Assessment | Percentage Meeting or Exceeding Standard | State Ranking |
|---|---|---|
| Grade 3 | 65% | 2nd |
| Grade 4 | 55% | 2nd |
| Grade 5 | 45% | 2nd |
| Grade 6 | 30% | 7th |
| Grade 7 | 36% | 3rd |
| Grade 8 | 14% | 9th |
| Algebra I | 35% | 2nd |

***Overall Mathematics State Ranking: 3rd***

### 2026 Science MCAP

| Assessment | Percentage Meeting or Exceeding Standard | State Ranking |
|---|---|---|
| Grade 5 | 44% | 3rd |
| Grade 8 | 47% | 2nd |

***Overall Science State Ranking: 2nd***

## *Strategic Plan 2023-2027*

Aligned with our Core Values and Beliefs, the Board of Education and Superintendent have initiated this Strategic Plan. The Board's Strategic Planning Pillars provide the framework that serves as the focus areas for continuous improvement for the four-year plan.




A broad spectrum of data is utilized in the development of a Strategic Plan that reflects a shared consensus among stakeholders. The Board invested significantly in developing the Strategic Planning Pillars and objectives for the plan. The strategic planning process included extensive outreach with stakeholders invited to participate in focus groups with key stakeholders. The input of community members, parents, employees, business leaders, and students informed the plan. The Strategic Plan is the result of considerable research and represents the shared values and priorities of CCPS community stakeholders. The Strategic Plan is aligned with the Blueprint for Maryland's Future and the CCPS Blueprint Implementation Plan. The Strategic Plan serves as the guiding document for the Board, departments, schools, and teams across CCPS.

| Class of 2025 SAT Participation and Scores | | | | |
|---|---|---|---|---|
| Graduating Class | Percent Participating | Mean Scores | | |
| | | ERW | Mathematics | Total |
| CCPS Class of 2025 | 41.1% | 563 | 584 | 1,146 |
| Maryland | Not reported | 514 | 488 | 1,003 |
| Nation | Not Reported | 521 | 508 | 1,029 |

## *Staffing Facts – October 2025*

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- Total staff: 3,486 (Largest employer in Carroll County)
- Teachers: 2,081 (59.7% of total staff)

## CCPS Strategic Plan Pillars




### *Annual Reporting and Evaluation*

In order to drive our continuous improvement, the Strategic Plan must remain the focal point of our collective work throughout each year of the plan. The following annual reporting cycle will provide the Board and community with ongoing updates and insights into our system improvement efforts. At these key dates, we will reflect on our work and data and confirm or revise our priority focus areas. The dates below may be adjusted as state data is released to CCPS.

| Pillar | Board Meeting Report Date |
|---|---|
| **Pillar I: Academic Achievement** | **July/August/September** ***(once MCAP data has been released by MSDE)*** |
| **Pillar II: Family & Community Partnerships** | **May** |
| **Pillar III: Successful Workforce** | **December** |
| **Pillar IV: Safe and Secure Environment** | **June** |

## CCPS Strategic Plan Pillars

The Board of Education's Strategic Planning Pillars are adopted in Board policy and serve as the framework for the CCPS Strategic Plan. The Pillars define four focus areas around which the Strategic Plan is constructed. Clear objectives, appropriate actions and strategies, and measures of success shall be developed, implemented, monitored, and evaluated.

### PILLAR I
### IMPROVE ACADEMIC ACHIEVEMENT

**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.**

### PILLAR II
### STRENGTHEN PRODUCTIVE FAMILY AND COMMUNITY PARTNERSHIPS

**Carroll County Public Schools personnel will communicate openly and honestly to foster a trusting and supportive relationship with parents, community members, business partners, and public officials. CCPS strives to create an atmosphere of mutual appreciation and respect for diversity and encourage unity among all students, staff, and community. CCPS welcomes parent and community volunteers to help with the total school program.**

### PILLAR III
### DEVELOP AND SUPPORT A SUCCESSFUL WORKFORCE

**Carroll County Public Schools will hire and retain highly qualified and skilled employees who are dedicated to the success of our school system and students. Employees can expect to be supervised by administrative professionals who provide timely and relevant professional learning opportunities and feedback designed to promote their effectiveness and success. CCPS values a high performing and diverse workforce who contribute to a positive educational experience for all students.**

### PILLAR IV
### ESTABLISH SAFE, SECURE, HEALTHY, AND MODERN LEARNING ENVIRONMENTS

**Carroll County Public Schools recognizes that the safety and well-being of our students and staff is our highest priority. Students, parents, and CCPS employees can expect policies, procedures, and programs to be implemented that promote a safe and orderly environment in school, on school grounds, and on school buses, as well as programs that promote healthy lifestyle choices and social and emotional well-being. CCPS strives to provide up-to-date facilities, technologies, equipment, and instructional materials appropriate for a modern learning environment.**

| Academic Achievement | Family & Community Partnerships | Successful Workforce | Safe & Secure Environment |
|---|---|---|---|

**Pillar I: Improve Academic Achievement**

**Objective 1: CCPS improves the early literacy proficiency level of each student group identified in the Blueprint for Maryland's Future.**

**Objective 2: CCPS students are College and Career Ready (CCR) as identified in the Blueprint for Maryland's Future.**

| Priority Focus Areas | 2022-2023 | 2023-2024 | | | 2024-2025 | | | 2025-2026 | | | 2026-2027 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | |
| | Baseline | Target | Perform. | Met | Target | Perform. | Met | Target | Perform. | Met | Target | Perform. | Met |
| By 2027, CCPS will increase the percentage of students scoring proficient or distinguished on the English Language Arts Grade 3 Maryland Comprehensive Assessment Program (MCAP): | | | | | | | | | | | | | |
| **All Students:** increase percent proficient by 12.2% from the baseline of 62.8% to 80%: | 63% | 65% | 61% | No | 70% | 65% | No | 75% | 62% | No | 80% | | |
| **Students Experiencing Economic Disadvantage (FaRMs):** increase percent proficient by 15.2% from the baseline of 44.8% to 65%: | 45% | 50% | 41% | No | 55% | 46% | No | 60% | 44% | No | 65% | | |
| **Multilingual Learners:** increase percent proficient by 15.4% from the baseline of 14.6% to 35%: | 15% | 20% | 22% | Yes | 25% | 13% | No | 30% | 12% | No | 35% | | |
| **Students Receiving Special Education Services:** increase percent proficient by 11.8% from the baseline of 18.2% to 35%: | 18% | 20% | 18% | No | 25% | 17% | No | 30% | 13% | No | 35% | | |
| By 2027, CCPS will increase the percentage of students scoring proficient or distinguished on the Algebra I Maryland Comprehensive Assessment Program (MCAP): | | | | | | | | | | | | | |
| **All Students:** increase percent proficient by 13% from the baseline of 22% to 40%: | 22% | 25% | 32% | Yes | 30% | 31% | Yes | 35% | 35% | Yes | 40% | | |
| **Students Experiencing Economic Disadvantage (FaRMs):** increase percent proficient by 16% from the baseline of 9% to 30%: | 9% | 15% | 16% | Yes | 20% | 15% | No | 25% | 16% | No | 30% | | |
| **Multilingual Learners:** increase percent proficient from the baseline of ≤5% to 20%: | *≤5% | 5% | 6% | Yes | 10% | 8% | No | 15% | 7% | No | 20% | | |
| **Students Receiving Special Education Services:** increase percent proficient from the baseline of ≤5% to 20%: | *≤5% | 5% | *<5% | NA | 10% | *<5% | NA | 15% | 8% | No | 20% | | |
| By 2027, CCPS will increase the percentage of students who meet the College and Career Readiness (CCR) standard at the end of their 10th grade year by 14% from the baseline of 21% to 40%. | 21% | 25% | 58% | Yes | 30% | 65% | Yes | 35% | 74% | Yes | 40% | | |

**Data identifiable therefore redacted.*

***CCR standard criteria have been revised by MSDE each year of the Strategic Plan.*

| Academic Achievement | Family & Community Partnerships | Successful Workforce | Safe & Secure Environment |
|---|---|---|---|

**Pillar II: Strengthen Productive Family and Community Partnerships**

**Objective 1: Communication between CCPS and the community demonstrates transparency, trust, and respect.**
**Objective 2: CCPS partners with local government, businesses, and agencies to support student learning.**
**Objective 3: CCPS will increase transparency in the public procurement process.**

| Priority Focus Areas | 2022-2023 | 2023-2024 | | | 2024-2025 | | | 2025-2026 | | | 2026-2027 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | |
| | Baseline | Target | Perform. | Met | Target | Perform. | Met | Target | Perform. | Met | Target | Perform. | Met |
| By 2027, 100% of schools in CCPS will participate in the Community Advisory Council (CAC) meetings. | 70% | 80% | 100% | Yes | 90% | 100% | Yes | 100% | 100% | Yes | 100% | | |
| By 2027, CCPS will increase the number of student apprenticeships and internships completed. | | | | | | | | | | | | | |
| **Apprenticeships:** Increase the number of apprenticeships from the baseline of 2 to 25: | 2 | 8 | 17 | Yes | 15 | 19 | Yes | 25 | 19 | No | 25 | | |
| **Internships:** Increase the number of internships by 10% from the baseline of 385 to 424 (3.33% per year): | 385 | 398 | 438 | Yes | 411 | 440 | Yes | 424 | 483 | Yes | 424 | | |
| By 2027, CCPS will increase transparency by posting solicitations in additional public marketplaces. | 3 | 4 | Not yet implement-ed | NA | 5 | Currently being implemented | NA | 5 | 5 | Yes | 5 | | |

| Academic Achievement | Family & Community Partnerships | Successful Workforce | Safe & Secure Environment |
|---|---|---|---|

**Pillar III: Develop and Support a Successful Workforce**

**Objective 1: CCPS recruits qualified candidates for all teacher positions.**
**Objective 2: CCPS supports staff to build the Blueprint for Maryland's Future career ladder.**
**Objective 3: CCPS recruits and retains diverse employees reflective of our student community.**
**Objective 4: CCPS maintains class sizes that support learning.**

| Priority Focus Areas | Oct. 2023 | Oct. 2024 | | | Oct. 2025 | | | Oct. 2026 | | | Oct. 2027 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | |
| | Baseline | Target | Perform. | Met | Target | Perform. | Met | Target | Perform. | Met | Target | Perform. | Met |
| By 2027, CCPS will increase the percentage of certificated, non-supervisory employees who are eligible for a Maryland Educator Certificate (Standard Professional Certificate) or applicable state licensure by 4% from the baseline of 94.39% to 98.39% (1% per year). | 94.39%<br>2,070 of 2,193 (staff with SPC or applicable licensure) | 95.39% | 94.67% | No | 96.39% | | | 97.39% | | | 98.39% | | |
| By 2027, CCPS will increase the number of National Board Certified Teachers (NBCTs) by 100% from the baseline of 70 to 140 (25% per year). | 70 | 88 | 87 | No | 106 | | | 124 | | | 140 | | |
| By 2027, CCPS will increase the diversity of staff to reflect the diversity of our students as measured by each staff group being within 1% of the student group. The annual target for each staff group below is based on the student group data from the previous school year. | Based on Oct. 2023 staff data | Based on 22-23 student data | Based on Oct. 2024 staff data | | Based on 23-24 student data | Based on Oct. 2025 staff data | | Based on 24-25 student data | Based on Oct. 2026 staff data | | Based on 25-26 student data | Based on Oct. 2027 staff data | |
| **All CCPS Staff by Race/Ethnicity 2022-2023:** | | Within 1% of: | | | Within 1% of: | | | Within 1% of: | | | Within 1% of: | | |
| Black or African American: 99 | 2.88% | 5.06% | 2.50% | No | 5.47% | | | 5.44% | | | 5.41% | | |
| American Indian or Alaska Native: 24 | 0.70% | 0.18% | 0.48% | Yes | 0.20% | | | 0.16% | | | 0.17% | | |
| Asian: 33 | 0.95% | 3.45% | 1.10% | No | 3.72% | | | 3.88% | | | 3.95% | | |
| Native Hawaiian or Other Pacific Islander: 0 | 0.00% | 0.28% | 0.00% | Yes | 0.24% | | | 0.22% | | | 0.22% | | |
| Hispanic or Latino: 63 | 1.83% | 8.42% | 2.00% | No | 8.85% | | | 9.27% | | | 9.47% | | |
| Two or More Races: 3 | 0.90% | 4.13% | 0.65% | No | 4.23% | | | 4.28% | | | 4.32% | | |
| White: 3,221 | 93.55% | 78.47% | 95.27% | No | 78.47% | | | 76.75% | | | 76.46% | | |
| Total Minority Staff: | 222 | | 239 | | | | | | | | | | |
| Percentage of Minority Staff: | 6.44% | | 6.72% | | | | | | | | | | |
| By 2027, CCPS will maintain class size in the core academic areas that does not exceed the annual targets based on the annual class size report data. | Based on Nov. 8, 2023 staffing report | | Based on Nov. 13, 2024 staffing report | | | Based on Nov. 2025 staffing report | | | Based on Nov. 2026 staffing report | | | Based on Nov. 2027 staffing report | |
| **Elementary (K-5) Average Class Size:** | 22.7<br>0 | ≤ 30 | 23.3 | Yes | ≤ 30 | 22.5 | Yes | ≤ 30 | | | ≤ 30 | | |
| Number of Elementary Classes ≥ 30 Students: *Includes ELA, Math, Social Studies, & Science* | | 0 | 6 | No | 0 | 0 | Yes | 0 | | | 0 | | |
| **Middle (6-8) Average Class Size:** | 25.3<br>184 | ≤ 30 | 25.7 | Yes | ≤ 30 | 25.2 | Yes | ≤ 30 | | | ≤ 30 | | |
| Number of Middle Classes ≥ 30 Students: *Includes ELA, Math, Social Studies, & Science* | | ≤ 200 | 205 | No | ≤ 200 | 182 | Yes | ≤ 200 | | | ≤ 200 | | |
| **High (9-12) Average Class Size:** | 22.5<br>147 | ≤ 30 | 22.9 | Yes | ≤ 30 | 21.8 | Yes | ≤ 30 | | | ≤ 30 | | |
| Number of High Classes ≥ 30 Students: *Includes, ELA, Math, Social Studies, Science, and Modern/Classical Languages* | | ≤ 225 | 124 | Yes | ≤ 225 | 93 | Yes | ≤ 225 | | | ≤ 225 | | |

| Academic Achievement | Family & Community Partnerships | Successful Workforce | Safe & Secure Environment |
|---|---|---|---|

**Pillar IV: Establish Safe, Secure, Healthy, and Modern Learning Environments**

**Objective 1: CCPS promotes a culture of school security to protect and educate our students.**

**Objective 2: CCPS maintains modern schools, facilities, and resources that support the educational program.**

| Priority Focus Areas | 2022-2023 | 2023-2024 | | | 2024-2025 | | | 2025-2026 | | | 2026-2027 | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Year 1 | | | Year 2 | | | Year 3 | | | Year 4 | | |
| | Baseline | Target | Perform. | Met | Target | Perform. | Met | Target | Perform. | Met | Target | Perform. | Met |
| Each school's critical incident management team in CCPS will complete/perform one annual table top or functional exercise. | 41 exercises completed | 41 | 41 | Yes | 41 | 41 | Yes | 41 | 41 | Yes | 41 | | |
| CCPS will develop an annual CIP that will maintain the Facilities Condition Index (FCI). | 34% | 34% | 37.7% | No | 34% | 41.5% | No | 34% | 42.1% | Yes | 34% | | |

## Document Control

*The 2023-2027 CCPS Strategic Plan was adopted by the Board on December 13, 2023.*

| Date of Change | Summary of Change |
|---|---|
| March 15, 2024 | Changed the Pillar III reporting date from February to December to align with the annual state staffing report submission |
| December 11, 2024 | Updated Pillar III chart headings to reflect data windows |
| August 17, 2026 | Updated priority focus areas and year 4 targets |
| | |
| | |
| | |
| | |