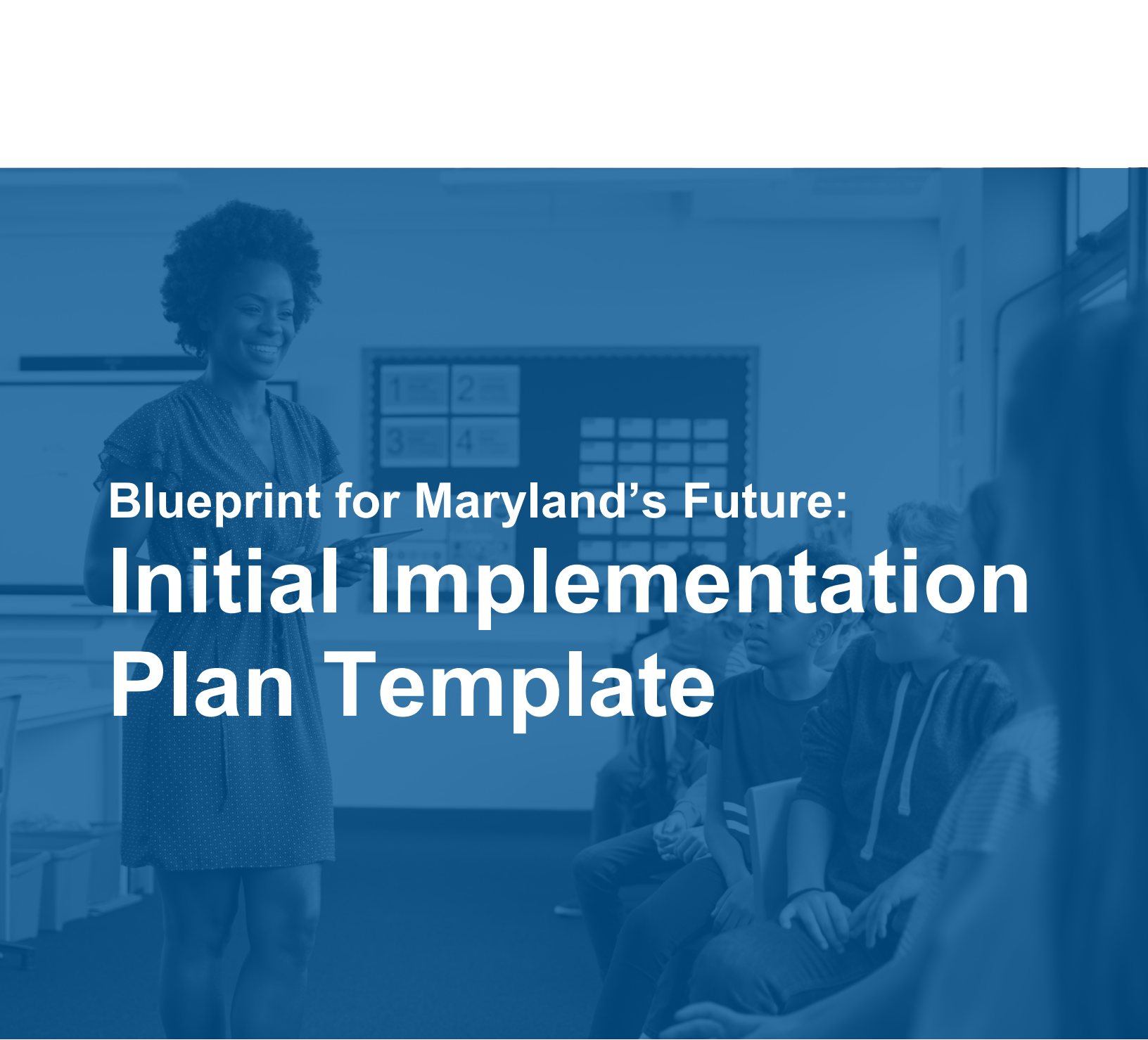




Blueprint for Maryland's Future: Initial Implementation Plan Template

Carroll County Public Schools

March 2023

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Document History		
Version	Date	Summary of Changes
1	December 1, 2022	Document Creation
2	December 28, 2022	Minor technical updates. Details listed at the end of this document.

The Maryland State Department of Education (MSDE) and the Accountability and Implementation Board (AIB) are jointly releasing a template and a Criteria for Success that each local education agency (LEA) will use to develop and submit its initial Blueprint Implementation Plan. As LEAs are utilizing this template, it is important to note:

- Responses should address the planning and implementation work that began in 2021-22 and ends with 2023-24.
- The initial submission is due March 15, 2023.
- A second submission of LEA Blueprint Implementation Plans is tentatively scheduled for March 2024 and will address 2024-25, 2025-26, and 2026-27. This submission will require new information as well as updates to the initial plan.
- When reporting data, an LEA should only report data for groups of 10 or more to ensure that it does not reveal personally identifiable information about an individual student.
- LEAs may link artifacts to reinforce and/or expand on any part of their response to a question in the template. Artifacts do not replace the need for a response and are encouraged but not required unless otherwise indicated in the template.



Pillar 1: Early Childhood Education



Pillar 1, Objective 1: Expand high-quality and publicly funded full-day Pre-K

1.1.1 and 1.1.2: Expand access to full-day pre-K for Tier I 3- and 4-year-old children and Tier II 4-year-old children

Blueprint Requirement (MD Code, Educ §7-1A-06)

- 1. Increasing Tier I Participation:** Describe how the school system will increase participation among eligible Tier I 3- and 4-year-olds in Pre-K so that all 4-year-old children and nearly all 3-year-old children from low-income families who wish to enroll in full-day Pre-K shall be served by FY 26 and FY 32, respectively. Identify the challenges that prevent families from enrolling students or the school system from meeting the enrollment need and the strategies the school system will utilize to overcome the identified challenges. Consider challenges associated with priority groups (children with disabilities, youth experiencing homelessness, and English learners) as well as those who require transportation.

We currently have four schools accredited for four-year-old programs. We currently do not have any public programs accredited for three-year-olds. For the 2022-23 school year, five additional schools are going through the accreditation process. Using local funds, we are increasing the remaining five half-day Pre-K programs to full day for school year 2023-24. The remaining full-day programs will go through accreditation and become accredited by the 2025-26 school year.

We are currently collaborating with our two private partnerships in our communities to meet the needs of our three-year-old children from eligible families. We are continuing to look for additional private partners to increase our three-year-old programs as well as ways to grow the program in our public schools. On May 31, 2023 CCPS is hosting a partnership meeting for all private childcare providers in Carroll County. This discussion will take place to include the Blueprint for Maryland's Future, mixed delivery system, kindergarten readiness, and to provide information on becoming an accredited partner. The MSDE Early Childhood Education Department will provide a representative to be included in the meeting.

Challenges include transporting student from schools with higher poverty percentages to schools with available seats, as well as ensuring seats are available to accommodate children with disabilities, youth experiencing homelessness, and our English learners within the four-year-old program.

Available classroom space is also an issue at many of our current elementary schools. To ensure we have space for all eligible four-year-old students, a feasibility committee has been established, which includes a member of our local board of education to review the needs of space at each elementary school and to determine additional classroom needs. CCPS is seeking additional funding sources through CPI. Our Facilities Manager has projected PreK enrollment through 2030, including Tiers I and II to identify the classroom spaces needed for



PreK. It is anticipated that additional classroom space will be constructed to include two PreK classrooms at all elementary schools.

All enrolled PreK students in any CCPS elementary school are provided transportation. We will continue to work with our Transportation Department to ensure all our students receive transportation, including homeless students, EL students, and special education students. We also work with our private providers to support transportation needs based on parent request.

Linked Artifacts:

- 1 - [CCPS PreK Application \(English\)](#)
- 1 - [CCPS PreK Application \(Spanish\)](#)
- 1 - [Tiers of Eligibility](#)

2. Communication and Outreach: How will the school system communicate with families about the opportunity to enroll in Pre-K? Discuss the timeline, including frequency and method, of outreach efforts to ensure all families of eligible three- and four-year-olds know what Pre-K options are available to them and are encouraged to participate. What strategies will the school system intentionally use to recruit Tier I students, students with disabilities, youth experiencing homelessness, and English learners? When identifying strategies, consider how the school system will work with the following:

- Local health and social services
- Regional child care resource centers
- Local Early Childhood Advisory Council

Each spring, a week is specifically dedicated to prekindergarten and kindergarten enrollment. All CCPS schools advertise the enrollment week (typically the second week of March for kindergarten and the second week of April for Pre-K), as well as the enrollment process in their winter and early spring newsletters, which includes the dates, times, and locations for each school. The CCPS Communications Office shares the enrollment information through local news outlets and the CCPS website. In the past, the local newspaper also partners to advertise this week in the Carroll County Times. The Carroll County Public Library also advertises in each branch. The local Health Department provides parents with a list of public and private providers each year in late winter for the upcoming school year. The information is also housed on the CCPS Early Childhood and Judy Center webpages.

Recruitment strategies:

- ELL: Documents will be translated to meet the language needs of our EL families.
- Special Education: Case manager shares information regarding Pre-K programs during the annual/transition IEP meeting. In addition, the Early Childhood Supervisor and Birth to 5 Supervisor collaborate on enrollment opportunities in general education settings.
- Homeless Youth: The Pupil Personnel Worker (PPW) communicates information about the CCPS Pre-K program with homeless families who have eligible students. The PPW becomes the liaison for the family to enroll the student at the identified home school for the student, including transportation.



The Local Early Childhood Advisory Council (ECAC) meets every other month and information is shared with all stakeholders to take back to their agency to distribute to families they serve. The Judy Center Community Specialists help recruit within the individual homes of families. Special Education Case Managers provide families with information concerning the Pre-K application process for determining eligibility.

CCPS interpreters are available by appointment to support English Learners' families to help register their children.

Linked Artifacts:

- 2 - [Pre-K Interest Flyer \(English\)](#)
- 2 - [Pre-K Interest Flyer \(Spanish\)](#)

- 3. Expanding Participation to Tier II:** Describe how the school system will increase participation and meet the enrollment demand among eligible Tier II students beginning with the 2024-25 school year and foster socioeconomic diversity in prekindergarten classrooms. How will the school system recruit Tier II students for participation in Pre-K while ensuring priority for Tier I students as described above?

Note: This question is optional for the March 2023 submission and applicable only to those school systems prepared to address it at the time.

NA

Linked Artifacts:

- 4. Operationalizing the Expansion of Pre-K:** What operational changes is the school system planning to make to support the expansion of Pre-K? Consider the impact of the expansion related to operating systems, schedules, talent pipelines, physical space and facilities, resource allocation, etc. How will the school system include the Pre-K expansion in its short and long-term planning?

Additional staffing will need to be hired to include more full-time equivalent teachers (FTE) in special areas and additional hourly support in prekindergarten classrooms and non-academic settings to ensure the 10:1 student/teacher ratio is maintained across all settings during the school day.

CCPS continues to recruit certified early childhood teachers each year. Hiring certified Early Childhood Education (ECE) teachers has not been an issue in the past. To ensure all instructional assistants earn their Child Development Associate (CDA) credential to continue in their positions, a meeting was held with all current instructional assistants to share and provide an opportunity that would allow each instructional assistant to earn the CDA certificate through grant funds. In addition to the Associate of Arts and CDA certificate programs established at Carroll Community College, a local private college, McDaniel College, is also starting an early



childhood teaching program to help with the increased demands for employment opportunities in this field.

CCPS continues to promote ECE programs at the high school level to support students interested in becoming a teacher or prekindergarten instructional assistant. We also offer open contracts for ECE/Teacher Academy of Maryland (TAM) students. We are exploring the use of facilities in our high schools to partner with our private providers to offer additional three-year-old programs to our community.

Collaboration has begun with our facilities department to meet the needs of additional Pre-K classroom space in each school by providing two additional classrooms at each school to support the expansion needs of prekindergarten. Space will also need to be created (at least two additional classrooms) for the three-year-old program by FY32.

Additional resource allocations will be needed to accommodate the additional Pre-K program in the building. To bridge the gap of capital projects at each school (Pre-K and 3-year-old classrooms) portables may be able to be provided to schools that need additional classroom space.

CCPS continues to look for private partners to ensure the 70/30 split in future years and to reduce the need for additional classrooms, but only two private partners are currently interested and accredited.

Linked Artifacts:



5. Pre-K Enrollment Projections

Use the tables below to indicate the current and projected enrollment of three- and four-year-old students. The first table includes demographic categories for gender and race/ethnicity. The second table includes Pre-K eligibility tiers, the definitions of which are available in the guidance document for reference.

Table 1: Current and Projected Pre-K Enrollment with Demographic Distribution

	2021-2022			2022-2023			2023-2024		
	3	4	All	3	4	All	3	4	All
All Students (Number)	NA	227	227	NA	312	312	NA	415	415
All Students (Percentage)	NA	100%	100%	NA	100%	100%	NA	100%	100%
% Female	NA	55%	55%	NA	51%	51%	NA	50%	50%
% Male	NA	45%	45%	NA	49%	49%	NA	50%	50%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Asian	NA	2%	2%	NA	3%	3%	NA	3%	3%
% Black/African American	NA	8%	8%	NA	8%	8%	NA	8%	8%
% Hispanic/Latino	NA	19%	19%	NA	17%	17%	NA	18%	18%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Two or More	NA	5%	5%	NA	7%	7%	NA	6%	6%
% White	NA	66%	66%	NA	64%	64%	NA	65%	65%
% English Learners	NA	13%	13%	NA	7%	7%	NA	10%	10%
% Special Education	NA	12%	12%	NA	17%	17%	NA	15%	15%
% Homeless	NA	2%	2%	NA	1%	1%	NA	2%	2%

Table 2: Current and Projected Pre-K Enrollment by Tier

	2021-2022			2022-2023			2023-2024		
	3	4	All	3	4	All	3	4	All
All Students (Number)	NA	340	340	NA	337	337*	NA	415	415
All Students (Percentage)	NA	100%	100%	NA	100%	100%*	NA	100%	100%
% Tier I	NA	NA	NA	NA	239	71%	NA	405	98%
% Tier II	NA	NA	NA	NA	16	5%	NA	10	2%
% Tier III	NA	NA	NA	NA	NA	NA	NA	NA	NA

* 81 of the 337 students did not have a Tier identified at the point of enrollment.

Linked Artifacts:



1.1.3: Implement a high-quality mixed-delivery (public and private) Pre-K system

Blueprint Requirement (MD Code, Educ §7-1A-03)

- 6. Meeting the Blueprint's Targets for Pre-K:** Describe the strategies the school system will employ to meet the targets for the distribution of public and private Pre-K slots set forth by the Blueprint beginning with SY 2022-23 and beyond. If the school system anticipates any barriers that may prevent it from meeting the established targets for private slots, describe each barrier individually and the strategy(s) the school system will use to overcome it, including regional efforts.

For CCPS to ensure they meet the requirements in the Blueprint, a plan is being developed to support future growth of a mixed delivery system between private providers and CCPS. Of the eligible private providers in Carroll County, only two have requested Blueprint funding. A private provider meeting will occur on May 31, 2023 to discuss future participation and Blueprint requirements. Carroll County currently has two eligible private providers, averaging roughly 60 seats. CCPS currently has four eligible classrooms, and 17 classrooms who will be going through the accreditation process, expanding to 21 eligible classrooms by FY26. CCPS has a total of 420 prekindergarten seats across all elementary schools except for Freedom Elementary School, which lacks space.

Barrier: Lack of space for PreK programs with CCPS and private providers.

Strategy: Currently there are two locations within CCPS schools that Head Start operates programs (Francis Scott Key High School and Carroll Springs School). We look to hopefully braid funding to expand locations. New Beginnings private partner only has one Pre-K classroom. Many private partners have expressed not applying for accreditation due to staffing and funding concerns. This has limited CCPS in finding eligible and willing private partnerships. CCPS continues to have discussions with private providers and research funding opportunities to expand those partnerships. CCPS is exploring partnerships with additional private providers to use facilities in high schools to create prekindergarten and three-year-old-programs. CCPS is looking to expand from one prekindergarten classroom in each school to a total of two Pre-K classrooms to accommodate the need, but a 30/70 percent split will not be attainable in the near future due to lack of interest from private ECE programs.

Barrier: Providing consistent communication to ensure private providers understand the requirements and benefits of being an eligible provider.

Strategy: Six times per year the Early Childhood Advisory Committee (ECAC) meets and has offered for private providers to attend and collaborate with other eligible providers as a means of information sharing, and support on becoming an eligible provider.

Barrier: Credentialing through Maryland Excellence in Early Learning and School Age Care (EXCELS)



Strategy: CCPS has hired a PreKindergarten resource teacher to provide professional development and technical assistant to support accreditation.

Linked Artifacts:



7. Distribution of Public and Private Pre-K Slot Projections

Use the table below to indicate the percentage of Pre-K slots that are operated by the public school system and eligible private providers, including the criteria identified in each row for the applicable school year. For projected percentage of Pre-K slots, project the number of public and private slots, including instances where it may not meet the Blueprint target.

Current and Projected Pre-K Slots with Distribution of Public and Private Providers

	2021-2022				2022-2023				2023-2024			
	Public		Private		Public		Private		Public		Private	
	#	%	#	%	#	%	#	%	#	%	#	%
Blueprint target percentage of Pre-K slots	NA	70%	NA	30%	NA	65%	NA	35%	NA	55%	NA	45%
Projected Pre-K slots	260	87%	40	13%	360	86%	60	14%	415	87%	60	13%
Actual Pre-K slots	227	85%	40	15%	312	84%	60	16%	NA	NA	NA	NA
Difference between actual and projected Pre-K slots	33	-2%	0	+2%	48	-1%	0	+1%	NA	NA	NA	NA
Actual Pre-K slots minus Tier I 3-year-olds	227	85%	40	15%	312	89%	40	11%	NA	NA	NA	NA
Actual Pre-K slots minus Tier I 3- AND 4-year-olds	NA	NA	NA	NA	231	85%	40	15%	NA	NA	NA	NA
Actual enrolled students (filled in annually with the 9/30 enrollment count data)	227	85%	40	15%	312	89%	40	11%	NA	NA	NA	NA

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §7-1A-03\)](#)



- 8. Requesting a Waiver:** Based on the data in the table above, identify whether the school system needs a waiver from the requirements set forth by the Blueprint for the distribution of public and private Pre-K slots for school year 2022-23 and 2023-24. Include a list of the LEA's schools as well as the private providers in the county (provided by MSDE) with the number of Pre-K slots for each and link it as an artifact.

Note: LEAs will have the opportunity to request waivers in subsequent years through the annual reflection and amendment process for their Blueprint Implementation Plan.

CCPS will need to submit a waiver based on the current distribution percentages of 88% public Pre-K seats and 22% private provider seats. This waiver will need to be completed in subsequent years due to the lack of interested private providers and those not meeting the Blueprint requirements to meet accreditation/certification.

Linked Artifacts:

- 8 - [SY 2022-23 Public PreK Programs in MD](#)

- 9. Leveraging Resources:** How will the LEA collaborate with private providers to maximize resources and overcome challenges? Identify the challenges and describe how the partnership may provide a solution. Consider the challenges facing the LEA and the private providers.

Examples may include:

- *Shared staffing where certified teachers employed by the school system are assigned to Pre-K classrooms with private providers*
- *Utilizing classroom space as a shared resource to expand Pre-K for both the LEA and the private providers to increase slots*
- *Maximizing economy of scale by purchasing materials or scheduling professional development together*

CCPS faces several challenges including the lack of additional classroom space for added Pre-K classrooms (three- and four-year-olds), lack of interest from private providers to seek accreditation, and future needs of finding certified teachers and instructional assistants to staff the classrooms.

CCPS has partnered with all current accredited private providers to share space in our high schools for their Pre-K programs. The space is limited and depends on high school course configuration at each high school, including student enrollment in specific courses. The ECAC also meets six times a year to discuss local early childhood needs, plan professional development, and discuss and share resources to overcome these challenges.

CCPS is using grant funds to cover the cost of training existing Pre-K Instructional Assistants who require CDA certification classes, as well as their cost to complete the assessment. The



ECE job posting was also changed for the 2023-24 school year to include the CDA certification as a recommendation.

CCPS supports eligible providers with transportation, professional learning, collaborative planning, curricula support (including ESOL, Special Education), and provisions for our homeless students and families. Over the course of the past several years, the Supervisor of Early Childhood Education has collaborated with the supervisors of Special Education and ESOL to be inclusive in our Pre-K programs. This has had a positive impact on student achievement and has resulted in many students entering kindergarten without the need for IEP services.

Linked Artifacts:

- 10. Data and Information Sharing:** Discuss how the LEA will collaborate with private providers to create systems for data and information sharing. Consider student data related to enrollment, grade reporting, assessments, progress monitoring, IEPs, etc. in addition to instructional resources and system communications.

CCPS shares various data points, recruitment efforts, assessment results, and services/resources, with our private partners through case consultation at service coordination meetings. CCPS and private providers also engage in sharing data on an as-needed basis for enrollment purposes and to identify strengths and needs related to kindergarten readiness, based on a signed Memorandum of Understanding (MOU). Each year, transition planning and/or articulation meetings are held between the public/private Pre-K teachers and the kindergarten teachers to discuss students' individual data and needs for the upcoming school year. Communication is also shared and sent via phone calls, emails, and community announcements of events and professional development opportunities for both public and private Pre-K partners and their families. CCPS and ECAC have partnered to complete online parent training held by community partners. Online videos have also been created to allow families to sign up to view sessions related to the domains of learning and school readiness.

Linked Artifacts:

- 1.1.4:** LEAs shall enter into a memorandum of understanding (MOU) with MSDE, each eligible private provider participating in a publicly funded Pre-K in the county, and other applicable government agencies

Blueprint Requirement (MD Code, Educ §7-1A-05)

- 11. Students with Disabilities:** Describe how the school system will collaborate with private providers to serve students with disabilities. How will the LEA ensure:



- Students receive services consistent with the placement and requirements under the Individuals with Disabilities Education Act (IDEA) and corresponding State law,
- Private providers receive training and support in the delivery of services and programmatic support described in students' Extended Individual Family Service Plan (IFSP) or Individualized Education Program (IEP), and
- Private providers are included in developing the Extended IFSP or Preschool IEP?

When private providers enroll students with disabilities, they are part of the IEP/Individual Family Service Plan (IFSP) process. The special education staff, and often the principal of the school that the student will attend in subsequent years, take part in the meetings. Services are also provided at the local site consistent with Individuals with Disabilities Education Act (IDEA), state, and local policies and procedures. All members of the IEP team are encouraged to take part in the IEP process to develop a functional IEP.

The CCPS Special Education Department, as well as the Birth to Five team works with the private providers to test and provide IEP services at the location of the private provider or at the home of the student. The IEP meeting can also be held at the best location for the family and private provider.

Linked Artifacts:

12. Students Experiencing Homelessness: Describe how the school system will collaborate with private providers to serve students experiencing homelessness. How will the LEA ensure:

- Students and families experiencing homelessness are equitably engaged and supported through coordinated wraparound services and
- Public and private providers fulfill the educational rights of children under the McKinney-Vento Act?

The CCPS Early Childhood Supervisor and the Supervisor of Student Services/Homelessness and/or Title I Supervisor collaborate often to ensure students experiencing homelessness are quickly and appropriately placed in a public or private Pre-K program. Transportation is arranged through our CCPS transportation department for the student to and from the program either in the private or public setting. Resources and materials are also purchased to ensure the student has a smooth transition within the program. Parents may also be provided with gas cards to attend necessary meetings at the school. Transportation may drop the student off at a specific daycare or the location of the living arrangement.

The CCPS Homeless Liaison works closely with our Student Services Department, as well as our private providers, to ensure our homeless students are receiving the services required under McKinney Vento. Title I funds are allocated to ensure homeless students receive vouchers for transportation and additional tutoring when the need arises. A monthly homeless report is provided to the Title I Supervisor and the ECE Supervisor by the Homeless Liaison to share data on the number of homeless students in CCPS, including private providers. They also discuss



additional services needed to support the student for success based on data received. Private providers are able to request additional support for these students at the bi-monthly Early Childhood Advisory Council meetings.

Professional learning opportunities are available to private provider partners to ensure they have identified appropriate wraparound services and how to communicate those services to families. Additionally, the CCPS PPW will work with families to identify wraparound services available to them.

Linked Artifacts:

- 12 – [CCPS Student Services Webpage](#)

13. English Learners: Describe how the school system will collaborate with private providers to serve all English learners. How will the LEA ensure:

- English learners are accurately identified to inform educational programming that takes into account language experience, environment, and learning needs;
- Students receive services appropriate for their placement; and
- Families of English learners are equitably engaged and supported, including providing translation services?

The CCPS Early Childhood Supervisor and the Supervisor of English for Speakers of Other Languages (ESOL) collaborate often to ensure EL students and families are supported in both the private and public prekindergarten programs. Enrollment secretaries include the Home Language Survey in the application reviewed at the point of enrollment to identify additional student needs. Support includes arranging interpreters to assist the family to complete the registration and enrollment process, as well as providing language support for instructional meetings, calls, and translation of documents. Services also include providing academic support to students speaking a language other than English as identified by ESOL staff. ESOL resource teachers provide direct instructional service and support to all identified Pre-K ELs, as well as Pre-K teachers. Our ESOL Supervisor is involved in the educational decision making for all EL students enrolled in CCPS schools or private partner schools.

The non-public liaison provides two informational sessions per year, one in the Fall and one in the Spring, to share information on how to provide equitable and effective programs for students receiving ESOL support. The LEA or non-public provider consults with private providers about the timeline for consultation, the need for resources, and additional support to ensure seamless instruction for EL students. Information is also shared with private providers on how to access ESEA Title III funding and other resources available to support students. When students need additional support, CCPS ESOL teachers are assigned to work with private providers to deliver instruction/services as needed.

Private partners can access services and support through our non-public liaison, who also provides ongoing professional learning each year.

Linked Artifacts:



14. Enrollment Process, Policies, and Procedures: How will the school system, in collaboration with private providers, develop a system of unified and common enrollment for Pre-K that is the same for all schools and providers, ensures access for all eligible students, and reflects the demographics of the enrolled student population? Include descriptions of the enrollment process and timeline and how parents' perceptions and experiences are considered. Discuss how the school system will develop policies and procedures to codify its process as well as the philosophical underpinnings that inform its design. When developing a system for unified and common enrollment, consider the following:

- A common timeline
- A common application
- A common selection process that is fair, transparent, and equitable
- Centrally managed processes for matching family's preferences with school options, promoting socioeconomically and racially diverse learning environments to the greatest practicable without exacerbating disproportionate concentrations of students from different subgroup populations within individual Pre-K programs
- Comprehensive repository of published information such as timelines, school profiles, application support, etc.

Note: Include relevant enrollment policies and procedures, if applicable, as part of the March 2024 artifact submission.

Annually, we designate a specific week for kindergarten registration (around the second week of March) and Pre-K registration (around the second week of April). Once parents complete and submit the interest form, school registrars will contact the parent for enrollment/registration procedures, including which private providers partner with CCPS in their district. Parents may come to the school or private partner to complete an application. The application is processed based on the Federal Poverty Guidelines, which determine eligibility. All age- and income-eligible students are placed in their district school, private partner school based on parent choice in a mixed-delivery system, or school of choice on a first-come, first-served basis until all spots are filled. If no spots are left in the districted school for a student who meets the age and income eligibility, another Pre-K spot is offered at the next closest site. We continue to enroll students throughout the school year as new applications are received.

A collaborative meeting will occur prior to March 2024 with private providers to develop specific procedures which will be outlined in the MOU.

Linked Artifacts:

- 14 - [CCPS Pre-Kindergarten Webpage](#)
- 14 – Refer to response #2 artifact Pre-K Interest Flyer(s)

15. Racial and Socioeconomic Diversity: Discuss the enrollment practices and recruiting strategies the school system will use to ensure students with the greatest needs are enrolled in Pre-K. How will the school system ensure racial and socioeconomic diversity to the greatest



extent practicable while preventing disproportionate concentrations of students of the same race, ethnicity, disability status, and income from developing or expanding within an individual Pre-K program, in specific geographic areas, or across the system? Consider how the unified enrollment system discussed in the previous question will support creating diverse learning environments.

As four-year-old students are enrolled at each school, the enrollment secretary verifies income eligibility using the Free and Reduced Meals (FaRMs) application/Federal Poverty Level (FPL) guidelines. All Pre-K students at and/or below the 300% poverty level, meeting eligibility, are prioritized and offered a spot in the Pre-K classroom within their home school or another Pre-K program at a school in proximity. Additional available seats are given to students who may not meet the socioeconomic guidelines but may come from diverse backgrounds, including ethnicity, language and/or students with disabilities. The school registrar works closely with the Supervisor of Early Childhood Education to place students who meet the qualifications as prescribed in the Blueprint. Following the September 30th enrollment report, data trends are monitored to plan for appropriate program modifications to include diverse learning, assessments, curricular needs, resource/material needs, etc. This is a collaborative data review with private providers at ECAC meetings. In addition, four-year-old students who are homeless or in foster care are considered Tier I. All four-year-old students with disabilities are given priority as Tier I students based on their IEP/Free and Appropriate Public Education (FAPE) needs. As additional seats become available, consideration is given to students of non-English speaking households based on the home language survey, as well as students lacking readiness (students assessed by our Pre-K teachers to determine level of need). Judy Center Community Specialists supporting Title I school communities assist in the recruitment of students with the greatest needs to ensure they are enrolled in Pre-K programs.

Students primarily attend the schools within their district or feeder pattern unless the site is full or they enroll at a private partnership site of their choice.

Linked Artifacts:

16. Family Experience and Support: How will the school system ensure that the enrollment process meets the needs of families? Describe the strategies, tools, and resources the school system will use to understand families' needs and support them through the application and registration process. Consider the needs of families of Tier 1 and priority group students (students with disabilities, youth experiencing homelessness, and English learners).

The Pre-K enrollment process mirrors our regular school enrollment process. A parent may go to any school to register or may contact the Central Office. The registrar at each school will guide parents through the registration/enrollment process during the intake meeting. Parents can take the enrollment form home to be completed and return with all necessary documents if they prefer. An interest form is also available to be completed on the CCPS website. If needed, the Pupil Personnel Worker (PPW) will also deliver the enrollment packet, or it can be mailed. The registrar can also request translation services if needed, or they can work closely with our Birth to Five special education team if a disability is suspected or special accommodation is needed.



Should a school not have a seat available to enroll an eligible student, the school registrar provides this information to the CCPS Supervisor of Early Childhood to identify and offer a spot in an alternative location in a private or public Pre-K setting.

- March-April: Centralized enrollment process is communicated with parents, private partners, local Health Department, and community libraries. This information is also available through our website and local news outlets.
- March: Early Childhood Supervisor meets with private providers and school registrars to share enrollment forms, process, etc.
- March-April: Enrollment information is sent out via school newsletters to community.
- April: Judy Center Specialists and Title I Parent Liaisons begin to distribute information at parent registration nights, as well as contacting individual parents by email, phone and in person to support registration.
- Schools have a list of current students who have siblings who are eligible to enroll in PreK, and information is sent out to those families.
- May-July: Registration of eligible students occurs at all schools. Early entrance exams are given to students who are PreK age but want to advance to kindergarten.

CCPS will begin transitioning all PreK application reviews through a central process under the direction of the Early Childhood Supervisor. Schools will continue to enroll students once applications have been approved.

Linked Artifacts:

17. Administrative Costs: Describe any administrative costs agreed upon by the school system and private providers in the implementation of the mixed delivery system for Pre-K.

Requests can be made by the private partner to the CCPS Supervisor of Early Childhood to support costs for materials and resources. The funding decisions are made based on need and current levels of funding. In-kind costs are also provided to the private partnerships, such as professional development opportunities, pilot programs, and some instructional materials and resources.

Linked Artifacts:

1.1.5: MSDE shall require public and private providers to meet high-quality standards to receive public funding

Note: The complete instructional program for grades Pre-K-12 will be described in Pillar 3: College and Career Readiness. When applicable, reference individual objectives, tasks, and questions as needed to support the responses in this section.



Blueprint Requirement (MD Code, Educ §7-1A-04)

18. Comprehensive Services for Students and Families: Describe how the LEA will collaborate with private providers to ensure students and their families have access to comprehensive services (e.g., vision screenings, school psychologists, etc.), including services offered on-site or through community partnerships.

An MOU is signed between CCPS and private providers to support programs including special education, ESOL, vision screening through the Health Department or Judy Center partnership, and additional services through our Student Services Department and private providers to provide health and social emotional support.

Linked Artifacts:

- 18 - [PreK Private Provider MOU](#)

19. Training and Professional Development: Pillar 3: College and Career Readiness, Sections 3.1.3 (English Language Arts) and 3.1.3 (Math) require the school system to describe its training and professional development plans in English language arts and math for grade levels Pre-K-12, including the following:

- Identifying training needs
- Types of training provided
- Fidelity of implementation
- Ongoing, job-embedded professional development
- Organizational structures and support

For this question, describe the school system's early plans to collaborate with private providers and ensure all employees responsible for Pre-K instruction (e.g., teachers, teaching assistants, etc.) receive training and professional development related to the implementation of the instructional program, including high-quality instructional materials, in Pre-K as outlined in Pillar 3. Discuss the school system's initial plans to include private providers in the development and implementation of its training and professional development plans. Consider professional development models, resources and materials, logistical factors, and any other relevant information.

The Early Childhood Advisory Committee (ECAC) meets six times a year to discuss the needs of both private and public partners. Training for teachers and instructional assistants and parent sessions are established and shared among all stakeholders, including private providers through email, flyers, and the CCPS website. Private partners may send their staff to training sessions they feel will support their needs. Training may include instructional strategies, emotional poverty support, accreditation process, classroom set up, differentiated student supports, etc.



Discussions take place at ECAC to develop topics and share our needs. Grant funds supported the hiring of a Pre-K Instructional Consultant who provides job-embedded professional development to enhance the skills of general educators in meeting the needs of students with IEPs in inclusive classrooms. In addition, an ESOL Resource teacher is paid hourly to supplement support in three of our Pre-K programs which have a higher number of EL students enrolled. As outlined in Pillar 3, Curriculum Supervisors extend invitations for private providers to participate in professional learning.

CCPS uses the following methods to monitor implementation of training and identify future professional learning opportunities:

- Formal observation/evaluation process
 - “Lookfors” are identified based on trainings received, and evaluators indicate whether the teacher implemented those strategies in the lesson.
 - Feedback is provided to the teacher during the post-observation conference
- Training feedback form
 - Participants receive a training feedback form to inform future opportunities
- Accreditation process
 - Teachers going through the accreditation process have a professional learning opportunity to visit other programs who are demonstrating high-quality standards
- Internal professional learning system
 - All participants must sign up for training through the CCPS professional learning portal
 - Attendance of participants is maintained for monitoring purposes
- Job-embedded coaching
 - Following observations, reflections sheets are provided by mentor teachers/coaches

Linked Artifacts:

Blueprint Requirement (MD Code, Educ §7-1A-04)

20. Teacher Pipelines: Pillar 2: High-Quality and Diverse Teachers and Leaders, Subsection 2.4.1 requires school systems to describe their plans to build teacher pipelines for all grade levels, and includes the following:

- Teacher hiring data
- Hiring trends and needs
- Partnerships with institutions of higher education and educator preparation programs
- Grow your own programs
- Diverse environments for observations and practica
- Mentor teacher assignments for observations and practica

Considering the school system’s plans discussed in Pillar 2, how will the school system initially work with private providers and educator preparation programs in developing early plans to build



teacher pipelines for early childhood teachers that will serve both public and private Pre-K programs? How will the LEA communicate these opportunities to current and prospective employees?

In the fall of 2022, McDaniel College was awarded the Teacher Collaborative Grant (MSDE funded). McDaniel staff identified CCPS as a partner in this grant which focuses on teacher certification, National Board Certification, and professional learning opportunities. We also partner with Carroll Community College to enroll staff/students seeking certifications and degrees in education. We recently established procedures for our ECE/Teacher Academy of Maryland (TAM) students to offer open contracts to students who complete the program and earn a degree when they graduate post-secondary.

A future opportunity CCPS has identified is to engage future ECE/TAM students in a youth apprenticeship placement as a teaching assistant, who will then go on to earn a CDA certification in the CCPS and private programs.

CCPS has applied for and is awaiting approval from the Department of Labor for Maryland Youth Apprenticeship. Upon application approval, students will be able to apply for positions available (starting in the FY24 school year).

All TAM students, after graduation, are monitored by the CCPS Human Resources Department while at college. Our HR department continues an open line of communication with these students and provides information on hiring events. CCPS offers all TAM/Early Childhood students an open contract upon earning their teaching certification and applying for a position. UMS has also become a partner in building the child care workforce through a grant that leads to a Child Development Associate certificate to increase our qualified candidates for future employment.

CCPS also partners with McDaniel College, and other local universities, to participate in hiring/recruiting events to expand our workforce. Open contracts are given to students who excel in their field, as well as those who have diverse backgrounds. Stevenson University and McDaniel College also place student interns in CCPS classrooms, who are given priority screening for employment. Early Childhood applicants are screened by the Supervisor of Early Childhood Education or Elementary Content Supervisors, to support Human Resources and our school-based administration through the hiring process. To date CCPS has successfully filled all early childhood, including PreK teaching positions, with certified teachers.

CCPS is also looking at other grants (e.g., MD Lead Grant) for funding CDA certification for private provider staff. We will continue to work closely with our private providers to identify other opportunities for collaboration including certification of staff and hiring practices.

We have nine FTE mentor teachers; five of them have been identified to support the elementary classroom teachers, including our ECE teachers. They are assigned to specific schools to work closely with non-tenured teachers during their first three years and to support tenured teachers as needed.

[Linked Artifacts:](#)



21. Developing Teaching Assistants: Discuss how the school system will work with providers and educator preparation programs to support teaching assistants in obtaining the necessary certificate or degree to meet the credentialing requirements set forth by the Blueprint by the beginning of SY 2025-26? How will the LEA communicate these opportunities to current and prospective employees?

Examples may include:

- *Creating cohort models to support staff to complete CDA coursework and meet certification requirements*
- *Partnering with institutions of higher education to develop programs designed to support staff in obtaining associate degrees, especially institutions that will award college credit for work experiences within the field*
- *Leveraging high school CTE programs to provide aspiring teachers the opportunity to work as CDA certified teaching assistants*

CCPS has an annual open application process which spans the school year. Current CCPS instructional assistants who wish to transfer into early childhood education programming, are provided the opportunity to do so prior to any other hiring that takes place. In-house career fairs are also provided by Human Resources to support the hiring of early childhood instructional assistants. Our Early Childhood Supervisor collaborated with Carroll Community College to provide staff who need to meet certification requirements the option of the CDA certification or earn an Associates of Arts degree at Carroll Community to satisfy those requirements. In addition, existing instructional assistants who need to satisfy this requirement are afforded the opportunity to complete on-line modules that will result in obtaining the CDA. The PreK Expansion Grant, as well as the MD Lead Grant are utilized to support staff in completing their certification requirements.

CCPS held an orientation meeting on November 17, 2022 with all Pre-K instructional assistants who do not currently hold CDA Accreditation or have an Associate of Arts degree. The meeting was to provide information and guidance on obtaining appropriate credentialing. An hourly CCPS teacher was hired as a CDA coach to support current Pre-K Instructional Assistants while completing their training toward obtaining CDA certification. Any assistant going through the early childhood CDA certification process, is receiving an hourly stipend in addition to having the modules/assessment paid for through the grant opportunities listed above. At this point, all PreK assistants in CCPS are either certified or going through the process of certification.

Linked Artifacts:

- 21 - [CDA Orientation Communication](#)



22. Developing High-Quality ECE Staff Projections

Use the information from “Pre-K Enrollment Projections” to complete the first row of each of the tables below. Using the student enrollment numbers, complete Table 1 to identify the hiring needs for teaching assistants and Table 2 to identify the hiring needs for teachers based on an expansion of Pre-K. For each table, disaggregate the data by provider type.

Table 1: Current and Projected Number of Pre-K Teaching Assistants (TA)

	2021-2022		2022-2023		2023-2024	
	Public	Private	Public	Private	Public	Private
Student Enrollment	227	40	312	60	415	60
Total TA Positions	13	2	16	3	21	3
Filled TA Positions	13	2	16	3	21	3
Vacant TA Positions	0	0	0	0	0	0

Table 2: Current and Projected Number of Pre-K Teachers

	2021-2022		2022-2023		2023-2024	
	Public	Private	Public	Private	Public	Private
Student Enrollment	227	40	312	60	415	60
Total Teacher Positions	13	2	16	3	21	3
Filled Teacher Positions	13	2	16	3	21	3
Vacant Teacher Positions	0	0	0	0	0	0

Linked Artifacts:

1.2.1: Administer an unbiased Kindergarten Readiness Assessment to all incoming kindergarten students

23. Administration of the Kindergarten Readiness Assessment (KRA): Discuss how the LEA consults with kindergarten teachers in developing guidelines and training to ensure an unbiased administration of the KRA. How does the LEA ensure staff responsible for administering the KRA receive the training?

The Supervisor of Early Childhood sends out notification to all elementary kindergarten teachers with the link to the training modules in August. The Local Accountability Coordinator and Data Administrator in Technology Services uploads teacher data files to ensure that all teachers have access to the online training modules and assessment platform. New teachers are provided additional support and training during the teacher orientation week and prior to the students' first day of school.



Once every teacher completes the required training, they provide the School Testing Coordinator (STC) with a “certificate of completion”. The STC issues/distributes the KRA testing kit for administration. The completion certificates are maintained, along with the non-disclosure form, in the Local Accountability Office.

Linked Artifacts:



24. Kindergarten Readiness Assessment Projections

Use the tables below to indicate current and projected levels of kindergarten readiness using the Kindergarten Readiness Assessment (KRA). Use the first table to disaggregate overall readiness by level (emerging, approaching, and demonstrating) for each of the demographic and service groups listed. Use the second table to provide the average scale score by individual domain.

Table 1: Current and Projected KRA Levels with Demographic Distribution

	2021-2022			2022-2023			2023-2024		
	ER	AR	DR	ER	AR	DR	ER	AR	DR
All Students (Number)	NA	NA	NA*	239	553	952	230	560	970
All Students (Percentage)	NA	NA	NA	239	553	952	230	560	970
% Female	NA	NA	NA	14%	32%	54%	13%	32%	55%
% Male	NA	NA	NA	9%	28%	63%	9%	27%	64%
% Nonbinary	NA	NA	NA	18%	36%	46%	16%	34%	50%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Asian	NA	NA	NA	12%	75%	13%	11%	44%	45%
% Black/African American	NA	NA	NA	11%	23%	66%	5%	25%	70%
% Hispanic/Latino	NA	NA	NA	15%	38%	47%	10%	35%	55%
% Native Hawaiian/Pacific Islander	NA	NA	NA	27%	40%	33%	20%	40%	40%
% Two or More	NA	NA	NA	14%	33%	53%	15%	33%	52%
% White	NA	NA	NA	12%	31%	57%	10%	35%	55%
% Economically Disadvantaged	NA	NA	NA	22%	39%	39%	15%	40%	45%
% English Learner	NA	NA	NA	8%	64%	28%	5%	60%	35%
% Special Education	NA	NA	NA	36%	34%	30%	18%	40%	42%

ER = Emerging Readiness, AR = Approaching Readiness, DR = Demonstrating Readiness

Table 2: Current and Projected Average KRA Scale Score by Domain

Domain	2021-2022	2022-2023	2023-2024
Language and Literacy	NA	269	272
Mathematics	NA	271	274
Social Foundations	NA	278	280
Physical Well-being and Motor Development	NA	278	280

Linked Artifacts:



Pillar 1, Objective 3: Expand family supports

1.5.1: Judy Centers

Blueprint Requirement (MD Code, Educ §5-230)

25. Expanding Access for Families: Describe the LEA's plans for expanding support for families through Judy Centers. Include the current number of centers and the number of families served as well as the community's need and whether additional centers are needed. Consider the geographic distribution of centers to meet the needs of the community.

Carroll County Public Schools currently has three Judy Centers operating in Title I funded school communities. Each Judy Center is focused on rebuilding their in-person programming after the pandemic which negatively impacted participation and attendance. Families are eager to attend in-person engagement activities and to socialize with other families. Programming is planned according to the needs of the families and the input of the Parent Advisory Committee and the Judy Center Steering Committee in alignment with the 12 Component Standards. The Judy Center Community Specialists seek out referrals and advertise within their school district and among Early Childhood community partnerships to recruit families. 284 families are currently being served between the three Judy Center Early Learning Hubs within Carroll County.

Site #1 – Elmer Wolfe Elementary

- Families Served = 207
- ELL – 4
- Students w/ Disabilities – 30
- Economically Disadvantaged (Title I) – 71

Site #2 – Robert Moton Elementary

- Families Served = 119
- ELL – 14
- Students w/ Disabilities – 63
- Economically Disadvantaged (Title I) – 44

Site #3 – Taneytown Elementary

- Families Served = 217
- ELL – 0
- Students w/ Disabilities – 48
- Economically Disadvantaged (Title I) – 76

The Judy Center Community Specialist/Teacher at each of the above sites coordinates the appropriate services necessary to support students at that given site. For example, the Office of Interpretation/Translation services will attend events to interpret the presentation. Additionally, flyers for recruitment and advertising of programs is provided in English and Spanish to meet the needs of the population. Other services may include playgroups that are facilitated by a special educator (which occur in an inclusive setting). There is also a trained parent educator, providing home support to bilingual families.



Linked Artifacts:

Pillar 1: (OPTIONAL) Proposed Regulatory Revisions and Waivers

26. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

CCPS will need to submit a waiver based on the current distribution percentages of 88% public Pre-K seats and 22% private provider seats. This waiver will need to be completed in subsequent years due to the lack of interest from private providers and those not meeting the Blueprint requirements to meet accreditation/certification.

CCPS may also require a waiver for the CDA certification requirement for instructional assistants when this requirement is implemented in future years, as well as a waiver for teachers who may not, at first, meet ECE certification requirements.

CCPS will continue to ensure all current Pre-K programs move through the accreditation process in a timely manner. Waivers may need to be provided as new programs are established and will need to be accredited.

Linked Artifacts:

Pillar 1: Stakeholder Engagement

27. Identify the key stakeholder groups that the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the Early Childhood Education Pillar. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Examples may include:

- *County-based governmental offices such as Health, Human Services, Housing, etc.*
- *Local Early Childhood Advisory Council (ECAC)*
- *Organizations supporting specific student groups such as multilingual learners*

Stakeholder Group	Contributions	Frequency of Engagement
Early Childhood Advisory Committee	ECAC meets quarterly to collaboratively make suggestions around programmatic changes to early childhood programs, to share resources and initiatives with public and private early childhood advocates, and to review and monitor KRA and other data points.	Six times a year



Principals & Curriculum Leader Meetings	Principals, curriculum supervisors, assistant supervisors, and curriculum coordinators meet monthly in their leveled groups to discuss current trends in education, take part in discussion regarding curricular initiatives, and to review and analyze data. They also meet to ensure schools across the county share similar expectations, programs, and initiatives.	Monthly
Curriculum Council	Curriculum Council is a Board of Education appointed committee comprised of parents, high school students, administrators, and curriculum supervisors. The council meets four times a year to review and recommend 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.	Quarterly
Childcare Private Partners	Head Start and New Beginnings partner with CCPS to provide eligible four-year-old programs to qualifying students. The partnership goes beyond just instructional, including opportunities for professional learning and the sharing of instructional resources.	Daily/Weekly/Monthly
CCPS Birth to Kindergarten	Carroll County Public Schools (CCPS) provides early intervention and preschool special education services for children with developmental delays and disabilities, ages birth through five, and their families. Preschool children, ages three through five, identified as having a disability are eligible to receive special education and related services through the CCPS under an Individualized Education Program (IEP).	As prescribed by the IEP
CCPS Family Support Center	The CCPS Family Support Services helps families, educators, and community agencies obtain information, support, and resources to address the needs of children in all educational settings. Family support staff assists clients in finding the answers to their questions, resolving concerns, and making informed decisions regarding children's educational needs.	As needed or directed
CCPS Judy Center	The Carroll County Public Schools Judy Center Early Learning Hub serves the needs of families with children prenatal through age five to support success in school and life in the school districts of Elmer Wolfe, Robert Moton, and Taneytown elementary schools. Programs include: • Come Learn with Me learning playgroups • Family Engagement • Family Events and Activities • Family Support • Partnerships with local childcare providers to ensure the availability of quality care • Summer programming • Parent Workshops • Parents as Teachers Home Visitation • Collaboration with community resources/agencies • Referrals for Support Services	Daily interactions with families
Carroll County Youth Services Bureau	The Youth Services Bureau is an agency that offers programs and services for children in the Carroll County area. Children and Family Services promotes the economic and social well-being of children, youth, and families. Under the Department of Children and Family Services (DCFS), the Children and Family Services Office also provides protective services.	As referred



Carroll County Public Library	Our private and public classrooms and the Judy Center partner with the public library to help students incorporate reading into their daily life. The library hosts classroom, school-wide, and library events to support a literacy-rich environment. Families may access Storytime sessions offered at each branch and mobile services are provided to each Pre-K classroom throughout the school year.	As requested
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Linked Artifacts:

- 27 - [ECAC Bylaws](#)
- 27 - [ECAC Meeting Agenda \(12-14-22\)](#)
- 27 - [ECAC Blueprint Overview Presentation](#)



Pillar 2: High-Quality and Diverse Teachers and Leaders



Pillar 2, Objective 1: Recruit and support high-quality and diverse teachers to meet workforce needs

2.1.5: Monitor the quality and diversity of State teacher candidates and existing teacher workforce

28. Teacher Hiring Data: Use historical hiring data to identify the number of new teachers the LEA will need going into future years by grade band and subject area.

Grade Band	Certification	2021-2022	2022-2023	2023-2024
Pre-K - 5th Grade	Early Childhood	26	20	25
	Elementary	31	29	22
	World Languages	0	0	0
	Physical Education	0	6	2
	Health	0	1	2
	Fine Arts	7	7	5
	Career and Technical Education	0	0	0
	Special Education	29	28	20
	ESOL	0	0	0
	Other	1-Behavior Support 1-Instructional Resource 1-OT 2-PT 2-RN 4-SLP	1-Alternative Program Specialist 1-Media Specialist 1-Mental Health 3-OT 1-PT 1-Reading Specialist 8-RN 3-School Counselor 1-SLP	12
6th - 8th Grade	Math	5	8	5
	English Language Arts	8	8	4
	Science	9	5	4
	Social Studies	5	8	5
	World Languages	0	2	2
	Physical Education	0	0	1
	Health	1	0	1
	Fine Arts	1	5	3
	Career and Technical Education	3	3	4
	Special Education	8	6	5
	ESOL	0	0	0



9th - 12th Grade	Other	1-OT 2-RN 1-School Counselor 1-SLP	1-Media 1-Mental Health 4-RN 5-School Counselor	6
	Math	6	4	4
	English Language Arts	5	11	5
	Science	6	7	5
	Social Studies	6	6	5
	World Languages	1	4	3
	Physical Education	1	0	1
	Health	2	1	0
	Fine Arts	2	0	2
	Career and Technical Education	9	4	7
	Special Education	6	7	6
	ESOL	0	1	0
	Other	1-RN 1-School Counselor 1-SLP	1-Media Specialist 1-Read Specialist 1-RN 2-School Counselor	

Linked Artifacts:

- 28 - [CCPS Hiring Practices and Diversity Report](#)
- 28 - [CCPS Pillar III Update November 2021](#)
- 28 - [Maryland Teacher Staffing Report 2016-18](#)
- 28 - [Blueprint & Data Deep Dive Teacher Pipeline and Diversity](#)
- 28 - [2022-23 MD Teacher Shortage Areas](#)

29. Hiring Trends and Needs: Using historical hiring data and additional relevant context, in what grade levels and subject areas has the school system struggled to recruit prospective teachers? Discuss the challenges associated with hiring for these areas.

Recruiting and hiring the best teachers and staff for CCPS remains a top priority and a tremendous challenge, especially in critical shortage content areas. These critical shortage areas are defined by the Maryland Teacher Shortage Area Report submitted to the United States Department of Education for the 2022-2023 school year and include content areas such as special education, secondary mathematics, and science among many others. CCPS teacher hiring needs mirror the state-wide needs. Specific CCPS areas include speech-language pathology, special education, related service providers, and secondary mathematics and science.

The supply of teachers continues to be a significant concern for CCPS, as data show that the number of individuals selecting teaching as a profession continues to decline. In addition,



Maryland institutions of higher education continue to produce relatively few graduates in relation to the state's need.

Vacancies in critical shortage content areas combined with a shortage of local candidates and in-state programs that lead to teacher certification in those areas results in an emphasis on out-of-state recruiting efforts to help fill those vacancies in CCPS. The national teacher shortage continues to make it difficult to recruit highly qualified applicants in critical shortage content areas. An analysis of the CCPS candidate pool revealed that nearly 75% of the applicants were seeking positions in non-critical shortage content areas.

Linked Artifacts:

- 29 - [Webpage Redesign](#)
- Refer to Item #28 Artifact: 2022-23 MD Teacher Shortage Areas

Blueprint Requirement (Section 5 of Chapter 36)

30. Recruiting and Hiring a Diverse Workforce: What challenges exist for the LEA in hiring staff that matches the diversity of its student population? Describe the strategies the school system will use to recruit and hire diverse teachers and leaders. How will the school system ensure:

- Recruitment practices intentionally build a pipeline of diverse candidates that represent the demographics of the student population and
- Hiring practices include interview protocols, questions, and performance tasks that reveal candidates' knowledge, strengths, and experience while mitigating and eliminating opportunities for implicit bias?

Note: Utilize and reference the data and information shared in the annual diversity report submitted to AIB and link the report as an artifact.

The CCPS Department of Human Resources continues recruiting efforts to secure a highly qualified and diverse staff that is reflective of each school community. A shortage of teaching candidates in critical shortage content areas continues throughout Maryland and across the United States. It is important to continue offering teacher contracts as early as possible to qualified critical shortage area candidates, because most will receive multiple offers from competing districts.

Teacher candidates may proceed through three levels of interviews while being considered for CCPS teaching positions. Those interviews include a preliminary interview with trained interviewers, a curriculum interview with personnel from the Division of Curriculum and Instruction Resources, and site-based interview(s) with site-based administrator(s). Candidates proceed from one interview level to the next based on interview performance, teaching credentials, employee references, and the needs of the school system. Ultimately, site-based administrators make hiring recommendations to the Department of Human Resources, which then completes the process by making the formal employment offer.



In order to hire approximately 200 teachers, the CCPS teacher recruiting team needs approximately 800 highly recommended candidates who have successfully completed the preliminary and/or curriculum interview steps to refer to site-based interviews. This allows site-based administrators to, when possible, interview multiple candidates per vacancy. However, please recall that the state of Maryland only produces around 2,000 teacher candidates per year for all 24 Maryland public school systems. Large Maryland public school systems such as Montgomery and Prince George's County may hire these amounts individually in a given year due to their large student enrollment.

Competition with Anne Arundel, Baltimore, Frederick, Harford, Howard, and Montgomery Counties continues to be very intense, particularly for minority, male, experienced, and candidates in critical shortage content areas due to the relative lack of teacher candidates trained by Maryland IHE's. Continued outreach and recruitment at out-of-state IHE's will be necessary.

CCPS areas of focus related to recruiting and hiring include:

Hiring of a full-time specialist focused on recruiting and hiring in summer of 2022 to lead the implementation of a robust face-to-face and virtual recruitment strategy for all positions.

Continued involvement and support of the CCPS Career and Technical Education programs such as Early Childhood Education and support for instructional assistants/paraeducator pursuing teacher certification (see more details on these programs in section 2.2.6 of this document).

Continued focus on meeting the requirements in Maryland Code of Regulations (COMAR) 13a.07.05.01. Integration that states: *Local boards of education shall develop and implement plans and procedures for the attainment of racial balance at the various levels of the public school system, reflective of the composition of the population of their respective jurisdictions. These plans and procedures shall apply to the hiring, placing, and promotion of all personnel employed at the various levels of the school system. The plans and procedures provided in this regulation shall be submitted to the State Department of Education by January 1, 1971. The Department shall also require and review reports from local boards on the implementation of this regulation.*

- Participation in face-to-face and/or virtual teacher recruiting events at IHE's and/or career fairs with an emphasis on Historically Black Colleges and Universities (HBCU), universities that serve large populations of Latinx students, and universities that produce large numbers of candidates in critical shortage content areas. This includes participation in out-of-state events.
- Participation in face-to-face and virtual career fairs/events such as those organized by Carroll County Workforce Development.
- Support and enhancement of in-house teacher interview days.
- Outreach and collaboration with community groups such as the NAACP, civic, business, and faith-based groups, especially as it relates to recruitment and support to retain teachers through professional and social events, access to housing, and other resources.
- Continued use of targeted job vacancy advertising to enhance applicant pool.



- Continued support of “grow our own” programs such as TAM and Educators Rising along with participation in CCPS events where Department of Human Resources staff can share employment opportunities (as the largest employer in Carroll County) with students.
- Continued recruitment of “career changers.”
- Review and development of teacher interview questions to ensure compliance with applicable laws and regulations, accurately assess applicant strengths in instruction, classroom management, assessment, and experience while mitigating and eliminating opportunities for implicit bias.
- Growth in and diversification of recruiter pool.
- Continued work to enhance the competitiveness of CCPS salaries and benefits.

Linked Artifacts:

- 30 - [CCPS Recruiting Webpage](#)
- 30 - [CCPS Recruiting Calendar](#)
- 30 - [CCPS Recruitment Social Media Postings](#)

31. Evaluation of Recruiting and Hiring Practices: How will the school system and board of education evaluate its hiring practices and recommend changes to ensure teachers and leaders match the diversity of the student population?

CCPS and the Carroll County Board of Education have historically monitored and evaluated its recruitment and hiring practices through the budget and policy development processes, collective bargaining, alignment of recruiting and hiring strategies to its strategic plan, and the regular reporting cycle to the Board of Education related to the strategic plan.

Linked Artifacts:



32. Teacher Diversity Projections

Use the table below to indicate the current and projected total number of students and teachers within the school system, including the percentage by gender and race/ethnicity. If gaps exist between the diversity of the school system's students and teaching staff, develop projections to narrow those gaps. If no gaps exist, set projections to ensure the school system will maintain a diverse teaching corps.

Note: Use the data submitted from the 2022 diversity report submitted to AIB as a resource and linked artifact.

Demographic Comparison of Teaching Corps to Student Population

	2021-2022		2022-2023		2023-2024	
	S	T	S	T	S	T
Total (Number)	25,054	1,801	25,787	2,075	25,800	2,075
% Female	51%	79%	51%	81%	51%	80%
% Male	49%	21%	48%	19%	49%	20%
% Nonbinary	NA	NA	NA	NA	NA	NA
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA
% Asian	3%	NA	3%	NA	4%	NA
% Black/African American	5%	2%	5%	1%	6%	1%
% Hispanic/Latino	8%	2%	8%	2%	9%	2%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA
% Two or More	4%	NA	4%	NA	4%	NA
% White	80%	96%	78%	96%	76%	96%

S = Student Population, T = Teacher Population

Linked Artifacts:

Pillar 2, Objective 2: Increase rigor of teacher preparation programs and licensure requirement

2.2.2: Revise teacher prep programs to meet new requirements

33. Partnerships with Institutions of Higher Education and Educator Preparation Programs:

How do you intend to partner with institutions of higher education and educator preparation program(s) to increase the number of candidates in the subject areas and/or grade bands



previously identified? How will the school system collaborate with institutions of higher education and educator preparation programs to ensure:

- Students recruited into teaching programs obtain certifications in the subjects and grade levels the school system needs and
- Standards and practices students are taught in teaching programs align with the standards and practices they will be responsible for implementing as teachers in the LEA's classrooms?

CCPS will

- work to increase the diversity of IHE's with which to partner for interns, student teachers, student observers, etc.
- partner with IHE's to inform students of current critical shortage subject areas and available incentives through the Blueprint to incentivize teaching.
- market to IHEs the opportunity to substitute, increasing the substitute pool and providing exposure of CCPS to those who are subbing.
- provide opportunities for service learning so that students from other fields may consider education as a career opportunity.
- acquire articulation agreements with IHEs for transcribed credits for students in TAM (Teacher Academy of Maryland) program.
- Report to IHEs on system needs so that IHEs can recruit students and structure programs to best meet our needs.
- Collaborate with IHEs to ensure undergraduate and graduate staff are familiar with LEA expectations and procedures.

CCPS will engage focus groups during the 2023-2024 school year to identify the current state of undergraduate and graduate student needs (traditional students as well as career changers) as each pursue certification as teachers and/or related service providers. Focus groups will include current teachers, related service providers, school-based administrators, education students, community groups (including those from under-represented groups), teachers' association representation, IHE's, and other related members. Recommendations will be sought, considered, and implemented as appropriate and within the allotted budget to support candidates as they work to complete programs culminating teacher certification/licensure.

[Linked Artifacts:](#)

[Blueprint Requirement \(MD Code, Educ §6–120\)](#)

34. Diverse Learning Environments for Observations and Practica: Discuss the LEA's process for identifying schools with diverse populations and supportive school environments for teacher candidates to complete observations and practica. Include a description of the characteristics of



a supportive school environment and the criteria the school system uses to identify a school as having a diverse student population.

CCPS currently places student teachers in schools who are established as a Professional Development School (PDS), through a collaborative approach with an IHE liaison, building administrator, and content supervisor. This status was obtained through partnerships with IHE who identified schools based on performance data, student demographics, and teacher tenure status. In order to become a PDS, following the IHE's presentation, and a pilot year, the staff vote to become a formal PDS site for a given IHE.

When the PDS locations reach capacity, student teachers are then placed in buildings with high-quality, tenured host teachers. The selection of the host teacher is determined through a collaborative approach between building administration and content supervisors. Students who come to CCPS outside of the PDS relationship are placed based on their location preference and host teacher availability.

Supports at the system level put in place to create a positive experience for the student teacher includes a host mentor teacher as well as school-based meetings with the college liaisons. Content supervisors complete walkthoroughs and provide feedback on instructional practices, classroom management, and pedagogy. These students are given priority interviews for contractual positions, and also long-term substitute opportunities. Additional supports at the individual school level are also implemented to encourage a positive experience.

A supportive school environment includes allotted time for collaboration, co-planning, inclusivity of meetings (IEP, school improvement, scheduling, etc.), expanded observation opportunities across contents, and a team of staff to serve as a resource. Although the CCPS current practice is not to determine placement based on diverse environments, we have identified the implementation of Blueprint as an opportunity to change this. By FY26 CCPS is planning to implement a new process for hosting student teachers based on Blueprint components.

CCPS has implemented the "PDS Model" in partnership with institutions of higher education which has been the required model by the MSDE. Many of our schools with higher numbers of students who qualify for FARMS/Compensatory Education are currently or will be considered to serve as PDS schools. Many of these CCPS schools offer opportunities for teacher candidates to work with students from a variety of backgrounds, strengths, and areas of growth. They also provide opportunities to observe and collaborate with master teachers as they work to differentiate instruction to meet the instructional and social/emotional needs of all students.

Selection/Support Process: Tenured staff members with a history of success in coaching/mentoring prior candidates, effective and highly effective on their evaluations, and have demonstrated leadership within their school as identified by school-based administration and content specialists.

Linked Artifacts:

- 35. Mentor Teacher Assignments for Observations and Practica:** Describe how teacher candidates will be assigned highly effective teacher mentors to supervise them during their observations and practica. Discuss the selection process for teacher mentors, including the data sources for classifying teachers as highly effective, the process for matching teacher mentors to



teaching candidates, and how the school system supports teacher mentors in effective mentor practices.

Carroll County PDS schools are contacted by the respective PDS college/university the semester prior to practicums. Principals and school-based PDS Coordinators work with the college/university to place interns with certified teachers based upon content expertise and teachers who are highly effective through performance evaluations. School administrators work closely with their PDS coordinator to ensure they are rotating the highly qualified teachers who serve as mentors to provide a balanced approach for all involved. We also gather as much information about the teacher candidate as possible to ensure the mentor we select provides a positive experience during that placement.

Supports/professional learning for mentor teachers have been provided by IHE's in the past. School-based administrators have also served as supports to those mentors in their buildings to provide necessary resources. Over the next two years, McDaniel College will provide professional learning modules as part of the Teacher Collaborative Grant for identified teacher mentors.

Linked Artifacts:

2.2.6: Develop and implement pathways for paraprofessionals to become certified teachers

36. Grow Your Own and Alternative Preparation Programs: What types of programs or initiatives does the school system currently have or plan to launch to leverage Grow Your Own strategies and Alternative Preparation Programs to expand the teacher pipeline? Discuss each of the individual groups below.

- **High School Students**

Involvement and support of the CCPS Career and Technical Education programs such as Early Childhood Education where the curriculum is delivered through a sequence of state-approved courses is a primary pathway for high school students interested in becoming teachers. These courses are designed to provide students with an in-depth study of child development and teaching young children. The two-credit seminar and internship is completed at a certified childcare center or elementary school. Once CCPS becomes a Youth Apprenticeship sponsor, students will have the option to complete a Youth Apprenticeship in early childhood education. We hope this will become another avenue to expand the teacher pipeline.

Of significant note is the continued collaboration with the CCPS Teacher Academy of Maryland (TAM) where students complete a sequence of state-approved courses. These courses are designed to provide students with an in-depth study of teaching and curriculum delivery in response to student needs. The one-credit internship will be done at a Carroll County middle school in the student's chosen content area of expertise.



TAM/ECE graduates who successfully complete a teacher education program at an IHE and apply for and interview well are prioritized for a teaching position within CCPS. These students, in addition to those who interact with Department of Human Resources recruiters at school-level career and/or mock interview days during the school year, serve as a starting point to broaden the messaging/outreach that a career with CCPS is a viable option, especially for students who are from underrepresented groups. Both programs above are cornerstones of “growing our own” efforts to recruit and hire teachers who are representative of the student body.

Linked Artifacts:

- 36 - [Early Childhood Education](#)
- 36 - [Education Teacher Academy \(TAM\)](#)
- 36 - [CCEA 430 Hiring Procedures](#)

- **LEA Employees without Degrees (e.g., teaching assistants, support personnel, etc.)**

CCPS has 326 employees (9% of all CCPS employees) who do not have a degree. One of the CCPS “grow our own” approaches includes tuition reimbursement, credit analysis, and other supports to encourage current LEA employees without a degree to pursue degrees and/or teaching certification. To that end, 12 CCPS instructional assistants/paraeducators were hired as teachers for the most recent reporting period.

Linked Artifacts:

- **Individuals with Degrees in Other Fields (e.g., career changers)**

CCPS has 345 (10% of all CCPS employees) who have a degree in other fields. This “grow our own” approach also includes tuition reimbursement, credit analysis, and other supports, to encourage current LEA employees with a degree in other fields to pursue teaching certification. The recruiting team actively pursued these individuals to fill certain teaching positions for the 2022-2023 school year.

CCPS will engage focus groups during the 2023-2024 school year to identify the current state of undergraduate and graduate student needs (traditional students as well as career changers) as each pursue certification as teachers and/or related service providers. Focus groups will include current teachers, related service providers, school-based administrators, education students, community groups (including those from underrepresented groups), teachers' association representation, IHE's, and other related members. Recommendations will be sought, considered, and implemented as appropriate and within the allotted budget to support candidates as they work to complete programs culminating teacher certification/licensure.

Of considerable focus will be the identification of opportunities and barriers to balance the need to place staff in a strategic manner to optimize student performance while adhering to current master agreements with the various employee associations that represent CCPS employees.



Linked Artifacts:

- **Diverse Teacher Candidates (e.g., gender, race, hard-to-fill areas such as multilingual teachers)**

The hiring of minority teachers continues to be extremely competitive due to the shortage of certificated applicants in Maryland and across the United States. All applicants for teaching positions must first and foremost provide documentation that they are eligible for Maryland teacher certification to move forward in the hiring process. Strategies in this area have or will include:

- participation in face-to-face and/or virtual teacher recruiting events at IHE's and/or career fairs with an emphasis on Historically Black Colleges and Universities (HBCU), universities that serve large populations of Latinx students, and universities that produce large numbers of candidates in critical shortage content areas. This includes participation in out-of-state events.
- review of relevant data to maximize selection of recruitment events (virtual and in-person) where diverse candidates who match CCPS student demographics are available.
- participation in face-to-face and virtual career fairs/events such as those organized by Carroll County Workforce Development.
- support and enhancement of in-house teacher interview days.
- outreach and collaboration with community groups such as the NAACP, civic (e.g. historically black fraternities and sororities), business, and faith-based groups.
- outreach and collaboration with bargaining units, professional organizations, credit union, 403B providers to recruit and support new employees.
- utilization of focus groups to determine best practices in the recruitment and hiring of diverse teachers.
- continued use of targeted job vacancy advertising to enhance applicant pool.
- continued support of "grow our own" programs such as TAM and Educators Rising along with participation in CCPS events where Department of Human Resources staff can share employment opportunities (as the largest employer in Carroll County) with students.
- continued recruitment of "career changers."
- review and development of teacher interview questions to ensure compliance with applicable laws and regulations, accurately assess applicant strengths in instruction, classroom management, assessment, and experience while mitigating and eliminating opportunities for implicit bias.
- growth in and diversification of recruiter pool.
- continued work to enhance the competitiveness of CCPS salaries and benefits.



- redesign of Human Resources recruiting page.

Linked Artifacts:

Pillar 2, Objective 3: Establish new statewide educator career ladder and professional development system

Note: When developing plans in this section, LEAs should consider requirements related to collective bargaining.

2.4.1: LEAs and MSDE shall implement a new program to support and encourage teachers to obtain and maintain NBC, particularly teachers from historically underrepresented populations

Note: The NBC data requested in this section is for reporting purposes and to allow MSDE and AIB to track Blueprint implementation progress related to NBC areas of the career ladder. These data may not tie to or reflect final counts used in career ladder State Aid calculations. LEAs will continue to work with MSDE for annual NBC data submissions specifically for the purposes of State aid calculations.

Blueprint Requirement (MD Code, Educ §6–1008)

37. Local National Board Coordinator: Identify the name and responsibilities of the individual(s) serving as the school system’s Local National Board Coordinator.

Name	Position	Responsibilities
Melissa Frey	NBC Coordinator	• Communicate policies, changes, deadlines, etc., regarding NBC to teachers and administrative staff. • Act as a subject matter expert for NBC logistics, technical, communication, and curricular questions. • Facilitate afterschool meetings with aspiring NBC teachers and CCPS NBC facilitators. • Support the CCPS Blueprint Implementation Team as needed. • Serve as liaison to the Maryland State Department of Education and other state agencies for National Board Certification matters. • Create and disseminate NBC information and guidance. • Work with appropriate CCPS staff to plan trainings and professional development for CCPS NBC teachers and aspiring NBC teachers. • Serve as the point person regarding FAQs about NBC. • Assist Human Resources in preparing and providing data files and reports on NBC teachers.

Linked Artifacts:

- 37 – [NBC Coordinator Job Description](#)



Blueprint Requirement (MD Code, Educ §6–1008)

- 38. National Board Certification Program:** Describe how the school system's NBC Coordinator will develop and implement a program that encourages and supports candidates pursuing National Board Certification. Discuss both virtual and in-person opportunities and how the school system will train and support National Board Facilitators as well as National Board Candidates.

The CCPS NBC Coordinator will use a multi-faceted approach to encourage and support candidates pursuing NBC. Through face-to-face whole group meetings, regional cohorts, and virtual opportunities, the NBC coordinator, along with the NBC facilitators, will provide detailed information pertaining to timelines/deadlines, systemic managerial procedures pertaining to NBC, NBC component-specific professional learning, writing assistance, and digital video upload/sharing. Through content-specific cohorts, NBC candidates will work together on related items pertaining to successful completion of the portfolio, test, and the overall process.

The NBC coordinator, along with the Supervisor of Teacher and Leadership Development, will work together to choose the NBC facilitators from a pool of applicants. The NBC facilitators will be trained on NBC specific protocols and procedures, along with effective mentoring and communication practices. The NBC facilitators will assist the NBC Coordinator in the delivery of support to NBC candidates in both content and regional cohorts.

Linked Artifacts:

- 39. Recruiting from the Existing Teaching Corps:** Describe how the school system will encourage and incentivize current teachers to pursue National Board Certification, including teachers from groups historically underrepresented in the teaching profession.

The NBC Coordinator, in collaboration with local NBC facilitators and the Supervisor of Teacher and Leadership Development, will communicate on a regular basis with all CCPS staff regarding NBC procedures and practices. These communications will occur with assistance from the CCPS Communications Office. CCPS is also working directly with McDaniel College via the Teacher Collaborative Grant to provide opportunities to CCPS staff to not only obtain NBC, but also receive graduate credits, NBC mentoring services via NBC staff, and additional stipends via the grant. The Teacher Collaborative Grant, along with the benefits provided from the program, will be communicated to staff via CCPS, CCEA, and McDaniel College.

CCPS will engage focus groups during the 2023-2024 school year to identify the current state and strategies to incentivize all teachers (especially those from historically underrepresented groups) to pursue NBC. These groups will include current NBC teachers, those pursuing NBC, school-based administrators, teachers' association representation, IHE's, and other related members. Recommendations will be sought, considered, and implemented as appropriate and within the allotted budget to support teachers as they work to complete NBC. Of particular note



will be strategies that help form, support, and nurture support groups of like-minded or similarly situated NBC candidate groups as they pursue NBC.

Linked Artifacts:

- 39 - [Teacher Collaborative Grant Information Guide](#)

40. Recruiting Teachers to the School System: What strategies will the school system utilize to recruit experienced teachers with National Board Certification to the school system?

In addition to the strategies discussed in items 36 and 39 above, CCPS will engage in targeted approaches to recruit and hire teachers with National Board Certification (NBC) such as:

- collaborative/networking events where current CCPS NBC teachers engage with prospective applicants, especially those from underrepresented groups.
- encouragement of current NBC teachers to be trained as CCPS recruiters.
- encouragement of current NBC teachers to actively participate in each level of teacher interview process.
- targeted advertising/recruitment in neighboring states with robust numbers of NBC teachers such as West Virginia where 6.07% of its teachers are NBC compared to Maryland at 5.64%.
- the CCPS application will include a line item where applicants can indicate if they are NBC certified.

Linked Artifacts:

- 40 - [2021 State Rankings All NBCTs Percent-of-Teaching Population](#)



41. National Board Certified Teacher Projections

Use the tables below to indicate the current and projected National Board Certified teachers in the school system. Use the open response field below to describe how the school system will increase the number of NBCT in the future, including among historically underrepresented groups. Teachers holding multiple certifications or teaching multiple grades may be counted more than once.

CCPS will use the current NBC teacher data as a baseline to drive efforts to increase the number of NBC teachers across all groups. As previously stated, the system will leverage the current cadre of NBC teachers who already support each other through this process while encouraging other colleagues to consider NBC. The system will continue its work with McDaniel College and the Carroll County Education Association (CCEA) to promote NBC through the work of the Teacher Collaborative Grant. In addition, the CCPS NBC Coordinator will use a multi-faceted approach to encourage and support candidates pursuing NBC. Through face-to-face whole group meetings, regional cohorts, and virtual opportunities, the NBC coordinator, along with the NBC facilitators, will provide detailed information pertaining to timelines/deadlines, systemic managerial procedures pertaining to NBC, NBC component specific professional learning, writing assistance, and digital video upload/sharing. Through content-specific cohorts, NBC candidates will work together on content specific related items pertaining to successful completion of the test and the overall process.

Refer to responses in Item #38, #39, and #40.

Linked Artifacts:



41. National Board Certified Teacher Projections

Table 1: National Board Certified Teachers by Certification Area

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	1637	100%	1703	100%	1703	100%
Art, Early and Middle Childhood	25	2%	26	2%	26	2%
Art, Early Adolescence through Young Adulthood	21	1%	22	1%	22	1%
Career and Technical Education	103	6%	65	4%	65	4%
English Language Arts, Early Adolescence	52	3%	52	3%	52	3%
English Language Arts, Adolescence and Young Adulthood	51	3%	52	3%	52	3%
English as a New Language, Early and Middle Childhood	16	1%	17	1%	17	1%
English as a New Language, Early Adolescence through Young Adulthood			NA	NA	NA	NA
Exceptional Needs Specialist	236	14%	238	14%	238	14%
Generalist, Early Childhood	450	28%	488	29%	488	29%
Generalist, Middle Childhood	0	0%	NA	NA	NA	NA
Health Education	42	3%	55	3%	55	3%
Library Media**	41	2%	43	3%	43	3%
Literacy: Reading-Language Arts	45	3%	34	2%	34	2%
Mathematics, Early Adolescence	54	3%	58	3%	58	3%
Mathematics, Adolescence and Young Adulthood	60	4%	66	4%	66	4%
Music, Early and Middle Childhood	40	2%	53	3%	53	3%
Music, Early Adolescence through Young Adulthood	22	1%	29	2%	29	2%
Physical Education, Early and Middle Childhood	43	3%	45	3%	45	3%
Physical Education, Early Adolescence through Young Adulthood	41	2%	43	3%	43	3%
School Counseling**	62	4%	62	4%	62	4%
Science, Early Adolescence	29	2%	35	2%	35	2%
Science, Adolescence and Young Adulthood	72	4%	88	5%	88	5%
Social Studies-History, Early Adolescence	48	3%	46	3%	46	3%
Social Studies-History, Adolescence and Young Adulthood	46	3%	45	3%	45	3%
World Languages	31	2%	41	2%	41	2%

*This is the number of all Pre-K-12 teachers eligible to apply for National Board Certification, including those teachers already NBCT.

**May be applicable to staff at the elementary level



41. National Board Certified Teacher Projections

Table 2: National Board Certified Teachers by Grade Level

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	1637	100%	1703	100%	1703	100%
Pre-K	19	1%	22	1%	22	1%
Kindergarten	90	5%	86	5%	86	5%
1	71	4%	74	4%	74	4%
2	74	5%	69	4%	69	4%
3	70	4%	77	5%	77	5%
4	71	4%	73	4%	73	4%
5	65	4%	72	4%	72	4%
6	See Below	See Below	See Below	See Below	See Below	See Below
7	See Below	See Below	See Below	See Below	See Below	See Below
8	See Below	See Below	See Below	See Below	See Below	See Below
9	See Below	See Below	See Below	See Below	See Below	See Below
10	See Below	See Below	See Below	See Below	See Below	See Below
11	See Below	See Below	See Below	See Below	See Below	See Below
12	See Below	See Below	See Below	See Below	See Below	See Below
	<i>PreK-5 = 458</i>	<i>28%</i>	<i>Grades PK-5 = 473</i>	<i>28%</i>	<i>Grades PK-5 = 473</i>	<i>28%</i>
	<i>Grades 6-8 = 344</i>	<i>21%</i>	<i>Grades 6-8 = 357</i>	<i>21%</i>	<i>Grades 6-8 = 357</i>	<i>21%</i>
	<i>Grades 9-12 = 491</i>	<i>30%</i>	<i>Grades 9-12 = 517</i>	<i>30%</i>	<i>Grades 9-12 = 517</i>	<i>30%</i>
	<i>Multi Gr/LVL = 344</i>	<i>21%</i>	<i>Multi Gr/Lvl = 356</i>	<i>21%</i>	<i>Multi Gr/Lvl = 356</i>	<i>21%</i>
Due to the nature of secondary schedules, related arts, etc. where teachers are assigned to multiple grade levels, the <i>italicized</i> data above are listed by grade band.						

*This is the number of all Pre-K-12 teachers eligible to apply for National Board Certification from across the school system, including those teachers already NBCT.

Table 3: Demographic Comparison of National Board Certified Teachers to Student Population

	2021-2022		2022-2023		2023-2024	
	S	NBCT	S	NBCT	S	NBCT
Total (Number)	25,054	63	25,787	14	25,800	44
			Above those in 21-22 assuming all 14 attain NBC		Above those in 21-22 and 22-23 assuming all 44 attain NBC	
% Female	51%	87%	51%	85%	51%	84%
% Male	49%	13%	49%	14%	49%	16%
% Nonbinary	NA	NA	NA	NA	NA	NA
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA
% Asian	3%	2%	3%	NA	4%	NA
% Black/African American	5%	NA	5%	NA	6%	2%
% Hispanic/Latino	8%	NA	8%	NA	9%	NA
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA
% Two or More	4%	NA	4%	NA	4%	NA
% White	80%	98%	78%	100%	76%	98%

S = Student Population, NBCT = National Board Certified Teacher

Linked Artifacts:



42. Supporting National Board Certified Teacher Candidates: Identify the barriers that may discourage or prevent teachers from pursuing a National Board Certification and describe how the school system intends to overcome these barriers, including plans for progress monitoring to ensure teachers earn their certifications.

Examples may include:

- *Creating a cohort experience with structured support for teachers throughout the certification process*
- *Assigning NBCT candidates peer mentors who have gone through the same process and obtained their National Board Certification*
- *Developing a model for school leaders, ensuring NBCT candidates have resources and support from their school leaders and communities*

CCPS has always provided teachers with the opportunity to pursue National Board Certification (NBC). Possible barriers may include time constraints, current lack of NBC teachers in the system to serve as peer mentors, an understanding of the NBC process, and an overall lack of knowledge around the program itself.

CCPS has hired an NBC Coordinator who will serve as the lead on the CCPS NBC process. CCPS will also need to identify NBC Facilitators throughout the district, who together will provide support and assistance to NBC candidates.

The vision of the program is for the NBC Coordinator and Facilitators to create both regional and content-specific cohorts consisting of the NBC Coordinator/Facilitator, NBC candidates, and experienced NBC teachers. NBC facilitators, who are already NBC, will provide mentoring/coaching support to NBC candidates. The NBC Coordinator will hold face-to-face and virtual meetings to inform candidates on internal and external NBC processes and procedures. A Schoology Course will be created for all NBC related documents/resources. This course will be shared with all NBC stakeholders along with school and system leaders. These strategies will help support teachers interested in NBC but who have previously not been aware or fully informed of the process and/or supports.

Additionally, CCPS was identified by McDaniel College to partner on the Teacher Collaborative Grant. The purpose of this grant is to enhance the teaching profession by providing differentiated and diverse professional learning opportunities (including one-credit graduate courses based upon the identified needs of CCPS teachers), earning NBC through participation in a structured/supportive cohort, and the new 21st -century practicum blueprint requirement. Over the next two years, McDaniel will provide a pathway for teachers interested in getting their NBC, an additional opportunity that builds-in the necessary time and supports needed to obtain NBC.

Progress monitoring will consist of the number of teachers participating in both the CCPS NBC cohort, the number of teachers in the McDaniel cohort, and the number of NBC candidates getting their certification. Additional data can include feedback from cohort participants of the overall effectiveness of the program(s).

CCPS will engage focus groups during the 2023-2024 school year to identify the current state and strategies to incentivize and remove identified barriers for all teachers (especially those from



historically underrepresented groups) to pursue NBC. These groups will include current NBC teachers, those pursuing NBC, school-based administrators, teachers' association representation, IHE's, and other related members. Recommendations will be sought, considered, and implemented as appropriate and within the allotted budget to support teachers as they work to complete NBC. Of particular note will be strategies that help form, support, and nurture support groups of like-minded or similarly situated NBC candidate groups as they pursue NBC

[Linked Artifacts:](#)

[Blueprint Requirement \(MD Code, Educ §6–1002\)](#)



43. National Board Certified Teachers in Low-Performing Schools Projections

Use the tables below to indicate the current and projected National Board Certified teachers assigned to low-performing schools in the school system. Use the open response field below to describe how the school system will increase the number of NBCT at low-performing schools in the future, including among historically underrepresented groups. Teachers holding multiple certifications or teaching multiple grades may be counted more than once.

Note: When developing plans for low-performing schools, use the State's Framework for National Board Certified Teachers and Low-Performing Schools which can be found at [MSDE's site for the National Board Certified Teacher Program](#).

Carroll County Public Schools does not have any schools identified as low-performing. The school system will continue to monitor relevant data and implement strategies should one or more schools be identified as such.

Linked Artifacts:

Table 1: National Board Certified Teachers by Certification Area

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	NA	NA	NA	NA	NA	NA
Art, Early and Middle Childhood	NA	NA	NA	NA	NA	NA
Art, Early Adolescence through Young Adulthood	NA	NA	NA	NA	NA	NA
Career and Technical Education	NA	NA	NA	NA	NA	NA
English Language Arts, Early Adolescence	NA	NA	NA	NA	NA	NA
English Language Arts, Adolescence and Young Adulthood	NA	NA	NA	NA	NA	NA
English as a New Language, Early and Middle Childhood	NA	NA	NA	NA	NA	NA
English as a New Language, Early Adolescence through Young Adulthood	NA	NA	NA	NA	NA	NA
Exceptional Needs Specialist	NA	NA	NA	NA	NA	NA
Generalist, Early Childhood	NA	NA	NA	NA	NA	NA
Generalist, Middle Childhood	NA	NA	NA	NA	NA	NA
Health Education	NA	NA	NA	NA	NA	NA
Library Media**	NA	NA	NA	NA	NA	NA
Literacy: Reading-Language Arts	NA	NA	NA	NA	NA	NA
Mathematics, Early Adolescence	NA	NA	NA	NA	NA	NA
Mathematics, Adolescence and Young Adulthood	NA	NA	NA	NA	NA	NA
Music, Early and Middle Childhood	NA	NA	NA	NA	NA	NA
Music, Early Adolescence through Young Adulthood	NA	NA	NA	NA	NA	NA
Physical Education, Early and Middle Childhood	NA	NA	NA	NA	NA	NA
Early Adolescence through Young Adulthood	NA	NA	NA	NA	NA	NA
School Counseling**	NA	NA	NA	NA	NA	NA
Science, Early Adolescence	NA	NA	NA	NA	NA	NA
Science, Adolescence and Young Adulthood	NA	NA	NA	NA	NA	NA
Social Studies-History, Early Adolescence	NA	NA	NA	NA	NA	NA
Social Studies-History, Adolescence and Young Adulthood	NA	NA	NA	NA	NA	NA
World Languages	NA	NA	NA	NA	NA	NA

*This is the number of all Pre-K-12 teachers assigned to low-performing schools and eligible to apply for National Board Certification, including those teachers already NBCT.

** May be applicable to staff at the elementary level



43. National Board Certified Teachers in Low-Performing Schools Projections

Table 2: National Board Certified Teachers in Low-Performing Schools by Grade Level

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	NA	NA	NA	NA	NA	NA
Pre-K	NA	NA	NA	NA	NA	NA
Kindergarten	NA	NA	NA	NA	NA	NA
1	NA	NA	NA	NA	NA	NA
2	NA	NA	NA	NA	NA	NA
3	NA	NA	NA	NA	NA	NA
4	NA	NA	NA	NA	NA	NA
5	NA	NA	NA	NA	NA	NA
6	NA	NA	NA	NA	NA	NA
7	NA	NA	NA	NA	NA	NA
8	NA	NA	NA	NA	NA	NA
9	NA	NA	NA	NA	NA	NA
10	NA	NA	NA	NA	NA	NA
11	NA	NA	NA	NA	NA	NA
12	NA	NA	NA	NA	NA	NA

*This is the number of all Pre-K-12 teachers assigned to low-performing schools and eligible to apply for National Board Certification, including those teachers already NBCT.

Table 3: Demographic Comparison of National Board Certified Teachers in Low-Performing Schools to Student Population

	2021-2022		2022-2023		2023-2024	
	S	NBCT	S	NBCT	S	NBCT
Total (Number)	NA	NA	NA	NA	NA	NA
% Female	NA	NA	NA	NA	NA	NA
% Male	NA	NA	NA	NA	NA	NA
% Nonbinary	NA	NA	NA	NA	NA	NA
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA
% Asian	NA	NA	NA	NA	NA	NA
% Black/African American	NA	NA	NA	NA	NA	NA
% Hispanic/Latino	NA	NA	NA	NA	NA	NA
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA
% Two or More	NA	NA	NA	NA	NA	NA
% White	NA	NA	NA	NA	NA	NA

S = Student Population, NBCT = National Board Certified Teacher

The student population in this table should be the students enrolled in the district's low-performing schools.

Linked Artifacts:



44. Strategic Assignment of National Board Certified Teachers: As part of the implementation of the Career Ladder, what systems and structures will the school system put into place to increase the impact of and teacher leadership opportunities for National Board certified teachers?

Examples may include:

- *How teaching assignments will be made to match the subject area for which teachers received their National Board Certification*
- *Opportunities for NBCT to serve as model teachers for peer observations, peer coaches, or mentors to NBCT candidates*
- *Priority status in initial hiring or transfers to low performing schools*

CCPS will work in collaboration with relevant employee bargaining units to review existing master agreement language regarding voluntary and involuntary transfers while safeguarding the superintendent's authority to assign employees per Section 6-201 of the Education Article of the Annotated Code of Maryland. Factors such as the teacher/certificated non-supervisory employee's MSDE certification/licensure, NBCT certification or potential certification, and the needs of individual schools/departments will be considered in those assignments, especially for schools that are low performing. See response to item 30 above for more details regarding recruitment.

CCPS will negotiate the career ladder(s) per relevant portions of Sections 6-1001 through 6-1013 of the Education Article of the Annotated Code of Maryland.

[Linked Artifacts:](#)

2.4.2: LEAs shall implement an educator career ladder on or before 7/1/24

45. (OPTIONAL) Establishment of a Career Ladder Development Board: Indicate whether the school system intends to establish a local Career Ladder development board that will set standards for teachers to achieve each tier in the teacher leadership track in the county. Describe the process and timeline the school system will use to recruit and establish the board.

The Carroll County Board of Education chose not to utilize a Career Ladder Development Board.

[Linked Artifacts:](#)

46. (OPTIONAL) Membership of the Career Ladder Development Board: Identify the name and contact information of the individual(s) serving on the local Career Ladder development board, including advanced teachers and other stakeholders.



Name	Position	Organization
NA	NA	NA

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §6–1002\)](#)



47. Phasing in the Career Ladder – Activity Projections

Describe the essential activities that will drive the school system's efforts to phase in the implementation of the Career Ladder. The LEA will assess and report its progress in completing activities annually as outlined in the table below.

Note: Add as many rows to the table as necessary for the activities planned.

Essential Activities for Phasing in the Career Ladder

Activity	2021-2022	2022-2023	2023-2024
Enter into and engage with Teacher Collaborative Grant with McDaniel College focused on various Blueprint items including the career ladder and supporting teachers as they pursue NBC.	X	X	X
Engage certificated, non-supervisory and certificated, supervisory bargaining units in informal conceptual discussions around career ladder(s).	X	X	
Discuss career ladder during collective bargaining with relevant bargaining units.	X	X	
Discuss budget, policy, and procedural implications of career ladder(s) with Carroll County Board of Education, Carroll County Board of County Commissioners, Carroll County State Delegation, and relevant staff at each level.	X	X	X
Provide professional learning to school-based administrators and other supervisors around the career ladder(s).	X	X	X
Actively negotiate the career ladder(s) with relevant bargaining units.		X	X
Engage stakeholders in conceptual discussions and implementation of negotiated career ladder(s).	X	X	X

Linked Artifacts:

- 47 - [Blueprint Pillar II Principal Presentation](#)
- 47 - [BOE Agenda 12-14-22](#)
- 47 - [MD Blueprint Overview](#)



2.4.6: LEAs shall encourage teachers to obtain Master's degrees in fields that require special expertise, have shortage areas, and enhance the teacher's professional skills and qualifications so that teachers are able to teach dual-enrollment courses as adjunct faculty at postsecondary institutions, including by providing additional compensation as appropriate and through collective bargaining

Blueprint Requirement (MD Code, Educ §6–1008)

48. Promotion of Advanced Degrees: What methods will the school system use to encourage or incentivize teachers to obtain master's degrees in fields that require special expertise or have shortage areas? Identify the areas and discuss the LEA's challenges in recruiting for those areas.

Examples may include:

- *Provide resources and leverage partnerships to reduce costs for program participants*
- *Maximize teachers' time by ensuring that coursework is tightly aligned to teachers' daily work and when possible, assignments fulfill the need of both work and school*
- *Work with institutions of higher education to ensure college classes are scheduled with teachers in mind (e.g., time of day, length of classes, as a cohort for built-in support, etc.)*

CCPS currently provides a variety of supports to encourage teachers to pursue advanced degrees including:

- a robust tuition reimbursement program in which coursework is pre-approved through Human Resources to ensure the classes closely align to the teacher's advanced program.
- current salary scales that financially incentivize completion of advanced degrees.
- staff to support certificated employees in securing and renewing applicable certification/licensure, as the state mandates advanced coursework to qualify for Advanced Professional Certificate.
- agreements with various IHE's such as McDaniel College, Mount Saint Mary's University, and others for direct billing or tuition discounts.
- partnering in the Teacher Collaborative Grant with McDaniel College, which is focused on NBC and teacher certification.

Additional supports may be built into the career ladder through the negotiations process and implementation of the career ladder.



CCPS will utilize the results of the various focus groups mentioned earlier in this plan to support this area as well. The system will reference current local, state, and national reports/sources to identify critical shortage subject areas as well underrepresented groups by gender, race, ethnicity, background, etc. to maximize the match between staff and those they teach. CCPS will utilize a plan, do, study, act process on a yearly basis to monitor progress in this area, report to relevant stakeholders, and adjust plans maximize impact.

Linked Artifacts:

- 48 - [CCPS Tuition Reimbursement](#)
- 48 - [November 2022 - Direct Billing Update Info](#)

49. Collaboration with Institutions of Higher Education: Describe how the LEA will work with institutions of higher education to ensure that coursework and degree programs are aligned to:

- The district's curriculum and instructional program,
- College and career readiness standards, and
- Specialized coursework teachers may be responsible for teaching in post-CCR pathways.

CCPS has working relationships and partnerships with McDaniel College, Stevenson College, Towson University, along with other IHEs across the state. CCPS will continue to work directly with IHE stakeholders, faculty, and staff to provide input on current and relevant needs within our system.

For example, CCPS has been working directly with McDaniel College to create one-credit graduate courses on topics identified by CCPS staff. CCPS and McDaniel have surveyed teachers in 10 schools across all levels to determine the most relevant and needed topics. McDaniel College will use this data to create and offer one-credit courses during the Fall of 2023. This work is part of the Teacher Collaborative Grant with CCPS and McDaniel College.

Teachers in CCPS who are interested in teaching dual enrollment courses for the local community college have the opportunity to take additional graduate coursework to obtain the credentials (master's degree in a specific content) to become an adjunct professor. CCPS supports these opportunities through tuition reimbursement and direct billing programs.

CCPS has also worked with IHE to modify courses to ensure that dual enrollment courses also meet the MD State Graduation Requirements and content standards (e.g. World History). Our partnerships also include creating opportunities for students who do not meet CCR by the end of grade 10, expanding non-credited programs to students, and designing a career counseling program that spans the school system, community college, and workforce development board.

Linked Artifacts:

50. Teaching Dual Enrollment Courses: How will the school system provide professional development or other pathways to enhance teachers' professional skills and qualifications so that they are able to teach dual-enrollment courses as adjunct faculty at institutions of higher education? What additional dual enrollment offerings will be available to students as a result?



School-based principals recommend content teachers in their buildings to the Dual Enrollment Liaison by May of any given school year, who then provides a list of qualified teachers to Carroll Community College (CCC). CCC then hires and trains teachers for the dual enrollment courses that will be taught at the high school. The training received is the same training all CCC adjunct faculty receive. The CCPS Liaison collaborates/coordinates with CCC staff to identify and facilitate professional learning opportunities (for CCPS adjunct teachers) throughout the school year.

CCPS provides tuition reimbursement and has a partnership with McDaniel college to financially support, provide cohorts, and provide other professional learning opportunities so high school teachers can obtain a master's degree in order to meet the qualifications to teach dual enrollment classes at CCC.

As a result of these partnerships, CCPS has expanded and will continue to expand dual enrollment course offerings.

Linked Artifacts:

51. Teacher Support: Describe the systems and structures the school system will put in place to support teachers in earning advanced degrees, including progress monitoring tools to support completion.

Examples may include:

- *Creating a cohort model to support teachers pursuing the same field of study throughout the degree program*
- *Coordinating with institutions of higher education to schedule courses that align with the school systems schedules and calendars*
- *Providing scholarships or reduced tuition and fees for participating teachers*

Refer to response in Item #48.

Linked Artifacts:

Pillar 2, Objective 5: Improve educator compensation

Note: When developing plans in this section, LEAs should consider requirements related to collective bargaining.

52. Allocation of Resources: The Blueprint assumes LEAs will spend \$617 of the target foundation per pupil increase to implement the new 10% salary increase for all teachers and the new minimum salary requirement of \$60,000. The target foundation per-pupil amount is phased in over time to support LEAs in meeting the Blueprint requirements. Discuss the challenges the LEA has identified related to implementing the Blueprint requirements for teacher compensation, including fluctuating enrollment and the increased contribution rates for the Maryland State



Retirement and Pension System (MSRPS). Describe the LEA's plans for overcoming the identified challenges and the types of reprioritization or reallocation of resources that may need to occur.

CCPS has engaged in discussions regarding budget, policy, and procedural implications of the career ladder(s) and the likely reprioritization and/or reallocation of resources with the following:

- Carroll County Board of Education
- Carroll County Board of County Commissioners and County budget staff
- Carroll County State Delegation
- Bargaining Units
- School-based administrators and supervisors
- Additional professional learning and feedback opportunities that will be made available to school-based staff and various community groups in the near future
- The greater community by holding two Town Halls focused on the Blueprint in March and April 2023.

Challenges include the restrictive nature of how Blueprint funds must be spent, thus creating a likely increase in class sizes at some schools or funding gaps due to limited local revenue. CCPS will maximize opportunities to reallocate resources to meet student needs.

Linked Artifacts:

- 52 - [Approved FY23 Operating Budget](#)

[Blueprint Requirement \(MD Code, Educ §6–1009\)](#)

2.5.4: Implement initial 10% salary increase for teachers by 6/30/24



53. Mandatory 10% Teacher Salary Increase Projections

The Blueprint requires that teachers within the LEA receive a 10% salary increase above the negotiated schedule of salary increases documented in the LEA's Negotiated Agreement as of July 1, 2019. LEAs must meet this increase between the period of July 1, 2019 and June 30, 2024. Complete the table below to show the school system's progress and planned increases for meeting this requirement.

Note: The percentages should reflect the increase over the base each year and not the year-to-year increase.

Percentage Increase in Teacher Salary Per Year for All Teachers
Over the Maximum Planned Increase Documented in the LEA's Negotiated Agreement as of July 1, 2019

SY 2019-2020			SY 2020-2021			SY 2021-2022			SY 2022-2023			SY 2023-2024		
Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max
4.83%	2.30%	2.00%	4.83%	2.30%	2.00%	6.66%	4.09%	3.79%	9.33%	6.69%	6.38%	10.00%	10.00%	10.00%

Linked Artifacts:

- 53 - [Salary Scales](#)
- 53 - [CCEA 10 Month Scale 2018-2019](#)
- 53 - [CCEA 11 Month Scale 2018-2019](#)
- 53 - [Carroll 10% Teacher Salary Analysis](#)

2.5.5: Implement minimum \$60,000 starting teacher salary by 7/1/26

54. The Blueprint requires a minimum starting salary of \$60,000 for any teacher by July 1, 2026. Discuss how the LEA is preparing to meet this requirement.

Current CCPS teacher starting salary is \$50,061. CCPS is confident that the \$60,000 minimum starting salary will be reached by July 1, 2026, during subsequent negotiations. The CCPS Superintendent and Board of Education continue to inform and collaborate with the Board of County Commissioners and the public to prepare for implementation of this requirement.

Linked Artifacts:

- 54 – [January 2023 Board of County Commissioners and Board of Education Joint Meeting \(Recording\)](#)



Pillar 2: (OPTIONAL) Proposed Regulatory Revisions and Waivers

55. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

The recommendations listed below were originally in the June 2022 CCPS Hiring Practices and Diversity Report submitted to the Accountability and Implementation Board (AIB). The recommendations were developed by the Maryland Negotiation Service (MNS) workgroup that supported public school systems in developing their respective Hiring Practices and Diversity Report:

Recommendation #1: The workgroup makes a strong recommendation to expand the evaluation for this required report to include all public school employees, not just teaching staff. All public school employees, including bus drivers, cafeteria workers, building maintenance and operations staff, office staff, instructional assistants, teachers, and administrators impact our students in a positive way and all should be recognized for the positive impact they have on the learning environment.

Recommendation #2: The workgroup makes a strong recommendation to increase education programs throughout the State of Maryland. All colleges and universities in Maryland should implement or expand teacher preparation programs, including community colleges. Maryland needs to examine and enhance teacher loan forgiveness programs, increase available scholarships for individuals enrolled in teacher preparation programs, or other ways to offset the financial burden for individuals who want to become teachers. The increase in the number of days required for a student-teacher internship may result in an increased amount of tuition, thus eliminating low-income college/university students from being able to fulfill their degree programs, many of whom may also be in underrepresented groups.

Recommendation #3: Maryland needs to invest in and promote a national recruitment campaign to increase diverse teacher candidates to live, work, and grow in the State of Maryland. A state-led organization needs to be established with dedicated staff, immediate timelines, and demonstrated efforts to assist all local school systems in Maryland with a lack of qualified candidates for hire.

Recommendation #4: All tests required for certification in Maryland should be evaluated immediately to report to the Accountability and Implementation Board (AIB) the percentage of minority passing rates to determine if there is an inequity. Additionally, the costs of these assessments should be examined by the AIB and offset by state funds. The Maryland State Department of Education would be required to report to the AIB the number of tests required in order to obtain initial certification by certification area, possibly limiting the number of tests the State of Maryland can require per certification area.

Recommendation #5: The Hiring Practices and Diversity report currently required by July 1, 2022, should be delayed until the AIB accepts the recommendations from the workgroup and accepts the proposed composition of the report by each local board of education as described in this report. Additionally, this workgroup feels that such an analysis should occur on a biennial basis on the years opposite the publication of the Maryland State Department of Education



Teacher Staffing Report (currently published in even years). The MSDE Teacher Staffing Report would be required to be published by July 1, 2022, July 1, 2024, July 1, 2026, etc., and the Hiring Practices and Diversity Report required by local boards of education would be required to be submitted by July 1, 2023, July 1, 2025, July 1, 2027, etc. By requiring this report on a biennial basis, school systems may be able to produce data impacted by the implementation of the Blueprint requirements such as changes to the National Board Certification stipend, implementation of career ladders, any changes to certification requirements/tests, future salary increases, and the impact of the time teachers spend teaching and the time administrators are expected to teach.

[Linked Artifacts:](#)

Pillar 2: Stakeholder Engagement

56. Identify the key stakeholder groups, including the local teachers' organization, that the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the High-Quality Diverse Teachers and Leaders Pillar, particularly in negotiating the development of the Career Ladder. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
Carroll County Education Association	Conceptual discussions around career ladder(s) and other Blueprint topics such as NBC. Collective bargaining starting in January 2023.	At least three meetings with more to schedule.
Association of Public School Administrators and Supervisors of Carroll County	Conceptual discussions around career ladder(s) and other Blueprint topics such as NBC. Collective bargaining starting in 2023.	At least three meetings with more to schedule.
Carroll County Board of Education	Introductory followed by in-depth presentations/discussions regarding Blueprint, especially career ladder(s). Meetings include at least one member of the Carroll County Board of County Commissioners.	Monthly meetings
Carroll County State Delegation	Joint meeting with Carroll County Board of Education and Carroll County State Delegation.	One meeting to date
School-based administrators and supervisors	Professional learning around Blueprint, especially career ladder(s).	Various dates in December 2022 and January 2023
Board of Carroll County Commissioners	Ongoing informational and collaborative meetings regarding the operating and capital budget implications of Blueprint. A member of the Board of County Commissioners attends all monthly Board of Education meetings.	Various dates during the 2022-2023 school year
Carroll County Community	Town Halls focused on the Blueprint.	March and April 2023

[Linked Artifacts:](#)



Pillar 3: College and Career Readiness

LEAs should utilize MSDE's Report: College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) for interim guidance as they develop their Implementation Plans for this Pillar.



[Blueprint Requirement \(MD Code, Educ §1–303\)](#)

Note: This Pillar was developed to support LEAs in planning across the Pre-K-12 continuum. For the March 2023 submission of the Initial Blueprint Implementation Plan, LEAs are only required to address Pre-K through fifth grade when answering the questions for Objectives 1 and 2. Grades 6-12 will be addressed in the March 2024 submission.

Pillar 3, Objective 1 (English Language Arts): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate

3.1.3 (English Language Arts): LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

Comprehensive Literacy Plan for English Language Arts

57. Comprehensive Literacy Plan: Does the school system have a comprehensive literacy plan for English language arts that is aligned to the science of reading and that will prepare students for college-level credit-bearing course work upon graduation, including:

- All pre-kindergarten students demonstrating readiness for kindergarten,
- All third graders reading proficiently by the end of third grade, and
- Continued support for struggling readers in grades 4-12?

If yes, link the plan as an artifact below and use the open response field to discuss when and how it was developed. If the plan does not exist or needs to be refined to align to the Blueprint's intent, discuss the anticipated timeline and process for development and/or revision.

Carroll County Public Schools collaboratively developed the latest version of our Comprehensive Literacy Plan (CLP) for the Striving Readers Comprehensive Literacy Grant application.

Members of the development team included:

- Margaret Pfaff, Director of Curriculum and Instruction
- Brian Wienholt, Supervisor of Secondary English/Language Arts
- Laura Doolan, Coordinator of Secondary English/Language Arts
- Stephanie Dale, Supervisor of Elementary Reading/ELA
- Pam Mesta, Supervisor of ESOL
- Pam Meyers, Supervisor of Early Childhood Education



Included in the plan are Goals, Objectives, and Milestones that are aligned with the Science of Reading. As we have moved forward with various curricula and assessment revisions, and professional learning rooted in the Science of Reading post-pandemic, we have identified the need to revise our CRP to ensure that we have further captured the pieces of Science of Reading (SoR) that we have adopted as a county since the research on SoR was introduced to us by Maryland State Department of Education (MSDE). We will meet throughout the rest of the FY23 school year to collaboratively revise our CLP as a group of teachers, ELA Specialists, primary interventionists, and administrators. Our revised plan will be completed by the end of the FY23 school year.

Linked Artifacts:

- 57 - [CCPS Comprehensive Literacy Plan](#)

58. Vision, Mission, and Goals for Literacy: Describe the district's vision, mission, and goals for literacy in English language arts.

The Carroll County Public Schools Core Statement (Vision) is Building the Future. Our mission is as follows:

CCPS is a learning organization committed to continuous improvement. Within a framework where work is aligned to broader system goals, values, and beliefs, employees will be supported to explore evidence and research-based practices designed to improve the organization and enhance student learning. Work will be continuously evaluated to determine if progress is being made, and adjustments will be made if necessary. Communication and resource support will be maximized and streamlined to achieve the greatest efficiencies possible across the organization. Collaboration with both internal and external stakeholders will be practiced and encouraged to strengthen the community vision of CCPS and meet our goals through partnership.

Definition of Literacy: (International Literacy Association, 2018) Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context. The ability to read, write, and communicate connects people to one another and empowers them to achieve things they never thought possible. Communication and connection are the basis of who we are and how we live together and interact with the world.

CCPS Elementary ELA Vision, Mission, and Goals:

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

Beliefs with Therefore (Goals):

We BELIEVE each ONE of our students will be able to read and comprehend for different purposes, including enjoyment.

Therefore, we will provide every student explicit literacy instruction in all contents that promotes the transfer of reading skills relevant to academic and personal needs.

We believe it is our responsibility to ensure current research-based instruction on the five components of reading to each ONE of our students.



Therefore, we will provide explicit instruction on the five reading components: phonics, phonological awareness, fluency, vocabulary, and comprehension.

We believe every student will progress in literacy.

Therefore, we will support, monitor, and communicate progress with students and parents/guardians.

We believe developing mindful communicators who are able to read, write, think, and speak begins:

One School System at a time- Therefore, Carroll County Public Schools will demonstrate consistent commitment to content-based literacy improvement.

One School at a time- Therefore, each school will monitor high expectations for communicating.

One Teacher at a time-Therefore, we will provide teachers opportunities to build skills and knowledge that expands their capacity to support literacy needs of every student.

One Child over time- Therefore, we will increase communication about students' literacy progress as they transition between grades and schools.

Linked Artifacts:



59. College and Career Readiness in English Language Arts – Achievement Projections

Use the following tables to indicate the current and projected achievement levels in reading for the designated groups by gender, socioeconomic status, service group, and race/ethnicity for each of the designated grade levels (3rd, 6th, 10th).

Table 1: 3rd Grade Student Achievement in Reading by Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	26%	6%	55%	13%	24%	4%	57%	15%	22%	2%	59%	17%
M	30%	6%	52%	12%	28%	4%	54%	14%	26%	2%	56%	16%
F	20%	6%	59%	15%	18%	4%	61%	17%	16%	2%	63%	19%
NB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	42%	8%	46%	4%	40%	6%	48%	6%	38%	4%	50%	8%
EL	69%	11%	20%	NA	67%	9%	22%	2%	65%	7%	24%	4%
SE	73%	6%	18%	3%	71%	4%	20%	5%	69%	2%	22%	7%

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
F = Female
M = Male
NB = Nonbinary
ED = Economically Disadvantaged
EL = English Learner
SE = Special Education



59. College and Career Readiness in English Language Arts – Achievement Projections

Table 2: 3rd Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	26%	6%	55%	13%	24%	4%	57%	15%	22%	2%	59%	17%
AI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
A	27%	7%	55%	11%	25%	5%	57%	13%	23%	3%	59%	15%
B	31%	9%	48%	12%	29%	7%	50%	14%	27%	5%	52%	16%
H	45%	8%	42%	5%	43%	6%	44%	7%	41%	4%	46%	9%
NH	20%	NA	60%	20%	18%	NA	60%	22%	15%	NA	62%	23%
2+	25%	8%	53%	14%	23%	6%	55%	16%	21%	4%	57%	18%
W	23%	6%	57%	14%	21%	4%	59%	16%	19%	2%	61%	18%

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
AI = American Indian / Alaska Native
A = Asian
B = Black / African American
H = Hispanic / Latino
NH = Native Hawaiian / Pacific Islander
2+ = Two or More
W = White

Table 3: 6th Grade Student Achievement in Reading by Grade Level, Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
M	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
NB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
EL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SE	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
F = Female
M = Male
NB = Nonbinary
ED = Economically Disadvantaged
EL = English Learner
SE = Special Education



59. College and Career Readiness in English Language Arts – Achievement Projections

Table 4: 6th Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
AI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
A	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
B	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
H	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
NH	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2+	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
W	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
AI = American Indian/Alaska Native
A = Asian
B = Black/African American
H = Hispanic/Latino
NH = Native Hawaiian/Pacific Islander
2+ = Two or More
W = White

Table 5: 10th Grade Student Achievement in Reading by Grade Level, Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
M	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
NB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
EL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SE	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
F = Female
M = Male
NB = Nonbinary
ED = Economically Disadvantaged
EL = English Learner
SE = Special Education



59. College and Career Readiness in English Language Arts – Achievement Projections

Table 6: 10th Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
AI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
A	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
B	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
H	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
NH	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2+	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
W	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- AI = American Indian/Alaska Native
- A = Asian
- B = Black/African American
- H = Hispanic/Latino
- NH = Native Hawaiian/Pacific Islander
- 2+ = Two or More
- W = White

Linked Artifacts:

Literacy Training and Professional Development

60. Identifying Training Needs: Discuss the systems for identifying which employees need literacy training aligned to the science of reading and if it was completed, including existing staff, those new to the profession, and those new to the school system.

Examples may include:

- *Assessing when teachers new to the profession may have received the training through educator preparation programs*
- *Identifying training needs for staff when they are new to a position or assignment (e.g., moving from one grade level to another, new principals, etc.)*
- *Determining when teachers may have started a training series that was not completed for varying reasons; therefore, they require additional training opportunities (e.g., A teacher who begins training and goes on a leave of absence before it's completed)*

Elementary:

As a district, we are moving to a Science of Reading (SoR)-based model due to the most current research on learning to read. We feel that all teachers of ELA need professional development in order adjust the system focus, goals, assessments, and resources, including professional



learning. This will prepare educators to institute best practices based on the most recent research to increase student achievement in reading.

CCPS will focus early efforts to align to the Blueprint in grades pre-kindergarten through grade 3 as we know that our early primary grade efforts will result in increased student achievement in the intermediate grades (3rd – 5th grade). As a county, we strongly believe that all elementary general education teachers of reading, special educators, and ESOL teachers will require the same trainings rooted in SoR research so that we can be deliberate and consistent with our efforts to increase reading achievement for all students, including students in all special populations.

CCPS utilizes an in-house Professional Learning System through the CCPS Online Portal to ensure that all teachers are receiving the training they require. Teachers sign-up for professional learning opportunities through the portal. Central office and building administrators, as well as teachers and support staff can access the system to ensure all teachers have the required trainings. A sample of how CCPS utilizes its Professional Learning System to record teachers who have received Foundations training is linked. (Refer to CCPS Professional Learning System document)

Special Education and ELA/Curriculum and Instruction leaders meet throughout the school year to ensure there is a solid plan in place for who will provide the various trainings, the professionals responsible for leading the training, scheduling the training, ordering the materials and keeping record of who has and who still needs the various trainings regarding professional learning aligned to the Science of Reading. (Refer to Foundations & Wilson Learning Plan FY24 document)

The Department of Curriculum and Instruction also utilizes their own internal online workbooks/spreadsheets to identify which employees have received specific trainings, as well as those who are receiving “train the trainer” certifications to grow our in-house experts who will become responsible for future professional development related to their credentials. A sample of the spreadsheet utilized to record those in the county that have received various levels of Wilson Certifications is attached. (Refer to 2022-23 Wilson Intervention 9.29.22.xlsx). During the summer of 2023, the Elementary ELA Supervisor will work with stakeholders (ELA Specialists, Special Ed., Primary Interventionists, ESOL...) to add all trainings to the Professional Learning Portal (Refer to CCPS Professional Learning System as well as to the CCPS internal online workbooks/spreadsheets to ensure that all teachers receive the trainings they require with a plan in place for those who do not attend the required trainings.

Throughout the school year, ELA Specialists work directly with the elementary reading supervisor and their building administrators to plan for and deliver school-based trainings on SoR topics based on the needs of each staff (Science of Reading Series of Trainings, Orthographic Mapping, Interactive Read-Alouds ...) and each school's mid-year and end-of-year data. (Refer to Item #72 artifact: 2022-23 ELA Assessment Timeline Updated 9.26.22).

We will continue to identify any new or new to grade level staff through our building administrators and ELA Specialists and provide them with any PL that would be beneficial. For instance, a teacher who moves from an intermediate grade to a primary grade would require county-wide annual Foundations Training, Heggerty training, and Lexia training. In this case, we would offer a Foundations training for them to attend along with teachers from all over the county who teach the same grade level in the beginning of the school year through midyear. The



Heggerty and Lexia PL would be offered through the building's ELA Specialist at the building level.

Linked Artifacts:

- 60 - [CCPS Professional Learning System](#)
- 60 - [Foundations & Wilson Learning Plan FY24](#)
- 60 - [2022-23 Wilson Intervention 9.29.22](#)



61. Training Aligned to the Science of Reading for Early Literacy (Pre-K-3) Projections

Use the table below to indicate the current and projected number and percentage of staff who have been or will be trained in instructional practices related to the science of reading for each of the employee groups listed. The school system should plan to have 100% of Pre-K-3 staff trained within three years with subsequent years dedicated to maintaining that number and ensuring teachers new to the system or to the grade level receive training at their earliest opportunity.

Note: Training must consist of a coherent sequence of training courses to ensure staff develop a comprehensive set of skills and knowledge related to literacy instruction aligned to the science of reading. For example, when a teacher completes the entire LETRS training series, then they should be included in the “% Trained” number.

Numbers of Pre-K-3 Staff Trained in the Science of Reading for Early Literacy

	2021-2022		2022-2023		2023-2024	
	# All Teachers	% Trained	# All Teachers	% Trained	# All Teachers	% Trained
Pre-K Teachers	20	NA	24	100%	24	100%
Kindergarten Teachers	85	NA	88	100%	88	100%
1 st Grade Teachers	82	NA	86	100%	86	100%
2 nd Grade Teachers	90	NA	95	100%	95	100%
3 rd Grade Teachers	71	NA	73	100%	73	100%
Pre-K-3 Special Education Teachers	63	NA	63	100%	63	100%
Pre-K-3 ESOL Teachers	12	NA	12	100%	12	100%
Pre-K-3 Principals	23	9%	23	100%	23	100%
Other Relevant Staff	23	100%	40	100%	40	100%

Trained = All teachers who have completed training, All = All teachers eligible for training

Linked Artifacts:

- 61 - [Request for Additional State Funding for SoR Training 2022-23](#)
- 61 - [LETRS V1 Training Schedule 2022-23](#)
- 61 - [Science of Reading PL for ELA Specialists Shifting the Balance](#)



62. Types of Training Provided: List the type(s) of initial and ongoing literacy training provided for different employee groups (general education teachers, special education teachers, principals, reading specialists, and other relevant staff), including the total number of hours and time period for completion. Classify training as initial if it is intended to provide foundational knowledge and skills and ongoing if it's intended to increase knowledge and skills and support the implementation of the initial training.

Examples may include:

- *Core (Tier 1) reading instruction in grades Pre-K-3*
- *Intervention instruction in grades Pre-K-12 or grade bands (e.g., Pre-K-K, 1-3, 4-5, 6-8, 9-12)*
- *Topic specific (e.g., comprehension, supporting struggling readers in high school, strategies for EL students, etc.)*

Employee Group	Grade Level(s)	Name of Training	Training Type (Initial or Ongoing)	Total Number of Hours	Time Period for Completion
Classroom Teachers	Grades Pre-K, K, 1, 2, and 3	County-wide, beginning of school year grade level updates, training that included Science of Reading and changes in assessments as a result	Initial	3	Completed
ELA Specialists, Classroom Teachers, Primary Interventionists, and Special Educators	PK-5	LETRS V1 & V2	Ongoing	24 online and in-person as well as self-paced online modules (at least 50 hours of training, additional training)	Ongoing
Heggerty Training for all Pre-K Teachers, 5 Community Childcare Partners, 1 media specialist, 1 mentor teacher, and 2 special ed teachers	Pre-KK ELA Specialists	Heggerty	Initial	2	Ongoing
Teachers (general and special ed.), ELA Specialists, Primary Interventionists, Extended Learning Opportunity Teachers	K-5	Lexia	Ongoing	2	Ongoing
All Pre-K through Grade 3 Teachers of Reading and special educators	Pk-3	Wilson	Ongoing	6	Ongoing

Linked Artifacts:

- 62 - [Heggerty Professional Learning PreK August 2022](#)
- 62 - [Lexia PL 2022-23](#)
- 62 - [PreK ELA Updates 2022-23](#)
- 62 - [Kindergarten ELA Updates 2022-23](#)



- 62 - [1st Grade ELA Updates 2022-23](#)
- 62 - [2nd Grade ELA Updates 2022-23](#)
- 62 - [3rd Grade ELA Updates 2022-23](#)
- 62 - [Wilson Credentialed Trainer Timeline](#)
- 62 - [Sessions for Countywide PL Science of Reading](#)

63. Fidelity of Implementation: How does the school system assess participants' mastery of the literacy training content? Discuss how implementation is monitored and assessed, including how data is used to inform continued professional development.

Examples may include:

- *Developing a walkthrough tool reflective of the components aligned to the science of reading that are taught during training to collect data on the use of those components*
- *Creating a process or using a specific protocol for identifying, collecting, and analyzing data at different levels of implementation (e.g., district, school, classroom)*
- *Use of surveys to assess teachers' perceptions of training, implementation, and success with students*

Elementary:

To prepare our literacy leaders for the "Science of Reading" shift, we first needed to develop our own knowledge base regarding the most recent reading research findings and suggestions. During the FY22 school year, the Elementary ELA Specialist Team completed a book study using the text, *Shifting the Balance: 6 Ways to Bring the Science of Reading to the Balanced Literacy Classroom* (Burkins and Yates, 2021). (Refer to Item #61 artifact: Science of Reading PL for ELA Specialists *Shifting the Balance*.)

To prepare to roll-out the thinking behind and resources to support how to incorporate the SoR research into our planning, teaching, and learning, CCPS embedded new learning into the county-wide professional learning for the FY23 (current) school year. Information from the professional text and lessons learned were shared on the August 31, 2022, county-wide, content supervisor-led professional development day. (Refer to Item #62 artifact: Sessions for Countywide PL Science of Reading.)

At the beginning of each school year, Carroll County offers mandatory grade-level ELA sessions for all pre-kindergarten through grade 3 ELA Teachers. Our FY23 professional learning provided base-level information about the Science of Reading. During these sessions, we shared how the new research guided our efforts to revise some of our early assessments to ensure that every student we touch is screened early and throughout the time they are learning to read. (Refer to Item #62 artifacts: Grades Pre-K through Grade 3 ELA Updates 2022-23.)

For the FY 23 school year, all ELA specialists, all primary interventionists, and some general ed and special ed teachers are receiving LETRS training (Volumes 1 and 2), which is an endorsed MD Leads Program Partner. We will use our new learning to purchase SoR-aligned resources and continue to provide professional learning around our new resources for all teachers of reading. (Refer to Item #61 artifact: LETRS V1 Training Schedule 2022-23.)

Mastery of content in all SoR areas through LETRS training is measured by unit assessments with opportunities to go back and retake unit assessments that were not previously mastered



based on the baseline assessment data. All participants who finish all LETRS expectations, including unit assessments receive a certificate. LETRS Training will be added to the CCPS Professional Learning Portal Application as well as the internal CCPS SoR Training Spreadsheet that will be developed by the Elementary ELA Supervisor in collaboration with Special Education Supervisors, the Title I Supervisor, and the ESOL Supervisor.

CCPS weaved SoR research into all other beginning-of-year professional learning sessions which included Wilson, Lexia, and Heggerty trainings. These professional learnings were also mandatory for all teachers. Many times, the SoR research was the reason for the training (as was the case for the Heggerty Session). (Refer to Item #62 artifacts: Heggerty Professional Learning PreK August 2022 and Lexia PL 2022-23.)

All special educators receive Foundations training along with their general education peers when possible. Special educators, as well as general educators and teachers (including Title 1), receive Wilson training to be prepared for Tier 3 phonics intervention as needed. CCPS also has a cadre of professionals who are receiving the Wilson Trainer certification so that the system can continue to grow our in-house experts who will be responsible for training our teachers.

Currently, CCPS utilizes a Tier 1 Walkthrough Form supplied through Wilson to collect data on the use of the SoR-aligned program's correlation to student mastery of skills, use of resources, and student engagement in the area of phonics. During the summer 2023, curriculum writers comprised of Content Supervisors, ELA Specialists, Elementary County Mentors, along with the Supervisors of Special Education, ESOL, and Advanced Academics will collaborate to develop a countywide SOR Walk-through Form by utilizing the CCPS Walkthrough Form Blank that follows the Charlotte Danielson Framework and the Foundations Walkthrough Tool. This tool will be utilized by county leaders and colleagues to gauge levels of mastery based on SoR criteria during the FY24 school year. We will be able to use this information to plan for future professional development based on the feedback. For the FY 25 school year, CCPS staff will collaborate to add a similar tool for the intermediate grades.

CCPS regularly uses local, SoR-aligned assessment data to gauge the efficacy of our professional development. For instance, we utilized our DIBELS (Dynamic Indicators of Basic Learning Skills) data to determine that we needed curriculum resources and materials, as well as professional development, in phonological awareness. (Refer to Item #72 artifacts: ELA Assessment Timeline 2022-23 and Information to Support Instruction.)

During the FY 24 school year, we will develop a comprehensive system for collecting data from all mandatory county trainings that will allow us to monitor the types of trainings, how many hours are required for each training, who has participated and completed (or not completed) the trainings, and a plan for allowing those that could not complete their professional learning another opportunity to complete their training. We will also develop a consistent survey that can be utilized at each professional training to assess teachers' comfort level in delivering the content of the trainings, as well as the connection to Science of Reading and suggestions for additional needs of the teacher.

Linked Artifacts:

- 63 - [Foundations Walkthrough Form](#)
- 63 - [Walkthrough Feedback Form](#)



64. Ongoing, Job-Embedded Professional Development: What types of ongoing, job-embedded professional development does the school system provide to support staff in the implementation of instructional practices aligned to the science of reading?

Examples may include:

- *Daily lesson study and planning by grade level, department, or cross-curricular teams*
- *Regular peer coaching cycles, including observations, debriefs, and planning*
- *Support from reading specialists such as model teaching, co-planning, and instructional coaching*

Elementary:

Elementary ELA Specialists work directly with teachers in their schools regularly throughout the school year to observe, mentor, coach, co-plan, and provide feedback based on teachers' and students' needs. The artifacts highlight examples of school-based professional development based on staff and student needs.

An example is provided of a first-grade team's work on orthographic mapping at one of our schools. Teachers utilized the learning to develop a plan to teach orthographic mapping to first graders based on real-time assessed needs of the first-grade students. A second example is provided of a midyear staff meeting that focused on the SoR research behind and strategies for utilizing interactive read-alouds to build language comprehension. The entire staff benefitted from this professional learning that focused on content knowledge, Tiers 2 and 3 vocabulary instruction, and dialogic conversations. At the county level, we will use this work to provide needed professional learning on strategies for promoting comprehension rooted in SoR.

The third example provided is a sample of a lesson study co-led by a county mentor and an Elementary ELA Specialist in the county. The presentation and Lesson Study Debrief highlights how the literacy leaders are collaborating directly with staff to ensure there is job-embedded professional learning rooted in SoR. (Refer to Shifting Our Small Reading Group Practices Based on SoR Research and Lesson Study Debrief March 22, 2023)

Moving forward, CCPS will utilize its newly created SoR Alignment Walkthrough Form (Refer to #63 Walkthrough Feedback Form Blank) to be created Summer 2023 and utilized by administrators, Primary Interventionists, Mentor Teachers, ELA Specialists, General and Special Educators, and ESOL Teachers. The data will be collected throughout the year by the Elementary Supervisor of ELA and reported through the Blueprint Implementation Plan.

Linked Artifacts:

- 64 - [Orthographic Mapping Professional Learning 2022](#)
- 64 - [Interactive Read Alouds Jan 2023](#)
- 64 - [Shifting Our Small Reading Group Practices Based on SoR Research](#)
- 64 - [Lesson Study Debrief March 22, 2023](#)

65. Organizational Structures and Support: How does the school system leverage talent, time, and resources to support ongoing, job-embedded professional development of staff responsible for reading instruction and intervention?

Examples may include:



- *Identifying the most effective reading teachers and increasing their impact beyond their individual classrooms through lesson planning, co-teaching, peer coaching, etc.*
- *Changing the daily schedule to increase collaboration time for teachers during the school day*
- *Hiring district reading specialists and deploying them to campuses to model lessons, observe instruction, and coach teachers*

Elementary:

To increase their impact beyond their individual classrooms and further develop the capacities of other professionals, CCPS hired seven Primary Interventionists with TSI funds and used Maryland Leads grant funding to hire three Elementary Mentors. Most of our combined newly hired support staff have been exemplary teachers in their tenure. The Primary Interventionists who work directly with our struggling grade 1 and 2 students and their teachers in all 22 elementary schools based on our SoR-aligned local assessments and in collaboration with classroom teachers and ELA Specialists. (Refer to Formal Observation PI FY23.docx) Mentor teachers work directly with new and struggling teachers by providing model lessons and lesson planning support utilizing the grade-level curriculum and any interventions that match the needs of individual and small groups of students based on local data. Primary Interventionists have received training on the Literacy Footprints intervention, as well as LexiaHeggerty, and Foundations Training. Primary interventionists and ELA Specialists formally collaborate on a quarterly basis and regularly meet in their respective buildings to analyze students data and make changes, depending on the assessed needs of students. (Refer to #65 Meeting Schedule 2022-23, #65 Assessment and Interventions for PIs FY23,) Mentors communicate regularly with content supervisors, building administrators, and the Coordinator of Teacher Induction to support identified teachers that need support.

Linked Artifacts:

- 65 - [Braiding Funding for Student Success](#)
- 65 - [Meeting Schedule 2022-23](#)
- 65 - [Assessments and Interventions for PIs FY23](#)
- 65 - [Student Criteria for PI Services FY23](#)
- 65 - [Formal Observation PI FY23](#)

High-Quality, Content-Rich Instructional Materials for English Language Arts

66. Process for Selecting Materials: Describe the process the school system uses to select instructional materials for English language arts, including who participates and the types of activities used.

Examples may include:

- *Use of committee structures*
- *Pilot programs*
- *Mechanisms for gathering stakeholder feedback*
- *Site visits to school systems implementing the materials being considered*



Elementary:

In Carroll County, our first step is to pilot new materials that are aligned to state standards. The curriculum supervisor leads the effort by ensuring alignment to standards (and SoR where applicable), choosing teachers and support staff (ELA Specialists, Special Educators, ESOL Teachers...) to pilot the materials, and setting a structure for the pilot teachers and support staff to come together throughout the school year to provide feedback. During this time, teachers share what is going well as they utilize the new resources and how we will embed the resources in our curriculum. (Refer to #71 Grade 4 Kickoff Meeting 2022, #71 Feedback from Pilot PD, and #71 Grade 4 Pilot Teachers Mid-Tear Feedback)

Once the instructional materials have been vetted by the pilot teachers/support staff, they are presented to our Curriculum Council comprised of CCPS Supervisors, Directors, building administrators, parents, local Board of Education members, and students. Two copies of each material to be approved, along with the Record of Evaluation and Adoption of Instructional Materials (see artifact) are presented to the Council in March. The appropriate content supervisor shares the selection process and how it supports curriculum standards. Curriculum Council members have approximately two months to review all materials up for adoption. Curriculum Council members vote whether to adopt the materials. All materials approved by Curriculum Council are taken at the CCPS BoE for final approval. (Refer to #71 Curriculum Council Presentation January 2023)

Linked Artifacts:

- 66 - [Book Approval Procedures](#)
- 66 – [Record of Evaluation and Adoption of Instructional Materials](#)

67. High-Quality and Content-Rich: Discuss how the school system determines if materials are high-quality, content-rich, and aligned to the science of reading. Discuss how the LEA ensures materials collectively provide instruction in all five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. If one resource is inadequate or incomplete in addressing all five areas, how will the school system ensure there is a collection of high-quality materials to address all areas? The Maryland State Department of Education utilizes Ed Reports as a primary source in assessing the quality of instructional materials so it should be included in the response. Additionally, the selection of materials for other content areas such as science and social studies may also be included if that is a consideration in leveraging those subjects to build student knowledge while reinforcing literacy acquisition skills through cross-curricular connections.

Elementary:

Carroll County has a process in place for the vetting of our materials which includes utilizing Ed Reports, Maryland Leads Partners, and Science of Reading research to assess the quality of instructional materials.

Currently, CCPS utilizes the Mc Graw Hill Wonders Series to explicitly teach vocabulary and comprehension strategies from the whole group texts. The same vocabulary and comprehension lesson resources are embedded and repeated in the small group texts to promote vocabulary



and comprehension learning and to provide vocabulary in multiple contexts to ensure transfer of knowledge.

It has been more than ten years since the county adopted the McGraw Hill Reading Series. The next step will be to begin to research new core reading series to ensure that teachers have all that they need to continue to provide Tier 1 and 2 instruction with SoR-aligned resources that include decodable text for beginning reading instruction.

To replace the leveled readers from the Wonders Reading Series, CCPS has purchased Collaborative Classrooms' (an endorsed Maryland Leads Partner) Being A Reader Small Group Reading complete decodable reader sets for all full Title I Schools. During the FY2023 school year, CCPS purchased 2 sets of Being A Reader Level 1 Sets for grades kindergarten and first that include small group decodable readers for all elementary schools. For the FY24 school year, CCPS will purchase enough of the small group decodable readers from Collaborative Classrooms to ensure that all kindergarten and grade 1 reading teachers have access to decodable texts for students learning how to read. The decodable texts from Collaborative Classrooms are aligned to the Carroll County Public School Phonics Assessment and assesses each phonics pattern found on the county formative phonics assessment.

CCPS utilizes Wilson's Foundations Program for first-pass phonics instruction, Heggerty for phonological awareness instruction and the Wonders series for comprehension and vocabulary instruction. The reason we have different resources to address the five areas of reading is we have not found one resource that thoroughly provides enough support to explicitly, and systematically teach all five areas.

Historically, CCPS local phonics data revealed that we were not teaching phonics explicitly or systematically enough for students to retain and use to read grade-level text with automaticity. Because we were already using Wilson as a Tier 3 intervention for students receiving special education services, we decided to use the same resources to train all teachers to teach phonics explicitly every day using Wilson's Foundations. This has allowed general education, special education, and support staff to consistently utilize the same resources and instructional practices for all students. In the intermediate grades, we provide explicit and systematic instruction in Greek and Latin Roots/Stems to teach morphology to promote transfer of knowledge in all reading tasks.

We are currently phasing in the Heggerty resources to ensure that we are explicitly teaching phonological awareness, early phonics skills, and sight word instruction in the early grades. We began this year with all pre-K teachers and plan to expand to kindergarten and grade one classrooms next year. (Refer to #62 Heggerty Professional Learning PreK August 2022) For those that do not yet have the training, there are other resources to teach the skills in the curriculum, as well as through Lexia.

Linked Artifacts:

- 67 - [MSDE Feedback and Revisions](#)

68. Culturally Responsive: During the selection process, how does the school system assess and select materials that are culturally responsive? In instances where materials are high-quality but not culturally responsive, how does the school system supplement materials to ensure that they meet the cultural needs of the students?



Elementary:

CCPS ensures that all teachers and support staff piloting any new resources are analyzing the resource for whether they meet community standards for language content, appropriateness, accuracy, as well as non-biased content, appropriate recognition of underrepresented and various ethnic groups, and stereotype-free presentation. As part of this process, CCPS gives consideration to whether students can see themselves in materials and resources utilized. (See Item #66 Artifact: Record of Evaluation and Adoption of Textbook Materials artifact.)

- As we anticipate purchasing a newer core reading series, we will continue to utilize the literature and informational texts throughout ALL content areas, including Science, Social Studies, and lessons that deal with mental health. These deliberate efforts will ensure that all students see themselves in positive role models that look like and come from different backgrounds (racial, socioeconomic, cultural, gender...). Leaders use the core reading series text because we can ensure that ALL students have access to all texts that are utilized. An example of how we have already used this strategy is highlighted in the artifact. (Refer to Courageous Key Figures Kindergarten SS Lesson 19 - Steven Chu)

Linked Artifacts:

- Refer to Item #66 artifact
- 68 - [Courageous Key Figures Kindergarten SS Lesson 18 – Steven Chu](#)

69. Supplemental and Intervention Materials (Tiers 2 and 3 of Instruction): What additional considerations or steps are added to the materials selection process when selecting supplemental and intervention materials for use in tiers 2 and 3?

Elementary:

Several resources are utilized including EdReports, What Works Clearinghouse, National Center for Intensive Intervention, as well as tools by MSDE. CCPS collaborates with other counties to share best practices and determine if resources have been successful in helping to raise student achievement. For example, through the Title I ELO Grant, we were able to purchase complete sets of Collaborative Classrooms' Being a Reader resources for our Title I schools. We decided to use this resource after collaborating with Howard County's ELA Supervisor and learning of the impact this resource has made on teachers' ability to provide supplemental instruction to targeted students based on local assessment data. We have seen marked improvement in student achievement since the teachers began using the resource. Because of this collaboration, we will be purchasing Collaborative Classroom's decodable text for all CCPS elementary schools to supplement our early, small-group reading texts, most of which were not decodable. This is one of the major shifts that needs to take place based on SoR research.

Linked Artifacts:

- 69 - [Notes Regarding Tier 2 Interventions](#)



70. HQIM - English Language Arts: Adoption Projections

Identify the high-quality, content-rich, and culturally responsive instructional materials adopted and used for literacy in English language arts at each grade level (Pre-K-12) and tier of instruction. If a particular material is under review or not yet identified, indicate its status.

Title	Publisher	Grade Level(s)	Instructional Tier(s)	Status (adopted and implementing, under review, piloting)
Wonders Reading Anthology	McGraw Hill	Pk-5	1 and 2	Adopted
Foundations	Wilson	Pk-3	1 and 2	Adopted
Social Studies Alive: Regions of our Country	Teachers Curriculum Institute (TCI)	3	1	Piloting
Maryland: An American Adventure 1490-1790	Gibb's Smith	4	1	Piloting
We the People: The Citizen & The Constitution	McGraw Hill	5	1	Piloting

[Linked Artifacts:](#)

71. Materials-Specific Professional Development and Support: What professional development and support does the school system provide to ensure the effective use of instructional materials? Discuss activities to support the implementation of newly adopted materials as well as those designed to leverage materials during instruction over time.

Elementary:

Current research suggests that more time devoted to social studies instruction correlates with greater reading growth from first through fifth grade by providing students with the background knowledge and vocabulary to increase their reading comprehension of content. The elementary supervisors of social studies and ELA collaboratively work to identify high quality, culturally responsive instructional materials aligned to the new MSDE Social Studies Standards (see Curriculum Council presentation artifact). We have included what we know about Science of Reading and other research as it applies to consideration of sources, contextualization, making claims, supporting those claims with evidence, and collaborating with peers on social studies topics.

Five schools are currently piloting each of the grade-level social studies resources being considered for adoption. The supervisors of ELA and SS are working together to provide the context for the change (new SS Standards), as well as opportunities to try the resources and give feedback to support final approval of the resource. ELA Specialists in each elementary



school will offer ongoing professional development as we roll out the revised curricula and new materials. (Refer to Grade 4 Pilot Teachers Mid-Year Feedback artifact below.)

Linked Artifacts:

- 71 - [Grade 4 Pilot Kickoff Meeting 2022](#)
- 71 - [Curriculum Council Presentation January 2023](#)
- 71 - [Feedback from Pilot PD](#)
- 71 - [Grade 4 Pilot Teachers Mid-Year Feedback](#)
- 71 - [Book Approval Social Studies](#)

Pillar 3, Objective 2 (English Language Arts): Keep students on track to meet CCR

3.2.1 (English Language Arts): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade

Progress Monitoring in English Language Arts

72. Systems and Structures for Progress Monitoring: Describe the systems and structures the school system has put into place to ensure rigorous monitoring of student progress in reading at each grade level.

Examples may include:

- *How the instructional schedule is developed to support teacher planning and collaboration in response to student literacy data*
- *A specific model or framework for analyzing literacy data, facilitating a professional learning community, etc.*
- *Creating schedules for ongoing assessment and tracking of student progress throughout the school year*
- *Professional development opportunities to support teachers and administrators in implementing effective progress monitoring*

Elementary:

CCPS has developed a battery of assessments to ensure that we properly screen and progress monitor all students from Pre-K through grade 5. This data assesses all aspects of the Science of Reading (phonological awareness, screeners for possible reading disabilities, phonics, sight words, vocabulary, and comprehension). All building administrators, ELA Specialists, classroom and special education teachers have access to the data in real time. This data is used regularly to create Student Learning Objectives (SLOs) and monitor student achievement of discreet skills as well as overall reading achievement. Reports are created and parent reports are sent home to all parents/guardians two times per year for grades 1-5 and three times per year for all kindergarten students. Building leaders and support staff meet regularly with the elementary ELA



supervisor and each other to analyze the data to inform grouping, create and monitor SLOs, provide intervention services, and inform instruction.

CCPS uses an assessment timeline and information to support instruction that includes our assessments, timelines, expectations for administration, and expectations for achievement. PowerSchool/Performance Matters platforms are used for data collection and analysis. Teachers, ELA specialists, primary interventionists, and building administrators use the "Information to Support Instruction" expectations as they regularly meet and collaborate, adjusting groupings and intervention support based on the data.

ELA Specialists and primary interventionists collaborate to analyze consistent use of literacy goals and data for progress monitoring.

Part of the progress monitoring includes parent/guardians receiving reports twice per year that provide specific information on their student's achievement on each assessment taken, as well as the county averages for comparison purposes. This is an additional way that guardians are engaged in their student's academic progress and planning.

Linked Artifacts:

- 72 - [ELA Assessment Brochure](#)
- 72 - [ELA Assessment Timeline 2022-23](#)
- 72 - [Information to Support Instruction](#)
- 72 - [Progress Monitoring Tool for Interventions](#)
- 72 - [Collaborative Meeting with ELA Specialists and Primary Interventionists \(Feb 2023\)](#)

73. Assessments: List the assessments administered to students and their purpose in progress monitoring, including the use of universal screeners as required by Maryland's Ready to Read Act.

Grade Level(s)	Assessment	Type (diagnostic, formative, summative)	Frequency of Administration	Purpose
All kindergarten students and identified students in grades 1-3	Dynamic Indicators of Basic Early Literacy Skills (DIBELS®)	diagnostic screener for possible reading difficulties	three times per year	DIBELS is the primary screener for learning disabilities and dyslexia in Carroll County.
All pre-kindergarten through second grade students. Once students master a particular component of the PLA, they are no longer assessed on that component unless there is evidence of regression.	Primary Literacy Assessment	formative and summative (students take until mastery)	two times per year	
All K-2 students are assessed until they reach mastery on specific phonics components.	Carroll County Phonics Assessment	formative and summative (students take until mastery)	two times per year	A detailed assessment of phonics/phonics-related skills guides a teacher's explicit phonics instruction based on the student's needs.
All 2nd through 5 th -grade students	Comprehension Benchmark Assessments	formative	four times per year	The CBA is aligned with the Maryland College and Career Readiness Anchor Standards for reading comprehension, vocabulary, and writing. Teachers



				use information from these assessments to guide comprehension and writing instruction throughout the school year.
All 3rd through 5 th -grade students as well as 2 nd -grade students who have mastered all components of the PLA and are reading at a Guided Reading Level L or higher.	Reading Inventory	formative	two times per year	RI helps educators forecast student achievement to assessed state standards. The RI also gives a recommended reading level range, helping teachers select texts at students' instructional levels. The most powerful feature of the normed-referenced RI is its ability to administer fast and reliable low-stakes assessment to inform instruction and make accurate placement recommendations.

Linked Artifacts:

74. Measures of Success: Describe the measures of success the school system utilizes to identify students in need of support and intervention in literacy to meet the college and career readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

Examples may include:

- *Kindergarten Readiness Assessment (KRA) and reading proficiency by the end of 3rd grade*
- *Early warning indicators such as attendance, behavior, and course completion in middle school*
- *Freshmen on-track indicator, cumulative 9th and 10th grade GPA, core subjects GPA, attainment of credits in core content courses, attainment of credits in career and technical education (CTE) courses, or a combination together with assessment scores, attendance, or other behavioral metrics*

Measure	Rationale	Grade Level(s)
Elementary: Refer to Item #73.	All assessments in Item #73 provide our literacy leaders and teachers with information to guide intervention services, both formal and informal. CCPS had representation on the MSDE Ready to Read Committee who identified screeners and interventions for students with possible reading disabilities. The DIBELS portion of the PLA meets the criteria for Ready to Read screeners.	Pre-K through 5



Linked Artifacts:

- 74 - [Ready to Read Screeners and Supplemental Interventions MSDE 2021](#)
- 74 - [DIBELS Rationale and Screeners 2022-23](#)
- 74 - [DIBELS Cut Scores for Reporting Kindergarten to Grade 3 \(2022-23\)](#)
- 74 - [DIBELS Letter for Fall 2022 - Kindergarten](#)
- 74 - [DIBELS Letter for Fall 2022 - Grade 1](#)
- 74 - [DIBELS Letter for Fall 2022 - Grade 2 & 3](#)

Intervention in English Language Arts

Blueprint Requirement (MD Code, Educ §5-226)

Blueprint Requirement (MD Code, Educ §7-205.1)

75. Tier 2 and 3 Intervention: Describe the school system's targeted, evidence-based model for Tier 2 and Tier 3 instruction in reading. Include the following:

- The correlation between how students are identified during progress monitoring and the type of intervention the school system provides
- The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher
- How it's determined that a student no longer requires intervention
- The method(s) for evaluating the effectiveness of interventions

Responses should be organized by level (elementary, middle, high).

- **Elementary (Pre-K-5)**

CCPS uses its battery of assessments and grade-level expectations described in Items #72 and #73 to identify students for Tier 2 and 3 intervention services. The Information to Support Instruction (refer to Item #72 artifact) is used to identify students in the "red zone" for specific intervention based on student needs. We utilize Wilson/Fundations, Heggerty, Lexia, Just Words, and Framing Your Thoughts as Tier 2 and 3 interventions for these students.

Linked Artifacts:

- **Middle School (6-8)**

NA

Linked Artifacts:

- **High School (9-12)**



NA

Linked Artifacts:

76. Structures and Support for Intervention: How does the school system support teachers in their implementation of intervention at Tiers 2 and 3 so that every student receives reading instruction that is responsive to their individual needs as determined through data collected during progress monitoring?

Considerations should include, but are not limited to, the following:

- A framework for intervention that includes evidence-based, high-yield strategies
- Staffing such as campus-based instructional coaches, intervention teachers, etc.
- Strategic use of specific funding such as the Transitional Supplemental Instruction Aid for struggling learners in K-3
- Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

Elementary:

At the elementary level, CCPS utilizes ELA specialists, primary interventionists, and Leads grant tutors to provide intervention services at each of our elementary schools. ELA specialists and primary interventionists help kindergarten teachers administer the fall reading assessments to afford teachers more instructional time. The building ELA specialists meet regularly with primary interventionists and classroom teachers to review data and make intervention plans that match the assessed needs of all learners.

CCPS is using the SIPPS (Systematic Instruction in Phonological Awareness, Phonics and Sight Words) program to provide first-pass instruction as well as tier 2 intervention in phonological awareness, phonics, and sight words. The program has a systematic scope and sequence, built-in placement assessment, and mastery assessments. Like Foundations, this program also uses a multi-modality approach to teaching and providing intervention in phonological awareness.

We utilize our Foundations resources to provide students with SoR-aligned, tier 1 phonics instruction for all of our students beginning in kindergarten and continuing through grade 3 and beyond for those students who have not mastered the Carroll County Phonics Assessment. We utilize a second dose of Foundations instruction for selected students that can be delivered by the classroom teacher, special education teacher, ELA specialist, or primary interventionist. The resources give teachers specific systematic lessons and use a multi-modality approach to teaching phonics. We continue to assess using the CCPA to progress monitor each student and make intervention decisions. We continue to progress monitor using our local phonics data and provide tier 3 Wilson intervention for those identified to have extensive phonics needs.

We use Lexia in grades K-5 as a tier 2 intervention. We chose this intervention because of the built-in assessments and the ability for the program to adapt based on the assessed needs of the students. The other strength of the online program is that all pieces of Science of Reading that pertain to early childhood are addressed including phonological awareness, phonics, sight



words, vocabulary, and comprehension. Lexia is also the company that is providing us with Science of Reading training (Refer to responses in Item #60, #61, and #62).

Linked Artifacts:

- 76 - [ELO Letter](#)
- 76 - [Teacher Schedule 2022-23](#)
- 76 - [Intervention Time and Progress Monitoring Tool](#)

77. High-Quality School Day Tutoring: How does the school system leverage time, partnerships, and resources (e.g., Transitional Supplemental Instruction Aid) to support the implementation of the high-leverage strategy, high-quality school day tutoring, to accelerate instruction in reading? How does it evaluate the effectiveness of this intervention?

Elementary:

Currently, primary interventionists and Leads grant tutors are providing direct intervention services during the school day to students who are struggling in ELA. This support is in addition to the students' Tier 1 reading instructional block that is being provided by the classroom teacher. Additionally, ELA Specialists at each elementary school consistently provide small-group intervention support on an as-needed basis. The effectiveness of the intervention is based on the students' achievement on county assessments, LEXIA assessments, and Reading Inventory in the upper elementary grades.

Linked Artifacts:

- 77- [Lead Tutor Schedule](#)

78. Transitional Supplemental Instruction Aid: Use the table below to describe how the LEA has used and will continue to use the Transitional Supplemental Instruction Aid to support K-3 students in reading, beginning with the 2019-2020 school year, and include the impact of the funding and how it has been measured.

School Year	Activity How were the funds used?	Impact What was the result?	Evaluation How was the result determined?
2019-20 2020-21	NA NA	NA NA	NA NA
2021-22	• Covid teachers were provided within each school to supplement lost instruction due to the extended absences caused by the pandemic. • Seven primary interventionists were hired to provide reading intervention during the school day in all 22 elementary schools.	• Lost instruction was minimized. Direct instruction and quality resources were provided to fill instructional gaps. • Small-group intervention services are being provided to struggling ELA students to continue to help fill instructional gaps.	• Classroom assignments, unit assessment data, county assessments results • Classroom assignments, unit assessment data, county assessments results
2022-23	LEAD Grant tutors were provided for schools in addition to primary interventionists carried over to FY22		
2019-20	Primary Interventionists (see response #69)		



Linked Artifacts:

79. Underserved Student Groups: Describe how the school system eliminates barriers and meets the needs of students who have been underserved. Consider the learning loss caused by the pandemic for specific student groups as well as groups who have been historically underserved. How will the school system minimize or prevent students from continuing to be underserved?

Elementary:

Currently in Carroll County, we have three elementary schools who receive Title 1 funding. Funds are utilized for the salaries of resource teachers and additional ELA resources. Additionally, Lead grant tutors are provided in our 17 highest socioeconomic disadvantaged schools on a full-time basis. All of these positions provide instructional support for our underserved population of students. Seven primary interventionists are assigned across all elementary schools to provide additional ELA support to struggling students.

Linked Artifacts:

- Refer to response and artifact in Item #77

80. Leveraging the Concentration of Poverty Grant in Intervention: Districts receiving the Concentration of Poverty Grant must discuss how they utilize the grant resources to support acceleration and intervention efforts for underserved students in reading. Include how the school system evaluates the effectiveness of its efforts.

NA

Linked Artifacts:

81. Family Engagement in Learning: What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are identified for intervention in reading? Discuss how parents/guardians are notified and included in the development and implementation of individual student's learning plans.

Elementary:

In all elementary schools we have TES Night at the Library, parent conference nights, and back-to-school nights as opportunities to engage parents. When students are identified as needing an intervention through an extended learning opportunity (based on screener/assessment results), a parent letter is sent home to invite those students to participate in the program and any intervention that is not provided by the classroom teacher. In Title I schools, parent liaisons work with families to develop the Parent Compact and the Parent Engagement plan. All parents receive communication, specific to the school their student attends, regarding academic planning and services available (electronic/paper/virtual communication, etc.).

Linked Artifacts:



- 81 - [TES Night at the Library](#)
- 81 - [School Learning Compact](#)
- 81 - [Parent Engagement Plan 2022](#)

Note: This Pillar was developed to support LEAs in planning across the Pre-K-12 continuum. For the March 2023 submission of the Initial Blueprint Implementation Plan, LEAs are only required to address Pre-K through fifth grade when answering the questions for Objectives 1 and 2. Grades 6-12 will be addressed in the March 2024 submission.

Pillar 3, Objective 1 (Math): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate

3.1.3 (Math): LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence

Comprehensive Plan for Mathematics

82. Comprehensive Plan for Mathematics: Does the school system have a comprehensive plan for mathematics that begins with pre-kindergarten and prepares students for college-level credit-bearing course work in mathematics upon graduation?

If yes, link the plan as an artifact below and use the open response field to discuss when and how it was developed. If the plan does not exist or needs to be refined to align to the Blueprint's intent, discuss the anticipated timeline and process for development and/or revision.

Carroll County Public Schools does not currently have a written comprehensive mathematics plan that spans grades preK-12. Content area supervisors have identified commonalities that span the preK-12 programs (e.g. instruction, curriculum and assessment, and intervention), that will be compiled into a single comprehensive plan for the system.

The supervisors of elementary and secondary mathematics have met and discussed the commonalities of both elementary and secondary programs. They will assemble a team of mathematics teacher leaders during the summer of 2023 to develop the comprehensive plan. Once the plan is created, it will be presented to all teachers during the August 2023 supervisor professional learning day for teachers to submit feedback/recommendations on the plan.



Comprehensive Mathematics Timeline:

Action Item	Individuals Involved in Planning	Expected Completion	Notes about process
Construct a formal K-12 Mathematics mission, vision, and goals document.	D.Hicks, J.Mielke, A.Weller, S.Wernick, Math teacher-leaders.	June 2023	Determine a CCPS graduate's student profile. What are the mathematical skills we expect all CCPS students to have, or show growth in, upon graduation?
Construct a formal assessment plan (6-12) for measure students' progress towards CCR using interim CCR standards.	J.Mielke, A.Weller, S.Wernick, L.Wilder-Schaeffer	July 2023	Create a flow chart of the assessment process for all levels of students. We need to consider efficiency of testing by considering ESSA testing requirements, and honors students taking Algebra 1 in MS.
Construct a formal intervention plan (6-12) for students who are not on target to meet interim CCR standards.	J.Mielke, A.Weller, S.Wernick, A.Gromada, E.King	July 2023	Map out the local assessments we'll be using to identify students. Make sure the assessment data is uploaded to Performance Matters. Create a document for suggested interventions to provide principals with options that could be used during the school day.
Present the vision, mission, goals, assessment plan, and intervention plan to all building administration and testing coordinators.	D.Hicks, J.Mielke, A.Weller	August 2023	Attend school principal meetings (at all levels) in August to present the comprehensive plan, collect feedback, and make final revisions.

Linked Artifacts:

83. Vision, Mission, and Goals for Mathematics: Describe the district's vision, mission, and goals for mathematics.

The Carroll County Public Schools Core Statement (Vision) is Building the Future. The comprehensive plan that will be developed this summer will include the mission and goals for the mathematics program.

The current mission and goals for our elementary mathematics program is to produce confident and knowledgeable students who have strong number sense and deep conceptual understanding of elementary mathematics concepts. The strong foundation that is provided through our curriculum and is facilitated by our teachers will allow our students to be successful in secondary mathematics courses, in college, and in careers. Our goals include:



1. Providing all elementary teachers with a robust and coherent curriculum that provides them with direction and high-quality resources needed to support the mathematical needs of each of their students.
2. Providing our elementary teachers with high-quality professional learning opportunities in mathematics.
3. Supporting all elementary schools with a full-time mathematics resource teacher who provides professional learning and coaching for teachers and intervention support for struggling students.
4. Closely monitoring the learning of our students by utilizing formative, unit, and benchmark assessment data.
5. Utilizing information gleaned from our assessments to make informed curricular adjustments as needed to best support all students.
6. Providing intervention services for our struggling mathematics students.
7. Providing problem-solving based extensions for our advanced students.

The above mission and goals will be in the comprehensive plan, as they are consistent across all grade levels as identified by our content supervisors in elementary and secondary.

Linked Artifacts:



84. College and Career Readiness in Mathematics – Achievement Projections

Use the tables below to indicate the current and projected achievement levels in mathematics for the designated groups by gender, socioeconomic status, service group, and race/ethnicity for each of the designated grade levels (3rd, 6th, 10th).

Table 1: 3rd Grade Student Achievement in Mathematics by Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	15%	11%	25%	49%	13%	9%	27%	51%	11%	7%	29%	53%
M	15%	11%	25%	49%	13%	9%	27%	51%	11%	7%	29%	53%
F	14%	11%	26%	49%	12%	9%	28%	51%	10%	7%	30%	53%
NB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	31%	16%	25%	28%	29%	14%	27%	30%	27%	12%	29%	32%
EL	33%	17%	22%	28%	31%	15%	24%	30%	29%	13%	26%	32%
SE	48%	14%	21%	17%	46%	12%	23%	19%	44%	10%	26%	20%

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
F = Female
M = Male
NB = Nonbinary
ED = Economically Disadvantaged
EL = English Learner
SE = Special Education

Table 2: 3rd Grade Student Achievement in Mathematics by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	15%	11%	25%	49%	13%	9%	27%	51%	11%	7%	29%	53%
AI	NA	NA	33%	67%	NA	NA	31%	69%	NA	NA	NA	NA
A	7%	11%	19%	63%	5%	9%	21%	65%	3%	7%	23%	67%
B	28%	11%	24%	37%	26%	9%	26%	39%	24%	7%	28%	41%
H	34%	13%	25%	28%	32%	11%	27%	30%	30%	9%	29%	32%
NH	40%	NA	NA	60%	38%	NA	NA	62%	36%	NA	NA	64%
2+	22%	7%	28%	43%	20%	5%	30%	45%	18%	3%	32%	47%
W	12%	10%	26%	52%	10%	8%	28%	54%	8%	6%	30%	56%

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
AI = American Indian / Alaska Native
A = Asian
B = Black / African American
H = Hispanic / Latino
NH = Native Hawaiian / Pacific Islander
2+ = Two or More
W = White



84. College and Career Readiness in Mathematics – Achievement Projections

**Table 3: 6th Grade Student Achievement in Mathematics by
Grade Level, Gender, Socioeconomic Status, and Service Group**

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
M	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
NB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
EL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SE	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
F = Female
M = Male
NB = Nonbinary
ED = Economically Disadvantaged
EL = English Learner
SE = Special Education

Table 4: 6th Grade Student Achievement in Mathematics by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
AI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
A	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
B	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
H	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
NH	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2+	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
W	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
AI = American Indian/Alaska Native
A = Asian
B = Black/African American
H = Hispanic/Latino
NH = Native Hawaiian/Pacific Islander
2+ = Two or More
W = White



84. College and Career Readiness in Mathematics – Achievement Projections

Table 5: 10th Grade Student Achievement in Mathematics by Grade Level, Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
M	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
F	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
NB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
EL	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SE	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
F = Female
M = Male
NB = Nonbinary
ED = Economically Disadvantaged
EL = English Learner
SE = Special Education

Table 6: 10th Grade Student Achievement in Mathematics by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
AI	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
A	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
B	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
H	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
NH	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
2+	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
W	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
AI = American Indian/Alaska Native
A = Asian
B = Black/African American
H = Hispanic/Latino
NH = Native Hawaiian/Pacific Islander
2+ = Two or More
W = White

Linked Artifacts:

Mathematics Training and Professional Development

85. Identifying Training Needs: Discuss the systems for identifying which employees need mathematics training and if it was completed, including existing staff, those new to the profession, and those new to the school system.



Examples may include:

- *Assessing when teachers new to the profession may have received the training through educator preparation programs*
- *Identifying training needs for staff when they are new to a position or assignment (e.g., moving from one grade level to another, new principals, etc.)*
- *Determining when teachers may have started a training series that was not completed for varying reasons; therefore, they require additional training opportunities (e.g., A teacher who begins a four-part training series on algebraic reasoning and goes on a leave of absence before it's completed)*

Elementary:

In Carroll County, all newly hired teachers attend a pre-service week in August. During this week, a day is designated for mathematics. Veteran teachers meet with their new grade-level colleagues and walk them through the beginning units of the curriculum. Veteran teachers share their expertise, resources, and instructional suggestions for setting the tone for a successful school year. In October these same veteran teachers meet with the same new math teachers to provide professional learning on instructional strategies and resources for the units leading up to our countywide mid-year assessment. The third day of professional learning for our new teachers occurs in February to analyze mid-year assessment data and discuss how best to support students based on that analysis. This session also provides new teachers with instructional strategies for the units between February and our end-of-year assessment. In addition to these three professional learning sessions, our new teachers are supported regularly through their meetings with the mathematics resource teacher assigned to their school.

Teachers who have switched grade levels or have switched content areas are invited to attend the new teacher training listed above to acclimate themselves with new curricula. Additionally, support is provided on an individual basis by the mathematics resource teacher assigned to the school.

During the initial week that teachers return in the summer, Carroll County Public Schools provides a full day of professional learning for all of our teachers. Teachers sign up for the learning sessions that best support the subject areas in which they will be teaching for the upcoming year. Veteran teachers are supported on an individual basis by the mathematics resource teacher assigned to their school.

When a teacher has been identified as struggling by school-based administrators or a supervisor, support through collaborative planning and coaching will be provided by the mathematics resource teacher assigned to their school. This support may also include working with a countywide mentor, content supervisor, or a veteran teacher within their school.

Linked Artifacts:

- 85 - [Grades PK-5 New Teacher PL Summer 2022](#)
- 85 - [Curriculum Updates for New and Experienced Kindergarten Math Teachers Summer 2022](#)
- 85 - [Curriculum Updates for New and Experienced 1st Grade Math Teachers Summer 2022](#)

86. Types of Training Provided: List the type(s) of initial and ongoing mathematics training provided for different employee groups (general education teachers, special education teachers,



principals, content specialists, and other relevant staff), including the total number of hours and time period for completion. Classify training as initial if it is intended to provide foundational knowledge and skills and ongoing if it's intended to increase knowledge and skills and support the implementation of the initial training.

Examples may include:

- *Core (Tier 1) mathematics instruction in grades Pre-K-3*
- *Intervention instruction in grades Pre-K-12 or grade bands (e.g., Pre-K-K, 1-3, 4-5, 6-8, 9-12)*
- *Topic specific (e.g., problem-solving, facilitating mathematical discourse, strategies for EL students, etc.)*

Employee Group	Grade Level(s)	Name of Training	Training Type (Initial or Ongoing)	Total Number of Hours	Time Period for Completion
Elementary Math Teachers and Math Resource Teachers	PK-5	Curriculum Updates	Ongoing	3	August 2022
All New Math Teachers and Math Resource Teachers	PK-5	Math Curriculum Support for New Teachers	Initial	3	August 2022
All New Math Teachers and Math Resource Teachers	PK-5	Math Curriculum Support for New Teachers	Initial	3	October 2022
All New Math Teachers and Math Resource Teachers	PK-5	Math Curriculum Support for New Teachers	Initial	3	February 2023
New and Veteran Teachers	PK-5	Numerous Collaborative Planning Sessions with Mathematics Resource Teachers	Ongoing	Weekly in all elementary schools	Ongoing

Linked Artifacts:

- 86 - [Curriculum Updates for New and Experienced 3rd Grade Math Teachers Summer 2022](#)
- 86 - [Technology Integration Ideas for Elementary Math Teachers Summer 2022](#)
- 86 - [New Kindergarten Math Teachers PL Fall 2022](#)

87. Fidelity of Implementation: How does the school system assess participants' mastery of the mathematics training content? Discuss how implementation is monitored and assessed, including how data is used to inform continued professional development.

Examples may include:

- *Developing a walkthrough tool reflective of the components aligned to the mathematics pedagogy that are taught during training to collect data on the use of those components*
- *Creating a process or using a specific protocol for identifying, collecting, and analyzing data at different levels of implementation (e.g., district, school, classroom)*
- *Use of surveys to assess teachers' perceptions of training, implementation, and success with students*



Elementary:

In Carroll County, various methods are used to assess teachers' implementation of practices taught through professional learning. These include informal observations by the mathematics resource teacher, walkthroughs with feedback forms by building-based administrators, and formal observations by building administrators and supervisors. When a particular practice is being implemented extremely well by a classroom teacher, for example a number talk, that teacher may be asked to model during a faculty meeting for their colleagues. Classroom teachers from other grade levels may be asked to visit their classroom as well.

Additionally, surveys will be provided for teachers attending professional learning trainings to assess their understanding and comfort level with the information that was shared. Teachers will also be asked to reflect on their learning and to make suggestions for next steps in their professional growth.

Linked Artifacts:

- 87 - [Walk Through Form](#)
- 87 - [Teacher Observation Form](#)

88. Ongoing, Job-Embedded Professional Development: What types of ongoing, job-embedded professional development does the school system provide to support staff in the implementation of instructional practices aligned to effective math pedagogy?

Examples may include:

- *Daily lesson study and planning by grade level, department, or cross-curricular teams*
- *Regular peer coaching cycles, including observations, debriefs, and planning*
- *Support from content specialists such as model teaching, co-planning, and instructional coaching*

Elementary:

Math resource teachers provide ongoing and job-embedded professional learning at the school level and across all elementary schools. Our three Title I schools have full-time math resource teachers to ensure daily professional learning and instructional supports are provided where they are needed most. Our other 19 elementary schools do receive support 2.5 days per week (e.g. one math resource teacher will serve multiple schools). In total, we have 12 full-time elementary math resource teachers.

Professional learning is collaborative and involves administration, math resource teachers, classroom teachers, and instructional assistants. Many of these activities occur in grade-level teams during planning time, during staff meetings, and during countywide meetings/sessions. Our resource teachers work with teachers and staff to mentor, coach, co-plan, analyze data, and implement effective instructional strategies in the mathematics classroom. Additionally, the Elementary Mathematics Supervisor provides supports such as setting up county mentor teacher observations to provide non-evaluative feedback on lesson implementation, classroom management techniques, and modeled teaching for our new teachers. Finally, the use of



benchmark data analysis in January and May informs curricular modifications and instructional strategies to ensure we are meeting the needs of our teachers and students.

To improve the quality of instruction, the achievement of our students, and the professional learning that our teachers receive, having a full-time elementary mathematics resource teacher in every school is essential.

Linked Artifacts:

- 88 - [Job Embedded PL Braining Camp Virtual Manipulatives](#)
- 88 - [Job Embedded PL on Productive Struggle, Session 1](#)
- 88 - [Job Embedded PL on Productive Struggle, Session 2](#)

89. Organizational Structures and Support: How does the school system leverage talent, time, and resources to support ongoing, job-embedded professional development of staff responsible for math instruction and intervention?

Examples may include:

- *Identifying the most effective math teachers and increasing their impact beyond their individual classrooms through lesson planning, co-teaching, peer coaching, etc.*
- *Changing the daily schedule to increase collaboration time for teachers during the school day*
- *Hiring district math specialists and deploying them to campuses to model lessons, observe instruction, and coach teachers*

Elementary:

Our math resource teachers serve as our “experts” at implementing content at the elementary schools. In Carroll County, we have 12 full-time elementary mathematics resource teachers that support 23 elementary schools. The primary role of these positions is to provide ongoing, job-embedded professional learning for the mathematics teachers in their schools. Most of the elementary mathematics resource team splits their time between two schools. This can make it extremely difficult to provide professional learning to staff and provide math intervention services to struggling students.

Veteran math teachers are identified as an additional support within their individual buildings to assist with the implementation of content, ensuring resources are available, and providing support around instructional/intervention strategies. Planning time at the elementary school level has increased over the years to provide staff with additional time for professional learning, data talks, and team collaboration/planning. Although time constraints still exist for this work, CCPS has utilized staff meetings, countywide professional learning time, summer curriculum writing team sessions, and single-day countywide meetings as additional opportunities for professional learning. We know that it is essential that all teachers and staff (including our high-quality school tutors and our 6 teacher mentors through the MD Lead Grant) are trained by their math resource teacher to implement interventions (e.g. Dreambox and Bridges) at their individual schools.

Linked Artifacts:

- 89 – [Math Resource Teacher FTE Allocation 2022-23](#)



High-Quality, Content-Rich Instructional Materials for Mathematics

90. Process for Selecting Materials: Describe the process the school system uses to select instructional materials for mathematics, including who participates and the types of activities used.

Examples may include:

- *Use of committee structures*
- *Pilot programs*
- *Mechanisms for gathering stakeholder feedback*
- *Site visits to school systems implementing the materials being considered*

Elementary:

In Carroll County, we are unique in that we do not utilize a textbook or a mathematics program in our elementary mathematics curriculum. In our secondary mathematics curriculum, we utilize textbooks as resources for our teachers. Our teachers are supported through many professional learning books that are purchased yearly. These professional materials are first purchased for members of the mathematics resource team and reviewed for quality and potential benefit for classroom teachers and students. Additionally, the team of elementary mathematics resource teachers and secondary math curriculum writers have worked tirelessly throughout the years to create content-rich, and standards-aligned instructional resources for teachers to utilize with their students.

When new materials are identified as something we want to include in the instructional program, we begin by providing an overview of the materials to our board-appointed Curriculum Council beginning in March of each year. Following this meeting, materials are made available to Council and community members for their review and feedback from March through May. At the May Curriculum Council meeting, members vote on materials' approval (or denial). Materials approved by the Council then go to the Board of Education in June for final approval and implementation.

If there is a large instructional program we are considering, we provide a presentation to our Board of Education members regarding the program pilot, including which schools will participate, the purpose for the program, materials/resources to be piloted, expected outcomes, and how we will gauge its quality and impact on student achievement. During the pilot we collect and analyze feedback and present to our board-appointed Curriculum Council for additional recommendations. If the recommendation is to move forward with the program, the program would be presented to the Board of Education for approval and implementation at all schools.

Linked Artifacts:

- Refer to Item #66 artifacts

91. High-Quality and Content-Rich: Discuss how the school system determines if materials are high-quality and content-rich. The Blueprint for Maryland's Future requires that curriculum aligns to the CCR standard. The Maryland State Department of Education utilizes Ed Reports as a primary source in assessing the quality of instructional materials so it should be included in the



response. Additionally, the selection of materials for other content areas such as science and social studies may also be included if that is a consideration in leveraging those subjects to build student knowledge while reinforcing math skills through cross-curricular connections.

Elementary:

Our local process for vetting materials begins with the Elementary and Secondary Mathematics Supervisors and math resource teachers, and curriculum writers utilizing Ed Reports as a primary source in assessing the quality of the materials with content and community standards. For example, we are currently utilizing Bridges in Mathematics to provide intervention support for our struggling students. This meets the expectations within Ed Reports for being high-quality and content-rich materials. Additionally, Elementary Content Supervisors (math, science, ELA, and social studies) collaborate to identify materials that reinforce content standards within disciplines and align to standards.

Linked Artifacts:

92. Culturally Responsive: During the selection process, how does the school system assess and select materials that are culturally responsive? In instances where materials are high-quality but not culturally responsive, how does the school system supplement materials to ensure that they meet the cultural needs of the students?

Elementary:

As we look to purchase any new material or write any new lesson that are shared with our teachers, we try to identify or create resources and activities that students' experiences can connect with. Incorporating real-world connections, promoting collaborative work, and turn-and-talk discussions can also help to promote a culturally responsive math classroom. Another important component when selecting materials includes ensuring students can see themselves in the materials (e.g. pictures or word problems within a text presents a diverse learning community). Prior to the pandemic, underrepresented students took part in a video series titled "You Can Too", which provided an additional resource that was culturally responsive. We are hoping to restart this campaign in spring 2023.

Linked Artifacts:

93. Supplemental and Intervention Materials (Tiers 2 and 3 of Instruction): What additional considerations or steps are added to the materials selection process when selecting supplemental and intervention materials for use in tiers 2 and 3?

Elementary:

When selecting intervention materials, a key consideration that we have made is that the material is scripted and very clear and easy to follow. Oftentimes, these materials are utilized by our Instructional Assistants who are not trained teachers. We have found that these professionals can be very supportive of our struggling students when they are provided with a



clearly written set of materials that provides specific language and directions to implement interventions and other academic supports to increase student achievement.

Linked Artifacts:



94. HQIM – Mathematics: Adoption Projections

Identify the high-quality, content-rich, and culturally responsive instructional materials adopted and used for Math at each grade level (Pre-K-12) and tier of instruction. If a particular material is under review or not yet identified, indicate its status.

Title	Publisher	Grade Level(s)	Instructional Tier(s)	Status (adopted and implementing, under review, piloting)
Bridges in Mathematics	Math Learning Center	K-5	2 and 3	Adopted and implementing
Dreambox Learning	Dreambox Learning Inc.	K-3	1, 2 and 3 depending on instructional need	Adopted and implementing
enVision 2.0	SAVVAS	6-8	1, 2	Adopted and implementing
IXL Math	IXL	6-8	2 and 3	Adopted and implementing
IXL Math	IXL	9-12	2 and 3	Under review
enVision AGA	SAVVAS	9-12	1 and 2	Adopted and implementing
Mathematics for the Trades: A Guided Approach	Pearson	9-12	1	Adopted and implementing
Trigonometry, 10 th ed.	Pearson	9-12	1	Adopted and implementing
Precalculus with Limits A Graphing Approach, 5 th ed.	Houghton Mifflin College Division	9-12	1	Adopted and implementing
Calculus of a Single Variable, 9 th ed AP ed.	Brooks Cole	9-12	1	Adopted and implementing
The Practice of Statistics, 4 th ed AP ed.	W.H. Freeman	9-12	1	Adopted and implementing
Understanding Basic Statistics, 5 th ed.	Brooks Cole	9-12	1	Adopted and implementing

Linked Artifacts:

- 94 - [Dreambox School License Allocations 2022-23](#)

95. Materials-Specific Professional Development and Support: What professional development and support does the school system provide to ensure the effective use of instructional



materials? Discuss activities to support the implementation of newly adopted materials as well as those designed to leverage materials during instruction over time.

Elementary:

When Bridges mathematics and Dreambox learning were purchased for our school system, training was provided by the elementary mathematics resource team. This training was school-based and provided during after-school staff meetings and instructional planning blocks. Prior to this school-based training, the elementary mathematics resource team had received professional training through the support teams at Dreambox and The Learning Center.

Secondary:

As new curricular materials are adopted at the secondary level, specific resources that are rich and highly engaging, which are aligned to Common Core State Standards, are identified within our CCPS course units for teachers to easily access. Teachers are trained during our pre-service week on new curriculum support programs, and professional learning opportunities are provided throughout the year, both in-county and out-of-county. Collaborative planning time is allotted amongst general education, math resource, and special education teachers to support the implementation of newly adopted materials that support the CCPS vision of supporting struggling learners by utilizing collaborative co-teaching. Our most impactful activity to support the successful implementation of instructional materials is our classroom observation and walk-through process where content supervisors and building administrators can assess the use and implementation of our curriculum and provide meaningful support to teachers.

[Linked Artifacts:](#)

Pillar 3, Objective 2 (Math): Keep students on track to meet CCR

3.2.1 (Math): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade

Progress Monitoring in Math

96. Systems and Structures for Progress Monitoring: Describe the systems and structures the school system has put into place to ensure rigorous monitoring of student progress in mathematics at each grade level.

Examples may include:

- *How the instructional schedule is developed to support teacher planning and collaboration in response to student math data*
- *A specific model or framework for analyzing math data, facilitating a professional learning community, etc.*
- *Creating schedules for ongoing assessment and tracking of student progress throughout the school year*



- *Professional development opportunities to support teachers and administrators in implementing effective progress monitoring*

Elementary:

Beginning in Pre-K, CCPS teachers utilize a variety of formative assessments to monitor the understanding of their students. These assessments may include interviews, observations, anecdotal notes, hands-on tasks, small-group work, exit passes, and unit tests. Teachers utilize this information to restructure and differentiate their small learning groups within their instructional math blocks to ensure the purposeful support of their students. Regularly scheduled kid talk meetings are held in each school to discuss support plans for struggling students. During these meetings, assessment data is discussed along with possible best intervention solutions. Students who are identified as continually struggling to grasp grade-level math concepts receive additional support from the mathematics resource teacher or the MD Lead grant tutor. Struggling students in Title 1 schools receive extra support from the Title 1 resource teachers, as often these schools are representative of our historically underserved students.

Linked Artifacts:

97. Assessments: List the assessments administered to students and their purpose in progress monitoring, including the use of universal screeners.

Grade Level(s)	Assessment	Type (diagnostic, formative, summative)	Frequency of Administration	Purpose
Pre-K -5	Formatives	formative	daily	Identify individual student needs in mathematics specific to the daily objective.
1-5	Unit Assessments	formative	at the conclusion of each instructional unit	Identify individual student needs in mathematics specific to the standards assessed during the unit of study.
Pre-K -5	Benchmarks	summative	January and May	To assess students' knowledge of the concepts and skills included in the Carroll County elementary mathematics curriculum, to provide valuable information that can be used to make instructional decisions that will help students, to provide data for grade-level and school-based continuous improvement efforts, to provide system-wide data that can be used to make curricular decisions.

Linked Artifacts:

- 97 - [Grade 3 Unit Assessment Example](#)
- 97 - [Grade 3 Benchmark Assessment Example](#)
- 97 - [Benchmark Assessment Parent Letter Example](#)
- 97 - [May 2022 County Benchmark Graphs](#)
- 97 - [Benchmark Assessment Subgroup Data Charts](#)

98. Measures of Success: Describe the measures of success the school system utilizes to identify students in need of support and intervention in mathematics to meet the college and career



readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

Examples may include:

- *Kindergarten Readiness Assessment (KRA) and math proficiency on MCAP by the end of 3rd grade*
- *Early warning indicators such as attendance, behavior, and course completion in middle school*
- *Freshmen on-track indicator, cumulative 9th and 10th grade GPA, core subjects GPA, attainment of credits in core content courses, attainment of credits in career and technical education (CTE) courses, or a combination together with assessment scores, attendance, or other behavioral metrics*

Measure	Rationale	Grade Level(s)
KRA	These CCPS Common Assessments measure student understanding of Maryland Math Standards. This information is utilized by classroom teachers to form purposeful groups and determine intervention services when appropriate.	K
Below 70% on grade level Unit Assessments	These CCPS Common Assessments measure student understanding of Maryland Math Standards. This information is utilized by classroom teachers to form purposeful groups and determine intervention services when appropriate.	1-5
Below 70% on January and May Benchmark Assessments	These CCPS Common Assessments measure students' understanding of Maryland Math Standards. This information is utilized by classroom teachers to form purposeful groups and determine intervention services when appropriate.	K-5

Linked Artifacts:

Intervention in Mathematics

[Blueprint Requirement \(MD Code, Educ §5-226\)](#)

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

99. Tier 2 and 3 Intervention: Describe the school system's targeted, evidence-based model for Tier 2 and Tier 3 instruction in math. Include the following:

- The correlation between how students are identified during progress monitoring and the type of intervention the school system provides



- The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher
- How it's determined that a student no longer requires intervention
- The method(s) for evaluating the effectiveness of interventions

Responses should be organized by level (elementary, middle, high).

- **Elementary (Pre-K-5)**

Students who receive January and May Benchmark scores below 70% receive targeted intervention from a Lead Grant Tutor. The tutors provide small-group explicit instruction that is in addition to the math instruction that is provided by the classroom teacher. Bridges Mathematics is used to support the intervention. This resource includes assessments that are administered to track the progress of the students. Students who show success on the Bridges assessments and their unit assessments that are being administered in the classroom are determined to no longer need intervention. If students continue to struggle with learning their grade-level standards in the classroom and their performance with the Bridges intervention, they continue to receive this extra support. The amount of time a student receives intervention varies depending on student progress and instructional needs.

The 2022-23 school year is the first year CCPS used Bridges in all of our elementary schools. At the end of the year, the elementary content supervisor, along with math resource teachers, will do a deep dive into data reports to evaluate the program as a whole.

Linked Artifacts:

- **Middle School (6-8)**

NA

Linked Artifacts:

- **High School (9-12)**

NA

Linked Artifacts:



100. Structures and Support for Intervention: How does the school system support teachers in their implementation of intervention at Tiers 2 and 3 so that every student receives math instruction that is responsive to their individual needs as determined through data collected during progress monitoring?

Considerations should include, but are not limited to, the following:

- A framework for intervention that includes evidence-based, high-yield strategies
- Staffing such as campus-based instructional coaches, intervention teachers, etc.
- Strategic use of specific funding such as the Transitional Supplemental Instruction Aid for struggling learners in K-3
- Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

Elementary:

In Carroll County, our teachers are supported through the purchase of Bridges intervention kits, Dreambox Learning licenses, assessments that are provided within the curriculum, and ongoing professional learning through the mathematics resource team. Direct intervention services are provided to students by high-quality tutors during the school day. These positions are funded through the Maryland Lead grant. Additional support is provided to students during the after-school extended learning opportunities by classroom teachers and math resource teachers. This allows additional opportunities for teachers to work with students in their identified areas of need.

Linked Artifacts:

- Refer to Item #76 artifacts

101. High-Quality School Day Tutoring: How does the school system leverage time, partnerships, and resources to support the implementation of the high-leverage strategy, high-quality school day tutoring, to accelerate instruction in mathematics? How does it evaluate the effectiveness of this intervention?

Elementary:

Currently, high-quality tutors are providing direct intervention services during the school day to students who are struggling in mathematics. This support is in addition to the students' math instructional block that is being provided by the classroom teacher. Additionally, math resource teachers provide small-group intervention support on an as-needed basis. The effectiveness of the intervention is based on the students' achievement on the Bridges assessments, unit assessments, and benchmark assessments.

Linked Artifacts:

- Refer to Item #77 artifact

102. Transitional Supplemental Instruction Aid: Use the table below to describe how the LEA has used and will continue to use the Transitional Supplemental Instruction Aid to support K-3



students in math, beginning with the 2019-2020 school year, and include how the impact of the funding has been measured.

School Year	Activity How were the funds used?	Impact What was the result?	Evaluation How was the result determined?
2019-20 2020-21	NA NA	NA NA	NA NA
2021-22	COVID teachers were provided within each school to supplement lost instruction due to the extended absences caused by the pandemic.	Lost instruction was minimized. Direct instruction and quality resources were provided to fill instructional gaps.	classroom assignments, unit assessment data, benchmark assessments results
2022-23	LEAD Grant tutors were provided for schools.	Small-group intervention services are being provided to struggling math students to continue to help fill instructional gaps.	classroom assignments, unit assessment data, benchmark assessments results

Linked Artifacts:

103. Underserved Student Groups: Describe how the school system eliminates barriers and meets the needs of students who have been underserved. Consider the learning loss caused by the pandemic for specific student groups as well as groups who have been historically underserved. How will the school system minimize or prevent students from continuing to be underserved?

Elementary:

Currently in Carroll County, we have three elementary schools who receive Title 1 funding. Funds are utilized for the salaries of resource teachers and additional time for a full-time math resource teacher. Additionally, MD Lead grant tutors are provided in our 17 most socioeconomically disadvantaged schools on a full-time basis. All of these positions provide instructional support for our underserved population of students.

Linked Artifacts:

- Refer to Item #77 artifact

104. Leveraging the Concentration of Poverty Grant in Intervention: Districts receiving the Concentration of Poverty Grant must discuss how they utilize the grant resources to support acceleration and intervention efforts for underserved students in math. Include how the school system evaluates the effectiveness of its efforts.

NA

Linked Artifacts:



105. Family Engagement in Learning: What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are identified for intervention in mathematics? Discuss how parents/guardians are notified and included in the development and implementation of individual student's learning plans.

Elementary:

At the elementary level STEM nights, parent conference nights, and back-to-school nights are events that engage parents in the learning process. A parent/guardian letter is sent home to invite students to extended learning opportunities and any interventions that are not provided by the teacher. In Title I Schools, parent liaisons work with families to develop the Parent Compact and the Parent Engagement plan. All parents/guardians receive communication specific to the school their student attends regarding academic planning and services available (electronic/paper/virtual communication, etc.).

Additionally, parents are kept informed of their students' academic progress through ongoing communication with the classroom teacher. This communication includes Interim reports, report cards, phone calls, emails and teacher parent conferences.

Linked Artifacts:

- 105 – [STEM Night with Knorr Brake](#)
- Refer to Item #81 artifacts



Pillar 3, Objective 2: Keep students on track to meet CCR



106. College and Career Readiness Projections

Use the following tables to indicate the number of current and projected students who will meet the interim standard for college and career readiness (CCR) in English, math, or both by the end of 10th grade, 11th grade, and 12th grade. To be considered ready for college and career, students must meet the interim standard for both English and math. Disaggregate the information by gender, socioeconomic status, race/ethnicity, and service group.

**Table 1: 10th Grade Students Meeting the Interim Standard for College and Career Readiness
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	1234	53	46	1461	288	288	1492	952	952
All Students (Percentage)	61%	3%	2%	66%	13%	13%	71%	45%	45%
% Female	53%	3%	2%	60%	13%	13%	66%	45%	45%
% Male	70%	2%	2%	72%	13%	13%	75%	45%	45%
% Nonbinary	NA	NA	NA	30%	32%	32%	60%	45%	45%
% Economically Disadvantaged	35%	2%	1%	40%	12%	12%	46%	36%	36
% American Indian/Alaska Native	60%	NA	NA	66%	10%	10%	70%	25%	25%
% Asian	74%	11%	11%	79%	21%	21%	83%	46%	46%
% Black/African American	46%	1%	NA	53%	11%	11%	59%	40%	40%
% Hispanic/Latino	48%	1%	1%	54%	11%	11%	60%	31%	31%
% Native Hawaiian/Pacific Islander	60%	NA	NA	65%	10%	10%	70%	25%	24%
% Two or More	56%	3%	3%	62%	13%	13%	66%	39%	39%
% White	63%	3%	2%	68%	13%	13%	72%	47%	47%
% English Learner	4%	NA	NA	8%	5%	5%	10%	23%	10%
% Special Education	16%	1%	NA	21%	6%	6%	25%	26%	25%

Linked Artifacts:



106. College and Career Readiness Projections

**Table 2: 11th Grade Students Meeting the Interim Standard for College and Career Readiness
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	386	661	240	1234	211	211	1461	1015	1015
All Students (Percentage)	21%	36%	13%	61%	10%	10%	66%	49%	49%
% Female	20%	36%	13%	53%	11%	11%	60%	46%	48%
% Male	22%	36%	14%	70%	10%	10%	72%	46%	48%
% Nonbinary	NA	NA	NA	NA	NA	NA	30%	50%	43%
% Economically Disadvantaged	17%	13%	5%	36%	10%	10%	40%	27%	32%
% American Indian/Alaska Native	50%	NA	NA	60%	5%	15%	66%	15%	20%
% Asian	22%	53%	19%	74%	15%	15%	79%	40%	45%
% Black/African American	23%	30%	12%	46%	8%	8%	53%	37%	42%
% Hispanic/Latino	13%	22%	5%	48%	6%	6%	54%	36%	31%
% Native Hawaiian/Pacific Islander	NA	29%	NA	60%	5%	5%	65%	35%	40%
% Two or More	21%	26%	14%	56%	8%	8%	62%	31%	36%
% White	22%	38%	14%	63%	11%	11%	68%	49%	55%
% English Learner	NA	NA	NA	5%	2%	2%	8%	10%	15%
% Special Education	6%	1%	NA	18%	3%	3%	21%	11%	16%

**Table 3: 12th Grade Students Meeting the Interim Standard for College and Career Readiness
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	19	1211	5	386	1009	386	1234	422	422
All Students (Percentage)	1%	59%	NA	21%	55%	21%	61%	21%	21%
% Female	1%	57%	NA	20%	55%	20%	53%	22%	22%
% Male	1%	61%	NA	22%	55%	22%	70%	20%	20%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	2%	30%	1%	17%	35%	17%	36%	20%	20%
% American Indian/Alaska Native	NA	NA	NA	50%	50%	50%	60%	10%	10%
% Asian	NA	74%	NA	22%	63%	22%	74%	30%	30%
% Black/African American	1%	35%	1%	23%	45%	23%	46%	16%	16%
% Hispanic/Latino	2%	40%	1%	13%	35%	13%	48%	12%	12%
% Native Hawaiian/Pacific Islander	NA	100%	NA	NA	50%	NA	60%	10%	10%
% Two or More	NA	52%	NA	21%	46%	21%	56%	16%	16%
% White	1%	61%	NA	22%	57%	22%	63%	22%	22%
% English Learner	NA	11%	NA	NA	14%	1%	5%	4%	4%
% Special Education	1%	6%	NA	6%	12%	6%	18%	6%	6%

Linked Artifacts:



3.2.3: LEAs shall create and implement a 9th grade student tracker system to measure progress toward on-time graduation and report data annually to MSDE



107. Freshmen on Track Projections

A freshman who is on track to graduate:

- Earns at least five credits at the end of the 9th grade year,
- Fails no more than one semester of a core course, and
- Attends school more than 90% of the time.¹

Using these criteria, indicate in the table below the current and projected number of students who are on or off track to graduate. In tables two through four, provide current and projected numbers for each of the on-track criteria individually. All tables should disaggregate the information by gender, socioeconomic status, race/ethnicity, and service group.

Note: This data does not take the place of previous submissions related to 9th graders on track to graduate as individual LEAs may have used locally established criteria.

Table 1: 9th Grade Students on Track to Graduate
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022		2022-2023		2023-2024	
On/Off Track to Graduate	On	Off	On	Off	On	Off
All Students (Number)	1442	583	1284	594	1233	563
All Students (Percentage)	71%	29%	68%	32%	69%	31%
% Female	50%	50%	53%	49%	51%	54%
% Male	50%	50%	47%	51%	49%	46%
% Nonbinary	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	16%	42%	15%	37%	16%	39%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	1%
% Asian	4%	1%	5%	2%	4%	2%
% Black/African American	5%	6%	6%	4%	7%	4%
% Hispanic/Latino	8%	11%	7%	8%	8%	11%
% Native Hawaiian/Pacific Islander	NA	NA	NA	1%	NA	NA
% Two or More	4%	4%	3%	3%	3%	6%
% White	78%	76%	78%	83%	78%	77%
% English Learner	1%	3%	1%	2%	1%	2%
% Special Education	7%	13%	7%	17%	8%	17%

¹The On-Track Indicator as a Predictor of High School Graduation. Elaine M. Allensworth. Consortium on Chicago School Research at the University of Chicago. 2005. <https://consortium.uchicago.edu/sites/default/files/2018-10/p78.pdf>



107. Freshmen on Track Projections

Table 2: 9th Grade Student Credit Accumulation (Total Credits)
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022			2022-2023			2023-2024		
Number of Credits	0-4	5	6+	0-4	5	6+	0-4	5	6+
All Students (Number)	57	34	1934	34	36	1808	14	25	1757
All Students (Percentage)	3%	2%	96%	2%	2%	96%	1%	1%	98%
% Female	65%	62%	49%	68%	58%	51%	43%	60%	52%
% Male	35%	38%	50%	32%	42%	49%	57%	40%	48%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	63%	68%	21%	65%	44%	21%	57%	52%	23%
% American Indian/Alaska Native	NA	NA	NA	3%	NA	NA	NA	4%	NA
% Asian	NA	NA	4%	6%	NA	4%	NA	8%	4%
% Black/African American	14%	6%	5%	15%	11%	5%	7%	8%	6%
% Hispanic/Latino	16%	18%	8%	12%	17%	7%	43%	4%	9%
% Native Hawaiian/Pacific Islander	NA	3%	NA	NA	NA	NA	NA	NA	NA
% Two or More	4%	9%	4%	6%	3%	3%	7%	8%	4%
% White	67%	65%	78%	59%	69%	80%	43%	68%	78%
% English Learner	7%	9%	1%	3%	11%	1%	21%	NA	1%
% Special Education	26%	21%	8%	44%	33%	9%	50%	28%	10%

Table 3: 9th Grade Student Semester Course Failure (Core Courses Only)
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022			2022-2023			2023-2024		
Number of Courses	2+	1	0	2+	1	0	2+	1	0
All Students (Number)	65	91	1869	10	30	1838	3	14	1779
All Students (Percentage)	3%	4%	92%	1%	2%	98%	NA	1%	99%
% Female	58%	66%	49%	80%	67%	51%	100%	71%	52%
% Male	40%	34%	51%	20%	33%	49%	NA	29%	48%
% Nonbinary	2%	NA	NA	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	60%	52%	21%	60%	60%	21%	67%	50%	23%
% American Indian/Alaska Native	NA	NA	NA	NA	3%	NA	NA	NA	NA
% Asian	NA	NA	4%	NA	NA	4%	NA	7%	4%
% Black/African American	17%	13%	5%	10%	13%	5%	33%	NA	6%
% Hispanic/Latino	11%	20%	8%	10%	13%	7%	33%	14%	9%
% Native Hawaiian/Pacific Islander	NA	1%	NA	NA	NA	NA	NA	NA	NA
% Two or More	3%	4%	4%	NA	3%	3%	NA	21%	3%
% White	69%	62%	79%	80%	67%	80%	33%	57%	78%
% English Learner	2%	5%	1%	NA	7%	1%	NA	NA	1%
% Special Education	29%	16%	7%	40%	23%	10%	100%	43%	11%



107. Freshmen on Track Projections

Table 4: 9th Grade Student Attendance Rates
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022		2022-2023		2023-2024	
Attendance Rate	≤ 90%	91%+	≤ 90%	91%+	≤ 90%	91%+
All Students (Number)	556	1469	580	1298	549	1247
All Students (Percentage)	27%	73%	31%	69%	31%	69%
% Female	49%	50%	49%	53%	54%	51%
% Male	51%	49%	51%	47%	46%	49%
% Nonbinary	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	42%	16%	36%	16%	39%	17%
% American Indian/Alaska Native	NA	NA	NA	NA	1%	NA
% Asian	1%	4%	1%	5%	2%	4%
% Black/African American	6%	6%	3%	6%	3%	7%
% Hispanic/Latino	11%	8%	8%	7%	11%	8%
% Native Hawaiian/Pacific Islander	NA	NA	1%	NA	NA	NA
% Two or More	4%	4%	3%	3%	6%	3%
% White	77%	78%	83%	78%	78%	78%
% English Learner	2%	1%	2%	1%	1%	1%
% Special Education	13%	7%	17%	8%	16%	9%

Linked Artifacts:

108. Freshmen on Track to Graduate: Discuss the LEA's plans to ensure all freshmen are on track to graduate. Discuss related challenges and the strategies the LEA will leverage to increase the number of freshmen who are on track to graduate.

Early identification of students in middle school will be an essential part of ensuring all freshman are on track to graduate. At the middle level, staff/administration will implement an academic program that will prepare students for the next, most rigorous coursework for the student. Students who have data identifiers that indicate they may struggle to be on track will receive appropriate academic support/intervention to fill learning gaps. In preparation for students transitioning from middle to high school, administrative and counseling teams from both levels meet to plan for successful transition. Activities include teacher/counselor visits to 8th-grade classrooms to plan for academic scheduling, lessons around the high school Program of Studies and Career Pathways document, 8th-grade field trips to the Career and Technical Center, summer programs for struggling 8th-grade students (prior to entering 9th grade), and scheduling nights for students and parents/families to meet with high school staff for an overview of the



Program of Studies and Career Pathways (to include the support pathway, post-CCR pathways and apprenticeship opportunities) and create a schedule for 9th grade. Additionally, high schools host back-to-school nights and career pathway nights to provide information sessions on what is available for both curricular and extra-curricular programs. In high school, 9th-grade students are assigned to an advisor who they meet with daily. This time provides students with time for interventions and academic and career counseling. High school student assistance team meetings occur weekly to identify additional needs/resources students may need for success and those resources are communicated with the parent and student. Each of these opportunities engages parents/guardians in the planning process for students to be on track to graduate.

To increase the number of students who are on track to graduate, high schools create academic schedules to maximize opportunities for students. The strategic placement and number of sections of specific coursework for freshman will continue to be a top priority for high schools. High schools have identified that engaging students in extra-curricular activities leads to high levels of academic achievement. Schools work hard to encourage students to participate in clubs, fine arts, and athletics to increase attendance and academic achievement. Coaches and club sponsors serve as mentors to students and assist with the importance of being engaged in their academic programs. Challenges around staffing can sometimes cause high schools to re-invent the way they may build a schedule to meet student needs. The lack of teachers can also limit the number of courses we may be able to offer and make it more difficult to offer the number of sections of required courses a freshman needs to take. Our administrators and school counselors also work together to ensure a balanced schedule for our freshman, which includes providing coursework that aligns with a student's possible post-CCR pathway.

Linked Artifacts:

- 108 – [Sample 9th Grade Schedule](#)

Pillar 3, Objective 3: Implement CCR pathways

3.3.1: LEAs provide a CCR support pathway that allows all students who are not CCR by the end of 10th grade to graduate high school CCR

(Blueprint Requirement (MD Code, Educ §7-205.1))

Intervention Programming and Support

109. Services and Support: Describe the individualized services, support, and instruction the school system will provide students who did not meet the CCR standard on time, including culturally responsive lessons, project-based and problem-based pedagogy, and/or varied instructional timing.

Examples may include:



- *Developing CCR support courses in English language arts and mathematics that students are concurrently enrolled in while taking grade level, credit-bearing courses*
- *Instituting a CCR support tutoring program embedded in the school day or through an extended day model*
- *Leveraging elective courses to reinforce CCR skills*

There are multiple services and supports available for students who do not meet the CCR standard on time. They are detailed in the “Individual Student CCR Pathway Support Plan” (attached as an artifact for section 3.3). Below are some supports by category:

English/Language Arts will be redesigning English 11 to support students in becoming CCR through problem-based learning and technical reading and writing skills to support all post-CCR pathways. Mathematics will be redesigning Geometry to provide more opportunities for experiential learning through project- and problems-based learning. In addition, we will continue to utilize our Algebra II, Technical Mathematics (elective), Probability & Statistics (elective), and Dual Enrollment courses which focus on helping students become successful on earning CTE certifications and Community College coursework.

Online program supports to be integrated into current coursework or enrolled in concurrently during the school day:

- Specific to ELA - Freckle/Renaissance Learning, Reading Plus
- Specific to Math – IXL, Khan Academy, and MSDE Algebra I MCAP course
- Applicable to both Math & ELA - FLEX tutoring support, after-school tutoring programs, online support programs such as Edmentum modules.

Linked Artifacts:

110. Student Support Pathways: Discuss how the school system will design student support pathways to ensure students meet the CCR standard prior to graduation while also meeting graduation requirements. Provide examples of support pathways that include required high school coursework as well as needed CCR support. In developing pathways, consider:

- Students who may not meet the CCR standard in one or more subject areas
- Opportunities for students to access support during the school day, after school, in the summer, and/or through a fifth year of high school
- Pathways to provide students with access to post-college and career readiness opportunities such as CTE and dual credit while still working to meet the CCR standard

Note: See MSDE’s Report: College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) as a reference.

Beginning in grade 6, students who are not currently meeting the CCR standard for their grade (passing the ELA and math MCAP) will receive additional support in the respective areas during



FLEX and before/after school. The co-teaching model is also being implemented in classes where learners have diverse needs to allow for more responsive and deliberate differentiation of instruction. A variety of professional learning sessions are available to middle school mathematics teachers on co-teaching and mathematics strategies.

CCPS has developed student support pathways in both ELA and math which allow students to continue earning credits towards graduation in subsequent rigorous courses while focusing on CCR skills such as project- and problems-based learning and embedded interventions to expedite the closing of learning gaps. These pathways include coursework to support 11th- and 12th-grade students as they continue to progress toward their goals and grow the skills necessary to meet the CCR standard.

Students who did not meet the CCR standard in English and/or mathematics will have support incorporated within subsequent courses, which will allow them to move forward with their peers and their selected post-CCR pathway.

A redesigned English 11 course will be project-based with an emphasis on research, writing for a variety of purposes, increased informal/limited writing assignments, use of the PackBack program, and a unit on technical writing. Mathematics curricula will also be designed to include more experiential approaches to the content and innovative teaching strategies to engage students in real-world application.

Linked Artifacts:

- 110 - [Co-Teaching Professional Learning](#)
- 110 - [CCR Pathway Guidance](#)

111. Reassessment Opportunities: How will the school system ensure students have ongoing opportunities for CCR reassessment throughout 11th and 12th grade?

Students who do not meet the CCR standard on time will have a variety of reassessment opportunities in grades 11 and 12. These may include retaking MCAP 10 in English, the SAT assessment, and / or the Accuplacer for acceptance into Dual Enrollment English 101. For math, these may include the Geometry MCAP assessment, the SAT assessment, or the ALEKS assessment for admission into DE math courses.

Linked Artifacts:

112. Partner Institutions: The Blueprint requires school systems to collaborate with institutions of higher education, particularly community colleges, to develop and implement a program of study in the 11th and 12th grade for each student who has not demonstrated progress in meeting the CCR readiness standard by the end of 10th grade. Identify the organizations the school system will partner with and describe how it will work with partners to accomplish this, including the evaluation of implementation and ongoing revision to ensure student success.

CCPS has worked closely with Carroll Community College (CCC) to build Dual Enrollment/Early College program(s). We have an established memorandum of understanding (MOU) and



partnership to provide students opportunities to enroll in both credited and non-credited dual enrollment courses and programs. Both organizations have worked together to improve access to dual enrollment/college courses. Students in grades 11 and 12, regardless of their CCR status will continue to have the opportunity to access all post-CCR pathway opportunities. The CCPS and CCC Joint Steering Committee have identified various opportunities for students (credit and non-credit programming) for students to participate in as long as they meet the qualifiers outlined by CCC. These opportunities also include transitional English courses at the community college that further prepare students for college-level coursework.

Further discussion has taken place about helping students gain admission to CCC in both academic and Career and Technical Education (CTE) programs. We are working to offer students opportunities to access CCC support classes, CCC academic tutoring center (virtual & in person), and CTE programs which we do not currently offer in our high schools. In addition, programs will help students prepare to gain admissions through CCC's assessment measures, as well as alternate assessment measures such as writing samples and coursework. In mathematics, we are working on developing a program of study in 11th and 12th grade in which a student would take Probability & Statistics as a prerequisite to CCC's Introduction to Statistical Methods which would not only place them into college-level math in their 12th-grade year but help them be successful in earning college credit from this course. Review sessions are available to students throughout the course as another resource provided for success in dual enrollment coursework. In English language arts, we are working on redesigning English 11 to help students prepare for the writing sample alternative assessment at CCC and gain admission into English 101 in their 12th-grade year. We plan to evaluate the implementation by tracking data on the number of students that successfully gained access to CCC courses by the end of their 12th-grade year. In addition, CCC has a robust and effective student services division that monitors student success and engages in academic check-ins with students. Once students enroll in CCC courses, this department will work closely with CCPS school counselors and administrators to ensure student success in their dual enrollment course work. Strategies implemented include various communications (emails and Starfish online platform), a letter to advise students how to gain access to accommodations, and available tutoring services.

Collaborative meetings with staff from Carroll Community College and CCPS will occur in the fall of 2023, winter 2023, and the spring of 2024. These meetings will focus on evaluating current student enrollment, performance, access, as well as ongoing plans to expand course offerings to students as we build our pathway to +30 and +60 credits.

The Steering Committee (CCPS & CCC staff) meet four times per year to assess data outlined in the memorandum of understanding (MOU). This information will be utilized to determine changes to the program, thus resulting in a revised and signed MOU.

Linked Artifacts:

- 112 - [Statistics Review Session](#)
- 112 - [Dual Enrollment Accommodations Eligibility Letter](#)
- 112 - [CCC Student Concern Email Templates](#)
- 112 - [CCC Math Drop-In Tutoring Schedule](#)

Individualized College and Career Readiness Plans



- 113. Individualized Plans:** Describe how the school system will develop an individualized College and Career Readiness Plan for each student who has not met the CCR standard by the end of 10th grade. What are the key components of the plan? When and how will it be customized for each student? Discuss inclusion and consideration for student service groups such as Special Education, English learners, and Economically Disadvantaged.

The CCPS Educational Career Plan (ECP) has been the main resource for developing an individualized plan for all students. Students acclimate themselves with the plan in 6th grade through a career unit in Family and Consumer Science class. This document is part of the Program of Studies Guide which provides detailed information around all instructional programs/courses offered at the high school level. Eighth-grade students, their parents/guardians, and school counselors begin planning in January during the transition process to high school. The ECP is completed electronically in our School Counselor Web Center, which allows it to be updated by school counselors each year during student academic planning meetings, and throughout the year when a change/update is needed.

When a student has not met the CCR standard by the end of grade 10, an Individualized Career Plan (ICP) will be created. The ICP includes general information (student name, grade, graduation year, school, and teacher assigned as the plan manager), CCR status, pathway support for the student to meet CCR, post-CCR course planning, and documentation of implementation monitoring. This plan will be provided electronically through the School Counselor Web Center for the teacher to develop collaboratively with identified team members (e.g. administrator, school/career counselor, special educator/case manager), student, and parent/guardian. It will be important to include appropriate resources (internal and external) for student service groups (ELL, Special Education, Economically Disadvantaged, and Homeless), that will best support the student meeting the CCR standard. ICP development will be based on receipt of the interim standard and will be developed individually based on student need and post-CCR pathway selection.

Linked Artifacts:

- 113 – [Educational Career Plan \(ECP\)](#)
- 113 – [Individual CCR Plan \(ICP\)](#)

- 114. Teacher Support and Student Monitoring:** How will the school system monitor student progress using their individualized College and Career Readiness Plans? Identify the team of individuals responsible as well as the process they will use for monitoring, including:

- Identifying individual teachers to lead and facilitate teams,
- Training and support provided to teachers, and
- The process for revising the plan in response to a student's individual needs.

Middle Schools:

- The math specialist and reading specialist at each school will lead and facilitate the teams to monitor student progress and to determine what, if any, leveled interventions need to be offered to individual students.



- The 4DX model will be utilized to analyze the data and determine the next steps for individuals and groups of students.
- Training on Performance Matters and 4DX will be provided to teachers.
- Achievement Team Meetings will occur monthly (sample agenda attached) to determine effectiveness of interventions, current student progress, and next steps.

High Schools:

Certified teachers in core content areas will be assigned advisory groups of students who have not met the CCR standard. These teachers will manage the student's Individualized Career Plan (ICP), provide targeted interventions and lesson extensions, and work alongside other teachers/staff to identify additional areas of need for the student to meet with success. Parents/families will be engaged in planning the student's individualized plan, as well as receive communication on student progress. As the Career Ladder is developed and implemented, Master Teachers will be an integral part of this process. School improvement teams (SIT) will utilize the 4DX method to analyze the CCR data and create SIT goals to support the implementation and success of the student support pathway.

Individualized plans will be reviewed on a quarterly basis for student progress toward meeting CCR to include: current assessment/course grades, intervention performance reviews, and student/parent meetings. Plans will be revised based on evidence review and the student's post-CCR pathway interest.

Linked Artifacts:

- 114 - [4DX Presentation #1](#)
- 114 - [4DX Presentation #2](#)
- 114 - [4DX Presentation #3](#)
- 114 - [4DX Presentation #4](#)
- 114 - [4DX Presentation #5](#)
- 114 - [Achievement Team Meeting Agenda](#)

115. Family Engagement in CCR Success: What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are still struggling to meet the CCR standard in 11th and 12th grade? Discuss how parents are notified and included in the development and implementation of students' College and Career Readiness Plans. What resources will the school system share with families, including resources from public and private agencies?

Middle Schools:

Inform parents of the new College and Career (CCR) requirement via newsletters, back-to-school nights, parent conferences, and other information sessions.

When meeting with parents, teachers will be trained and expected to communicate individual student needs and responses based on current data (including but not limited to Freckle, IXL math, common assessments) and their relationship to meeting the CCR measure.

High Schools:

High schools will communicate CCR measures to parents/families which will begin the process of developing the Individual Student CCR Support Plan. A minimum of two check-ins/conferences with the parents will occur with the plan's monitor/implementation team. All



communication regarding the student's plan will be documented. High schools will continue to provide access to resources available to students outside of the high school setting to include Boys and Girls Club, post-secondary opportunities/programs, Career and Technical programs, work-study programs, etc., which align to the student's post-CCR pathway.

Beginning in 8th grade, all students and their parent/guardian begin the process of transitioning to high school, which includes creating a high school academic plan. This plan becomes the foundation for determining how students will complete coursework to meet graduation requirements, testing requirements, and a course of study pathway for post-CCR. These plans are developed with the student's assigned teacher advisor, school counselor, career coordinator, and other teachers/staff who are identified to support the student throughout their high school career (ex: if a student selects Computer Science as a CTE post-CCR pathway, the Computer Science teacher would become a member/resource for assisting the student in the development of coursework). Teachers, teacher advisors, school counselors, school administration, etc., work closely with families to ensure students are receiving appropriate support, interventions, and career planning/academic scheduling at least four times per year. As we continue to build our program over the course of Blueprint implementation, we will be creating and refining our career counseling program to include our Local Workforce Development Board, businesses who are approved youth apprenticeship sponsors, and Carroll Community College to assist students in the support pathway with the many opportunities available to them. Our high schools have always been diligent about meeting individual student needs and providing/implementing the appropriate supports and resources necessary for individual student success. Parents/guardians receive reports regarding their child's CCR and academic status, and conferences are set up with teachers and counselors to discuss next steps. Parents and students are invited to attend the yearly high school "Programs and Pathways" night where parents, students, teachers, and community members come together to receive information regarding opportunities for students throughout their high school career, regardless of the student's CCR status. All students have access to these opportunities, which are planned with school-based staff (counselors, etc.), the student, and the parent/guardian. Often Central Office staff/professionals (content/program supervisors) are invited to present on their content expertise (apprenticeship, CTE, dual enrollment). Once the career ladder is implemented, CCPS will have master teachers who will be an essential part of case managing 11th- and 12th-grade students who have not met the CCR standard. Our master teachers will utilize parent/teacher conference nights to have a collaborative planning session for their non-CCR students. Finally, our content supervisors have been creating/modifying curricula to meet the academic needs of students who have not met the standard.

Linked Artifacts:

3.3.2: Each high school offers post-CCR pathways to all CCR students in grades 11 and 12 to earn early college credits and career and technical education (CTE) credentials at no cost to the student or the student's parents, including the cost of any fees

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)



Exploring Post-CCR Pathways

116. Post-CCR Exploration Activities: Describe the activities the school system will use to ensure all middle and high school students are aware of the post-CCR pathways, including career counseling. What experiences will students have to explore and engage in college and career activities that will help them choose the best post-CCR pathway for them? How will the school system ensure:

- Students have experiences that are individualized based on their interests,
- Students have ample opportunities to explore their options firsthand before they must choose a post-CCR pathway,
- Parents/guardians are included in the process, and
- Students who have not met the CCR standard can access post-CCR pathways?

Examples may include:

- *Experiences designed to connect students with real-world opportunities such as college and career fairs, guest speakers, field trips to visit different types of institutions of higher education and workplaces across a multitude of industries*
- *Programs to facilitate mentoring, college-bound advising, and career counseling*
- *Specialized coursework in middle school to explore career clusters and practical life skills such as financial literacy, effective organization and study skills, communication and conflict resolution, etc.*

The school counseling program provides students with support in the academic and career/college domains. Beginning in elementary school, counselors begin the exploration of interests and careers as well as academic advising and transition support for 5th-grade students.

Middle school students receive lessons beginning in grade 6 around the Educational Career Plan (ECP) in the Family and Consumer Sciences (FACS) course. Additional career awareness activities are built into lessons in both Technology Education and FACS courses in grades 6-8. When students are in grade 8, they receive additional information surrounding graduation requirements and further develop their ECP (as directed by COMAR), as part of the middle-to-high school transition. School counselors deliver a unit on career exploration and academic advising for 8th-grade students. The unit includes learning about the holland's code, completing the inventory, reviewing their individual results, and signing up for career academies that may be aligned with their interests in preparation of the 8th-grade Carroll County Career and Technical Center (CCCTC) tour. In addition, middle school counselors deliver lessons and small groups to support student social and emotional learning (e.g., conflict resolution, coping skills in the classroom).

High school counselors provide students, grades 9-12, with a rich academic and career/college program. Beginning in grade 9, students receive information surrounding career and college exploration via advisory lessons, classroom lessons directly from the counselors, pathway events, CCCTC open houses, post-secondary planning event nights, college tours (e.g., CCC), college fair hosted by CCC, as well as small group and individual counseling meetings. The



Naviance Scope & Sequence presentation provides an overview of activities for all students grades 9-12 to support post-CCR pathways and planning for post-graduation paths. Parents/guardians are invited to attend an overview of Naviance, and how they can engage in the post-CCR planning process with their student. Student social and emotional learning is equally important and is supported by counselors through classroom lessons (e.g., Coping Skills in the Classroom, Mindfulness in Motion, and small group and individual counseling meetings).

As we begin transitioning to the Career Counseling Program (beginning in the 2023-24 school year), the above activities will continue to be components of academic and career development for our students in grades 6-12. Within this program, we will incorporate career exploration through Virtual Job Shadow lessons, TransferVR, small group lessons, individual and small group counseling with a Career Coach/Counselor, and other activities in collaboration with the Local Workforce Development Board and Carroll Community College.

Linked Artifacts:

- Refer to Item #113 artifact: Education Career Plan (ECP)
- 116 - [Incoming Freshman Presentation](#)
- 116 - [College Fair 2022](#)
- 116 - [CCPS Naviance Scope & Sequence 2022-23 SY](#)
- 116 - [Student and Parent Introduction to Naviance Presentation](#)

117. Career Counseling: Discuss the key components of the career counseling program and how activities and support will be aligned to a student's educational and career goals. Identify the role(s) responsible for providing the career counseling and the type of training and support the LEA will provide. Describe how the LEA will collaborate with local workforce development boards and community colleges to develop the career counseling program.

Note: Include the Local Career Counseling Agreement established by the LEA, community college, local workforce development board, and, if appropriate, an American Jobs Center as a linked artifact.

Carroll County Public Schools (CCPS) has been collaborating with the Carroll County Local Workforce Development Board (LWDB) and Carroll Community College (CCC) since August 2022 to develop a career counseling program.

CCPS currently utilizes the Program of Studies and Career Pathways Planning Guide, Educational Career Plan, and career development lessons with students in grades 6-12. Working with the CCLWDB, CCPS will expand career exploration activities in 6th and 7th grade by utilizing career coaches and career exploration software to engage students in the discovery of career possibilities. Career Coaches will assist 8th-grade students with career planning activities and exploration of the Educational Career Plan (ECP), with support from lessons provided by technology education teachers, Family and Consumer Sciences teachers, and school counselors. The program will also have Career Coaches meeting with students individually and/or in small groups to assist with the development of the student's ECP. The ECP will assist the students as they schedule high school courses to prepare for their chosen post-CCR Pathway.



Staff from the Local Workforce Development Board will partner with Career Coaches to make connections with local industry and community resources, as well as provide professional learning around effective career counseling practices. Carroll Community college will provide an opportunity for middle school students to attend a summer career camp, and high school students will be able to take dual enrollment career development courses.

Linked Artifacts:

- 117 - [High School Program of Studies and Career Pathway Planning Guide](#)
- 117 - [Career Counseling Draft MOU](#)

College Preparatory Programs

As indicated in the statutory reference at the top of this section, the Blueprint requires students to have access to at least one of the college preparatory programs listed below. Access refers to a student's ability to participate in college preparatory programs regardless of where they live and should be considered when planning for initial or expanded programming.

- International Baccalaureate (IB) Diploma Programme
- Cambridge AICE Diploma Program
- A comparable program consisting of Advanced Placement courses specified by the College Board

In this subsection, LEAs will have the opportunity to describe their current offerings as well as those planned for future implementation.

118. IB Diploma Programme: Describe the LEA's current and anticipated IB Diploma Programme offerings. Describe the challenges associated with implementing an IB program or launching a new one. Discuss how the LEA will overcome the challenges identified.

CCPS does not have an IB Diploma program. We do not have plans to add an IB Diploma program.

Linked Artifacts:

119. Cambridge AICE Diploma Program: Describe the LEA's current and anticipated Cambridge AICE Diploma Program offerings. Describe the challenges associated with implementing a Cambridge program or launching a new one. Discuss how the LEA will overcome the challenges identified.

CCPS does not have a Cambridge AICE Diploma Program. CCPS does not have plans to add a Cambridge AICE Diploma Program.

Linked Artifacts:



- 120. Advanced Placement (AP) Program:** Describe the LEA's current and anticipated Advanced Placement offerings, including the AP Capstone Diploma Program. Describe the challenges associated with implementing an AP program or launching a new one. Discuss how the LEA will overcome the challenges identified.

Current Advanced Placement Offerings:

CCPS currently offers multiple Advanced Placement (AP) Course options in math, science, English, social studies, art, music, world language, and computer science to students at all seven comprehensive high schools. Students have AP options in all four grades; for advanced students in the AP pathway, we recommend a 1-2-3 model of taking AP classes (refer to Item #110 artifact: CCR Pathway Guidance) in which a student starts with one AP class in 9th grade in an area of strength (AP Government or AP Computer Science Principles), takes two AP classes in 10th grade, and then takes three AP courses in 11th grade. Highly able students may choose to take two AP classes in 9th grade, and all students are encouraged to challenge themselves in their areas of strength. As of September 2022, there were 3,994 seats filled in AP classes (some students in multiple courses).

AP Capstone Diploma Program:

Students achieving CCR through the AP Pathway may earn the AP Capstone Diploma. In 2020, CCPS began offering AP Seminar, and began offering AP Research in 2021. In 2022, AP Seminar and AP Research were offered at six out of seven high schools with 26 students earning Capstone diplomas by taking four AP courses and earning a score of 3 or higher on the exams and scoring a 3 or higher in both AP Seminar and Research. Information about the Advanced Placement Program and Pathways is communicated with parents/guardians at high school parent information nights, college and career readiness nights, and other county informational events.

Challenges:

CCPS has a robust Advanced Placement program where students and parents/guardians see the value of both taking classes and sitting for the exams. However, there are challenges to address and overcome. The increased opportunities for dual enrollment have impacted AP course enrollment and test taking significantly. Five-year trend data shows the decreasing number of test takers in many AP courses. Many students choose the dual enrollment pathway instead of taking AP courses in areas of strength. College Board has begun offering more Advanced Placement options geared towards 9th or 10th-grade students, and CCPS is looking at the possibility of implementing these, such as offering AP Seminar as 10th - grade English and utilizing the AP pre-calculus course in lieu of our current prerequisites to AP Calculus.

Another challenge is the ability to offer typically low-enrollment AP courses every year at each high school with staffing constraints. Courses such as AP world languages, AP Physics, Chemistry, and Environmental Science, AP arts and music courses, and even AP Research historically have smaller class sizes. To address this challenge, schools may offer these courses every other year or students may travel to a nearby high school to take the course there, thus combining their enrollment so that there are enough students to offer the course. An additional possibility is a student could take the AP class virtually if there is no way for the student to get the class in their schedule or for the student to travel to another school.

Linked Artifacts:



- 120 - [CCPS AP Course Offerings 2022-23](#)
- 120 - [Sample AP Parent Night Presentation](#)
- 120 - [CCPS 5-Year AP Test Performance Data Trend](#)
- Refer to Item #110 artifact: CCR Pathway Guidance

121. Recruitment for College Preparatory Programs: Discuss how the school system ensures all students know about all college preparatory opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics?

The school counseling office works to provide college preparatory information to 8th-grade students. High school counselors do presentations during 8th-grade classes about course options, including the AP pathway. 8th-grade students visit the Carroll County Career and Technology Center to learn about career completer pathways and program options for high school. Parent information nights specific to Advanced Placement pathways are offered at high schools with 8th-grade parents invited to attend (Refer to artifact: An Introduction to Opportunities Presentation). For student service groups, educators meet with students to help them take advantage of provided opportunities: IEP case managers work with their students and families to create an Education Career Plan that is appropriate; ESOL teachers work with their students and families to advise on course selection and program pathway; school counselors meet with students who qualify for free or reduced meals to connect students with any financial support needed for Advanced Placement. The supervisor of G&T and Advanced Academic Programs reviews AP testing and enrollment demographic data annually, following up with school administrators, counselors, and other supervisors to ensure that representation of all student groups is encouraged within the AP program.

School counselors provide academic conferences individually or in small groups to all students in a high school setting. At that time, they not only offer information surrounding graduation requirements and completer pathways, but they share Advanced Placement and Dual Enrollment opportunities. All students complete an Educational Career Plan. They are provided time to discuss career interests or interests in general, course selection that aligns with their interests, as well as exploration of post-secondary paths to support their learning and goals.

Dual Enrollment is an opportunity that is afforded to all high school students. The pathway allows students the option to earn high school and college credit at the same time. Currently there are dual enrollment courses (e.g., English 101 and English 102) available in each high school for 11th- and 12th-grade students to access. School counselors communicate all program options to students and families through academic conferences, classroom lessons, evening presentations, etc. Intentional planning and support services are delivered to student groups that may need additional support; for example, the local community college provides opportunities to speak with the ESOL student group, counselors provide specific financial aid/scholarship support to their ESOL student group (FAFSA, MFSA completion).

CCPS offers a college fair annually for all students and families. The fair provides students with an opportunity to learn more about post-secondary options including the military academies and technical schools. Admission officers are present and offer the student and family time to converse. Prior to the college fair, counselors or advisors deliver a presentation that is specific to the college fair and includes tips for attending the fair, questions to ask admission counselors, as



well as next steps after the college fair (see the presentation artifact in Post-CCR Exploration Activities).

Linked Artifacts:

- 121 - [College Fair 2022 Feedback](#)
- 121 - [Junior Post-Secondary Presentation](#)
- 121 - [An Introduction to Opportunities Presentation](#)

122. Enrollment and Support in College Preparatory Programs: Describe how students access the above named college preparatory programs, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate and successfully earn college credits and diplomas?

Access to AP for students who have not met CCR:

Students who have not met CCR have the opportunity to take Advanced Placement courses. There are AP courses, such as AP Government and Politics, AP Computer Science Principles, AP US History, AP Human Geography, and AP Statistics that are offered to 9th- and 10th-grade students. Additionally, students are encouraged to take AP classes in areas of strength, so if a student did not meet CCR in mathematics, they may still take AP courses in the humanities.

Geographic and Logistical Access to AP:

If one high school does not have the interest level to run a specific AP course, students may take the course at a neighboring high school. Buses that run between high schools for JROTC and Career and Technology Programs can allow for transportation for Advanced Placement. Sometimes a Career Completer Pathway schedule will conflict with an AP course offering; if arrangements cannot be made between schools, students can take the AP course through the Florida Virtual School. The district is looking at offering hybrid-virtual options for some low-enrollment AP courses in the future.

Support for AP:

CCPS does support students in financial need taking AP tests. Each high school offers support for AP students through FLEX help sessions during the school day and after-school help sessions offered by AP teachers for their class.

School counselors provide students with academic advising to not only ensure they are meeting graduation requirements but to ensure they are taking courses aligned with interests, possible career majors, and post-secondary goals. All 11th-grade students are provided with post-secondary planning opportunities as well as an opportunity over the summer or at the start of their senior year to participate in a senior conversation that is specific to the student and their goals.



Linked Artifacts:

- 122 - [Junior Post-Secondary Flex Email](#)
- 122 - [College Admissions & Financial Aid Workshop](#)
- 122 - [Applying to College Parent Presentation](#)
- 122 - [10th Grade ECP Follow Up Lesson](#)
- 122 - [College and Career Lesson Flyer](#)

Middle/Early College and Dual Enrollment Programs

In this section, LEAs will have the opportunity to discuss the opportunities students have to earn college credit through dual enrollment. The section distinguishes between dual enrollment offerings that are available to students without participating in a middle or early college program and those that do.

123. Dual Enrollment Program: Describe the LEA's current and anticipated Dual Enrollment program, including the number of college credits available if students were to take every course offered and whether courses are completed in a coherent sequence to support a particular area of concentration. This should be exclusive of dual enrollment coursework in middle and early college high school programs. Describe the challenges associated with implementing a dual enrollment program or launching a new one. Discuss how the LEA will overcome the challenges identified.

Students have access to dual enrollment courses in their respective high schools as well as on the community college campus. Dual enrollment courses are offered at all high schools in some capacity. Currently, students can access any dual enrollment course for at minimum an elective credit on their high school transcript. Only 11th- and 12th-grade students can access dual enrollment courses to meet graduation requirements and the course must be through our local community college.

Challenges:

Funding the dual enrollment program is a tremendous challenge and impedes our ability to deliver a program that all students can access.

The dual enrollment program does not have the adequate staffing to ensure that it is delivered with fidelity. In addition, it is a program that is time intensive and requires detailed attention. School counselors have taken on the additional responsibility to the best of their ability.

Transportation to the community college is a barrier as we do not have the resources to fund transportation for students.

Strategies to overcome the challenges identified:

CCPS will continue to work with elected officials to fund the dual enrollment pathway for all students. Funding includes expanding DE course opportunities, increasing staffing required to fully support the program (to alleviate the additional responsibility added to school counselors), and working with the community college to identify transportation options for students.



The CCPS Dual Enrollment Steering Team is currently in the process of developing a system to secure seats for students who want to take online dual enrollment courses virtually for the 2023-24 school year. One of our many challenges is space and supervision for these students. We are working with our school-based Principals and Supervisor of Media to secure spaces for these students. CCPS has recently asked each high school principal to assign an assistant principal to be the school-based DE Liaison who will work with the school counselors, the county DE Liaison, and the Director of High Schools. CCPS students will be able to take four dual enrollment courses, per semester (4-for-4 system); students will be able to take four courses (including dual enrollment) per semester, for a total of eight total credits per year. This approach will ensure CCPS can afford dual enrollment and provide data as we budget for the 2024-25 school year. The current DE Liaison is spear-heading an effort to cover the cost of books, in partnership with Carroll Community College business department. We learned that most of their courses offer an e-book, which will provide an easy system to manage. Our largest challenge right now is how to manage courses that only offer a hard copy text. We also recently developed a new transcript code (W=withdraw w/out receiving DE credit). In the past we only offered a withdraw pass (WP) and a withdraw fail (WF), which did not truly represent what occurred in a post-secondary course/model.

The team will meet quarterly in the 2023-24 school year to develop a DE/Early College Program beginning in 2024-25, based on funding available. The team will develop the dual enrollment courses that will be offered at the comprehensive high school, the community college, and online. Part of this work will include our content supervisors to ensure that dual enrollment courses align to the MSDE course standards to meet Maryland graduation requirements.

Linked Artifacts:

- [123 - CCPS Dual Enrollment Offerings](#)

124. Middle and Early College High School Programs: Describe the LEA's current and anticipated middle and early college high school programs, including the degrees offered. Describe the challenges associated with implementing a middle or early college high school program or launching a new one. Discuss how the LEA will overcome the challenges identified.

CCPS currently does not have Middle and Early College High School Programs. Our Dual Enrollment/Early College Program team will continue to meet to work toward the development of an Early College Program. Our biggest challenge in this development involves time constraints (timing of the transition, the best time to provide professional learning opportunities to staff and getting courses/programs approved via our internal/local process). The partnership with our local community college (CCC) will be leveraged to build our program, determine degrees offered, and create a communication plan to share with stakeholders, students, and families.

See response to item #123.

Linked Artifacts:

125. Recruitment for Dual Enrollment and Middle/Early College Programs: Discuss how the school system ensures all students know about dual enrollment and middle/early college



opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics? Responses should address dual enrollment and middle and early college high school programs.

The dual enrollment pathway is introduced to students through course registration presentations and advising meetings beginning in 8th grade. Every year following 8th-grade, all students receive information surrounding all pathways, including dual enrollment, through a variety of avenues including educational career planning meetings/small groups, advisory lessons, and evening presentations. Note that all students who would like to learn more about dual enrollment or register for a dual enrollment course must attend a Dual Enrollment Advising presentation.

School counselors assess the student dual enrollment data to learn more about student groups (e.g., students in ESOL who could benefit from the pathway, need additional support with registration and/or access). They deliver the necessary interventions (small group or an individual meeting) to the identified students.

Linked Artifacts:

- 125 - [Dual Enrollment Advising Presentation](#)
- 125 - [Century HS Dual Enrollment Student and Parent Presentation](#)
- 125 - [WMHS & CCC Dual Enrollment Presentation](#)

126. Enrollment and Support in Dual Enrollment and Middle/Early College Programs:

Describe how students access the dual enrollment and middle/early college programs previously identified, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate and successfully earn college credits and degrees?

Responses should address dual enrollment and middle/early college high school programs.

Students and parents are invited to attend a presentation on the Dual Enrollment Pathway. The presentation provides an overview of what dual enrollment is and a general overview of the pathway and procedures for students interested (students who have not met the CCR standard are not limited from enrolling in dual enrollment courses). Students who identify Dual Enrollment as a post-CCR pathway, or as courses meeting academic need, complete a Dual Enrollment Request Form as an initial step in the process. Students, along with their parents/guardians, are required to schedule and attend a CCC Dual Enrollment Advising Session to outline dual enrollment processes for students new, or returning, to dual enrollment courses.



We have expanded dual enrollment courses in the high school building to provide access to all students and to provide for additional scheduling options for students (including those students who are taking courses/program in a different post-CCR pathway, e.g. CTE/AP).

Students have access to the local community college (CCC) tutoring resources, learning lab, and resources to support their learning in a college course. Students who participate in dual enrollment courses in their high school can access the resources within the building, e.g., their teacher and the counseling office.

Linked Artifacts:

- [126 - Dual Enrollment Presentation](#)
- [126 - Dual Enrollment Registration Procedures](#)
- [126 - 2022-23 Dual Enrollment Request Form](#)
- [126 - CCC Dual Enrollment Advising Sessions](#)

Aligning State Aid Funding to CCR Pathway Costs

127. The Blueprint Formula is designed to provide approximately \$1,000 per post-CCR pathway-eligible student through a combination of the State Aid CCR formula weight (~\$500) and through the State Aid Target Foundation amount (~\$500). Describe the LEA's plan to ensure proper resource allocation to support eligible student access to an uncapped number of dual-enrollment courses at no cost to the student or the student's family. The LEA's plan should also ensure these funds provide for eligible student access to AP, IB, and other, post-CCR-related professional and instructional opportunities (e.g., apprenticeships, industry-recognized credentials, etc.).

Carroll County Public Schools is working to project budget funds and expenditures required to provide post-CCR pathways to students. This includes determining current and future projected costs for delivering post-CCR opportunities include dedicated staffing, course tuition and fees, examination costs, and CTE/apprenticeship costs. We are working internally, and with the local community college, to project future costs for AP and dual enrollment. Using our current structure as a baseline, we anticipate significant cost increases as programs expand under the Blueprint. We are also utilizing funding through the Maryland Leads grant in fiscal years 2023 and 2024 to accelerate our capacity to develop and maintain apprenticeship opportunities for post-CCR students.

Linked Artifacts:

- 127 – [Maryland Leads LEA Summary](#)



Pillar 3, Objective 4: Provide high-quality career counseling and CTE programs

3.4.4: LEAs offer a robust set of CTE programs that allow students to earn an industry-recognized credential or postsecondary certificate, or complete the high school level of a registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor

128. CTE Programs: Describe the LEA's current and anticipated CTE programs, including the factors the LEA considers when making programmatic additions and changes. Describe the challenges associated with implementing CTE programs or launching new ones and how the LEA will overcome the challenges identified and ensure:

- Alignment of CTE programming to industry needs and
- Strategic use of resources to support programs at all sites, whether that's at all campuses, one centralized site for the school system, or a regional site implemented in collaboration with other LEAs.

Carroll County Public Schools strives to provide a well-rounded Career and Technical Education (CTE) Program that aligns to industry need as identified through multiple resources: Local Workforce Development data, data from MSDE, O*net and other federal job data, Program Advisory Committees, and the Local Advisory Committee on Career and Technical Education in Carroll County. The Maryland Career and Technical Administrators (MCTA) is a collaborative group of local CTE leaders who work closely to expand and promote CTE statewide. Members of this group also share information/data regarding CTE programming and how to overcome barriers in implementing new programs of study.

All Career and Technical Education (CTE) programs are identified as either Carroll County Career and Technology Center (CCCTC) programs, regional programs, or programs offered at each high school. This decision is based on the equipment and facility needs of the program as well as the expected cohort size. There are 43 CTE programs available in CCPS. Of these, 30 programs are offered through CCCTC, 2 are regional programs offered at select high schools, and 11 programs are available at each of the high schools. In addition to our current offerings, CCPS received approval to add the Hospitality and Tourism program at all high schools (initial pilot of program will be offered at one high school in the 2023-24 school year). The CASE AG Engineering program, which would be offered at CCCTC, is currently being considered for approval.

Challenges to program implementation include identifying industry needs and student interests, finding qualified instructors, identifying and acquiring appropriate equipment and facilities, and informing all stakeholders of new program offerings.

There are various strategies to overcome these challenges.

1. The Office of CTE coordinates curricular alignment to industry needs through multiple levels of communication with our industry partners. At the program level, industry needs



are shared with CTE teachers through Program Advisory Committee (PAC) meeting. The PAC meetings are held twice a year to provide the opportunity for direct communication between the teachers and their industry partners. At the system level, the Board of Education appoints the Local Advisory Council on Career and Technical Education (LAC). The LAC has 40 members representing a variety of industries, who meet quarterly to discuss school system CTE data and advise on new programs and initiatives to be considered for adoption. The LAC is also involved in the Comprehensive Local Needs Assessment (CLNA), which is conducted by the Office of CTE in collaboration with the local Community College. The CLNA is a deep-dive data review that provides insight on needs to be addressed. Data reviewed includes CTE program enrollment and completion, the number of industry certifications earned, and students' postsecondary placement. The needs identified through the data review process are often addressed through funding provided by the Perkins Grant process.

2. Our recruitment efforts of CTE teachers will include working with industry partners, attending recruitment events at post-secondary institutions, ongoing networking events available to us, and connecting with former students.
3. Marketing new program offerings will be done via the CCPS website, through community events, back-to-school nights, school counselor events, career counseling program, and school newsletters. We will also work with the Communications Office to develop a marketing campaign that can be sent to all families via email and school announcements.

Linked Artifacts:

129. CTE Programs by Career Cluster: Use the tables below to identify the LEA's current and anticipated CTE programs by career cluster. Indicate the number of sites where each program is offered and which programs provide students with the opportunity to complete a coherent sequence of courses, earn college credit, participate in an apprenticeship, and earn an industry-recognized credential.

Current

Career Cluster	Program Name	Number of Schools	Coherent Sequence of Courses (Y/N)	Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)
Arts, Media & Communication	Interactive Media Production	8	Y	4	N	N
Arts, Media & Communication	Print Production	1	Y	4	N	N
Arts, Media & Communication	Video Production	1	Y	4	N	N
Business Management & Finance	Business Management	7	Y	4	N	N
Business Management & Finance	Accounting	7	Y	4	N	N
Business Management &	Academy of Finance	2	Y	7	N	N



Finance						
Business Management & Finance	Marketing	7	Y	4	N	N
Career Research & Development	Apprenticeship MD	8	Y	4	Y	N
Career Research & Development	Career Research & Development	1	Y	4	N	N
Construction & Development	Building Maintenance	1	Y	4	N	Y
Construction & Development	Carpentry	1	Y	6	N	Y
Construction & Development	Heating, Ventilation & Air Conditioning	1	Y	6	Y	Y
Construction & Development	Masonry	1	Y	6	N	Y
Construction & Development	Welding	1	Y	6	N	Y
Consumer Services, Hospitality & Tourism	Baking & Pastry	1	Y	6	N	Y
Consumer Services, Hospitality & Tourism	Cosmetology	1	Y	9	N	Y
Consumer Services, Hospitality & Tourism	Professional Cooking	1	Y	6	N	Y
Environmental, Agricultural & Natural Resources	CASE Animal	7	Y	4	N	N
Environmental, Agricultural & Natural Resources	CASE Plant	7	Y	4	N	N
Environmental, Agricultural & Natural Resources	CASE Natural Resources & Ecology	7	Y	4	N	N
Health & Bio Sciences	Academy of Health Professions – CAN	1	Y	5	Y	Y
Health & Bio Sciences	Academy of Health Professions – Phys Rehab	1	Y	5	N	Y
Health & Bio Sciences	Biomedical Sciences	1	Y	4	N	N
Human Resource Services	Child Development & Early Education	6	Y	6	N	Y
Human Resource Services	Criminal Justice & Law Enforcement	1	Y	4	N	N
Human Resource Services	Geographic Information Systems	1	Y	4	N	Y



Human Resource Services	Junior Reserve Officer Training Corps.	2	Y	8	N	N
Human Resource Services	Teacher Academy of Maryland	1	Y	4	N	Y
Information Technology	Computer Science	7	Y	4	N	Y
Information Technology	Cybersecurity	1	Y	6	N	Y
Manufacturing, Engineering & Technology	Applied Mechanical Engineering	1	Y	6	N	Y
Manufacturing, Engineering & Technology	Digital Fabrication	7	Y	4	N	N
Manufacturing, Engineering & Technology	Drafting	1	Y	6	Y	Y
Manufacturing, Engineering & Technology	Engineering	1	Y	5	N	N
Transportation Technologies	Auto Service	1	Y	6	Y	Y
Transportation Technologies	Collision Repair	1	Y	6	N	Y
Transportation Technologies	Heavy Equipment & Truck	1	Y	6	N	Y

Linked Artifacts:

- 129 - [CTE Program List](#)

Planned

Career Cluster	Program Name	Year of Implementation	Number of Schools	Coherent Sequence of Courses (Y/N)	Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)
Consumer Services, Hospitality, and Tourism	Hospitality & Tourism	2024-2025	7	Y	3	N	Y
Environmental, Agricultural, and Natural Resources	CASE Ag Engineering	2024-2025	1	Y	12	N	Y

Linked Artifacts:

Blueprint Requirement (MD Code, Educ §21-204)

130. Work-Based Learning and Apprenticeships: Describe how the LEA recruits industry partners and collaborates with them to create a continuum of work-based learning opportunities for students, including apprenticeships that result in students earning industry credentials. What challenges are involved in this process, and how does the LEA overcome them?



Carroll County seeks industry partners based on the recommendations of our CTE teachers, the Carroll County Department of Workforce Development, Chamber of Commerce, and Carroll Community College. Businesses are invited to be on Program Advisory Committees, a member of the Youth Apprenticeship Taskforce, participate as guest speakers for related programs, take part in our Mock Job Interviews, host instructional field trips, and/or sponsor student interns/apprentices. Career Coordinators at each high school, including the CCCTC, also create connections with local businesses for work-based learning/internship opportunities for students. They collaborate to share beneficial information regarding their recruiting efforts and ways the program can be enhanced to expand program offerings to all students.

Challenges include making appropriate connections, getting businesses to complete the paperwork related to internships/apprenticeships, promoting the positive benefits of hiring high school students, and ensuring staff has time to have these conversations. Carroll County works to overcome these challenges by sharing the responsibilities among staff at each high school and the shared-time center. We also rely on our partnership with Carroll County Workforce Development (CCWFD) and Division of Labor and Licensing Regulations (DLLR) to support the youth apprenticeship program.

An example of a challenge we face each year is securing enough paid-internship placements for students in the Academy of Finance (AOF). Students are required to participate in a paid-internship experience as part of the program completion. Resources (both human and financial) are at times a barrier for businesses/partners to participate due to internal procedures. Every year members of the Program Advisory Council/Board for this program collaborate to identify (and acquire) the needed resources for student placement.

Linked Artifacts:

- 131. Industry-Recognized Credentials:** Discuss the LEA's plans for increasing the number of students earning in-demand industry-recognized credentials that align to industry needs other than those discussed in the previous question. What challenges are involved in this process, and how does the LEA overcome them?

Carroll County works to identify appropriate industry credentials for our CTE programs in collaboration with the Local and Program Advisory Councils, and with MSDE CTE liaisons. CCPS has been dedicated to encouraging all students participating in a CTE program of study to qualify for appropriate credentials; therefore, the costs of most exams/licensures are covered through local CTE funding, and in some instances, through grant opportunities.

Challenges include finding appropriate certifications for all CTE programs, as not all industries have a credentialing process. Additionally, finding funding to cover costs for students can be a challenge. Carroll County is working with MSDE and CCWFD to identify appropriate credentials that may benefit students, as well as other funding options to expand certification opportunities.

Linked Artifacts:



- 132. Recruitment for CTE Programs:** Discuss how the school system ensures all students know about CTE opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics?

All Career and Technical Education (CTE) programs are described on the CCCTC Informational Website. Additionally, each year CCCTC holds an open house evening in October. There is an annual field trip for CCPS 8th-grade students to visit CCCTC and explore program offerings. In preparation of the field trip, students participate in lessons around CTE programs and pathways with their FACS and Technology Education teachers. The CCCTC school counselors present at least yearly to 9th-grade students at each high school. CCCTC also hosts annual CCCTC counselor-led tours for 9th and 10th graders and their families. Every 10th-grade student is emailed instructions on how to apply to CCCTC and regional programs. With the addition of the Career Coaches at each middle school, students will be advised on CTE program selection based on their career interest(s).

In addition to the activities above, the CTE and ESOL system-leaders host an open house event specifically for our EL students and their families. Attendees learn about Career and Technical Programs offered, the benefits of earning an industry credential/certification, and the application process. Special Education students also receive additional information around CTE programming/pathways during the transition process.

Linked Artifacts:

- 132 - [Open House Presentation for ESOL Students and Families](#)

- 133. Enrollment and Support in CTE Programs:** Describe how students access the above named CTE programs, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate in apprenticeships and successfully earn industry-recognized credentials?

All students have access to CTE programming regardless of meeting the CCR standard. Students can select CTE coursework at their high school as early as 9th grade to explore CTE pathway options (Business, Agriculture, Computer Science, etc.).

Students interested in programs at the CCCTC and/or regional sites must complete an application. Students access CTE programs held at their comprehensive high school through the standard scheduling process. Buses are provided and the schedule is designed so that students from each high school have access to programs at regional locations and the shared-time center. Each high school and the shared-time center also have a Career Coordinator who supports students participating in WBL activities, including apprenticeships.



Students who are accepted into programs at the CCCTC and cannot afford the equipment and/or uniform requirements are supported through funding from various offices (ESOL, CTE, Student Services, etc.). Program instructors, school administrators, CTE leadership, and PAC members collaborate to acquire the necessary resources for student success in the program. Additionally, there is a process in place for students who need to request accommodations for the industry-certification exam, and their instructor will assist with requesting those modifications (when available) through the testing provider. Staff in all buildings also come together to create a remediation plan to assist students who may need to take an industry-certification exam a second time. This plan is created through a collaborative approach with the instructor, student and parent/guardian, and other support staff as needed.

[Linked Artifacts:](#)

Pillar 3: Equitable Access and Tracking

134. Progress-monitoring student performance and assigning students to groups, classes, and programs based on their achievement levels can result in tracking, a practice which can further limit educational access and opportunities for historically underserved groups and widen achievement gaps. Tracking occurs at all grade levels (Pre-K-12) and the Blueprint aims to eliminate that practice. What safeguards does the school system implement to mitigate and eliminate opportunities and occurrences of tracking at the elementary, middle, and high school levels?

The elementary level in Carroll County Public Schools does not “track” students. Utilizing KRA and other state assessment data points, school teams analyze student strengths and needs to provide opportunities for all students to access learning which supports each student’s academic growth. All students are assessed locally and sometimes organized into small groups based on the assessment data. Teachers, ELA specialists, math resource teachers, special educators, ESOL teachers, advanced academics/gifted and talented teachers, and school-based administrators collaborate regularly (weekly/monthly) and regroup students, as needed. All students receive first-pass instruction on state curricula standards and objectives.

At the middle school level, students are provided access to three levels of academic classes: basic, academic, and honors. Students are placed in the appropriate level for ELA and math based on their achievement, with parental/guardian and student input. CCPS has created a course sequence/curricular structure that provides flexibility and supports for students who move between academic levels. Students are placed independently in ELA and math based upon their achievement in each content area individually. To ensure that each student is considered as an individual, at the start of the ‘22 - ‘23 school year, principals started the process to identify if our underserved populations are proportionately represented in each level, as well as our advanced academics/gifted and talented program. Students at all levels have equal access to physical education and related arts courses where students are heterogeneously grouped.

At the high school level, we do not track students. Students are free to take any course they would like to take as long as they have passed the prerequisite course. Students work with their school counselor and parent/guardian to create an Educational Career Plan (ECP) based on their individual interests and talents. Our high schools strive to create master schedules which allow students to tailor their ECP and schedule to enroll in the next most rigorous subject matter



that meets their diverse strengths and interests. The same student may have coursework that extends across various levels of academia to engage students in rigorous and meaningful coursework that meets their individual need(s).

This plan is evaluated each year when the student meets with their counselor. All of our underserved groups have school-based advocates who assist with this process. These advocates include ESOL teachers, special education teachers, pupil personnel workers, and school-based administrators. It is important to engage parents/families of these students in the process so they can best support and advocate for their students. High schools offer Pathway Nights and Scheduling Nights and highly encourage parents/guardians to attend in order to assist in the development of these plans (they can be in person or virtually).

The processes outlined above are completed annually at all levels. Data meetings occur at all three levels within grade-level team meetings (monthly), student support meetings (occurring bi-weekly with school-based administrators and student services staff), parent conferences and recommendations, and at the district level with school-level directors.

Linked Artifacts:

Pillar 3: (OPTIONAL) Proposed Regulatory Revisions and Waivers

135. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

NA

Linked Artifacts:

Pillar 3: Stakeholder Engagement

136. Identify the key stakeholder groups the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the College and Career Readiness Pillar. LEAs must include industry partners and institutions of higher education to increase dual credit and apprenticeship opportunities for students. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
Local Advisory Council (LAC)	LAC supports CTE programming and resources for CCPS. As a collaborative group, they work in conjunction with PACs to determine what CTE programmatic changes need to occur to remain current with industry standards. The LAC also fund raises to support SkillsUSA	quarterly



	competitors, participates in mock interviews, and provides technical support and feedback through program tradeshow.	
Program Advisory Committees (PAC)	PACs meet quarterly to collaboratively make suggestions around programmatic changes to programs. Industry experts in a specific field meet to discuss changes in equipment, methodology, and curriculum to ensure students are receiving current industry information for immediate employment in the workforce. PAC members also provide supported instruction in programs (when appropriate), as mentors.	twice a year
Curriculum Council	The Curriculum Council is a Board of Education-appointed committee comprised of parents, high school students, administrators, and curriculum supervisors. The council meets four times a year to review and recommend 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.	quarterly
Carroll County Workforce Development	Staff collaborate to plan and implement career counseling program for middle and high school students, employment opportunities through summer work programs, youth apprenticeship opportunities, and additional ways that CCPS & WDB can partner to promote opportunities for students.	monthly
Carroll Community College	Carroll Community College and CCPS staff meet regularly to discuss dual enrollment programming. Ongoing discussions occur through the Dual Enrollment Steering Committee to improve programming, professional learning for staff, procedures, courses offered, academic counseling, and pathway implementation. This includes both credited and non-credited opportunities for students. We have also collaborated on support pathways for students who do not meet CCR by the end of grade 10.	monthly
Dual Enrollment Advisory Board	Comprised of stakeholders from both CCPS and CCC, the DEAB meets three-four times per year to review current data and compare it to past data for trends and gap analysis. The board makes recommendations for next steps to ensure equity of opportunity for all students and how to meet the needs and educational opportunities for student pathways.	eight meetings per year
Boys & Girls Club	The Boys & Girls Club of Westminster offers nationally recognized programs in five Core Program Areas that closely align with the developmental needs of all young people: The Arts, Education, Health & Wellness, Leadership & Service and Sports & Recreation. CCPS partners with the Boys and Girls Club by offering curricular resources, professional development, and transportation for our students to and from our schools to the Boys and Girls Club.	Monday-Friday
Principals & Curriculum Leader Meetings	Principals, curriculum supervisors and assistant supervisors, and curriculum coordinators meet monthly in their leveled groups to discuss current trends in education, take part in discussion regarding curricular initiatives, and to review and analyze data. They also meet to ensure schools across the county share similar expectations, programs, and initiatives.	monthly
Early Childhood Advisory Committee	ECAC meets quarterly to collaboratively make suggestions around programmatic changes to early childhood programs, to share resources and initiatives	quarterly



with public and private early childhood advocates, and to review and monitor KRA and other data points.

Linked Artifacts:



Pillar 4: More Resources to Ensure All Students Are Successful

In each of the three previous Pillars, LEAs are asked to describe how they meet the needs of unique learners, including English learners and students with disabilities. In this section, LEAs will discuss



the differentiated support and specific investments being made to support individual service groups. LEAs may reference prior responses as needed.

Pillar 4, Objective 2: Improve the education of English Learners (EL)

4.2.2: Implementing the English learner workgroup recommendations

137. Engagement and Communication with Multilingual Families: How will the school system share important information and engage English learner families in increasing activities to support students? Explain which strategies, including the use of family coordinators, are used and how they are employed at both the school system and school levels.

Commonly utilized methods of parent communication and involvement include:

- Telephonic and in-person interpretation
- Translation
- Bilingual facilitators
- English learner parent leadership academies
- Digital communication applications
- English learner parent outreach engagement activities

As part of our approved on-going Title III initiatives, English for Speakers of Other Languages (ESOL) Family Engagement events continue to take place regionally throughout the county for English Learner (EL) families. Focus areas include, but are not limited to: sharing educational and community resources and language/content-based activities to strengthen the home/school connection and increase content and language development, technology tutorials in which staff lead EL families in navigating school-based online platforms and programs, educating families in potential career pathways for ELs in which ESOL staff will collaborate with Career and Technology Education (CTE) staff to co-plan and deliver professional learning and informational opportunities for EL families. Home visits continue to be conducted by ESOL staff on an as-needed basis to support family engagement efforts and connect students and families to school and community resources. CCPS does not currently have EL parent leadership academies and does not currently have any plans for implementing this initiative. Our focus continues to be on holding ESOL Family Engagement events and maintaining regular open lines of communication with our EL families. Intended outcomes include increasing EL family involvement and empowering them with knowledge to navigate the school system, community resources and technology, as well as increasing their knowledge of available career pathways. These outcomes support the English Language Proficiency (ELP) and academic achievement indicators.

For EL and non-EL families, CCPS uses local funding to support all interpretation/translation services. All school-based and Central Office staff can request an interpreter/translator for essential communication using a CCPS E-Form. The Supervisor of ESOL and the Supervisor of Pupil Personnel/Student Support Services have developed a formal process for registering international students. This process was collaboratively shared with all school registrars and school administration. It is important to note that CCPS has hired several bilingual registrars in



high population EL schools. CCPS also has an International Telephone Line, where families, staff, and community members can leave messages in any language. These messages are then sent directly to CCPS interpreters for follow-up. Upon request, hourly CCPS interpreters and translators support these efforts. Additionally, three hourly liaisons (Hispanic and International) support interpretation/translation, family outreach efforts, and school-based efforts. Furthermore, ESOL staff and content teachers also communicate regularly with EL families via the Talking Points app, which uses AI to quickly translate messages back and forth and maintain open lines of communication across languages.

Regarding the EL Family Coordinator, although CCPS does not have a single individual in this role, there are multiple staff who assume these responsibilities, under the direction of the ESOL Supervisor. Staff include the ESOL Supervisor, all ESOL staff, school-based administration, Hispanic liaisons, interpreters, and translators when needed. These staff work collaboratively from beginning to end on EL family outreach events and opportunities. Events include, but are not limited to: CTE-EL Pathway Night, EL Family Game Nights, EL Technology Nights, field trip to NASA, visits with the community college, etc. These responsibilities will continue to part of the individuals listed above roles.

Additionally, CCPS was one of 10 school systems to receive the competitive three-year GEER II grant. Several initiatives specifically benefited ELs. One is trauma-informed therapy offered/provided to students who have barriers to service (i.e. medical, underinsured, language barriers). Another is to provide summer enrichment/engagement for selected ELs in grades 3-8. STEM-based, hands-on educational experiences that incorporate real-world skills and application are the curricular focus. Topics include project-based learning, technology skills, container gardening, and environmental science. A strong emphasis is placed on social-emotional support, re-engaging students, and strengthening EL family partnerships.

Linked Artifacts:

- 137 - [International Student Enrollment Process](#)
- 137 - [Interpreter/Translator eForm screenshot](#)
- 137 - [Summer ESOL Camp Flyer \(GEER II grant funded\)](#)

138. Language Acquisition and Reclassification: Describe the individual strategies and support the LEA provides to increase the number of students eligible for reclassification and ensure the level of language acquisition necessary for academic success. Include specific strategies for long-term English learners, particularly at the secondary level.

In CCPS, ESOL staff provide both plug-in and pull-out content-based services for ELs in grades PreK-12. ELs attend classes with their grade-level peers to ensure full access to curriculum and career pathway possibilities. ESOL staff collaborate with content teachers to pair content and language objectives, scaffold instruction, and amplify classroom learning materials across all grade levels. Regularly scheduled meetings and emails are tools for communication between content teachers and the ESOL teacher, as well as school-based administration, to determine the best approach to servicing each student. ESOL staff also collaborate with content teachers and content supervisors to modify district-level assessments while maintaining content standards and grade-level expectations. These modifications include providing additional visual supports, reducing linguistic complexity in English, increasing accessibility features (e.g. decreasing



answer choices, increasing font size, check boxes, etc.) to reduce the linguistic barriers, so ELs can demonstrate content knowledge. Our goal is to ensure our students have access to the core curriculum, meet CCR standards by the end of 10th grade, and have access to all post-CCR pathways in grades 11 and 12.

ELs who are not being successful in school and in danger of becoming long-term ELs are often a part of additional school-based interventions as well as Extended Learning Opportunities (ELOs) at each school. Classroom/ESOL staff complete an intervention checklist which documents teaching strategies, modifications in materials or assignments, and environmental changes used to support the students. This information is used in collaborative meetings to ensure students have access to all appropriate supports, resources, and interventions.

Long-term ELs in CCPS are supported by ESOL and school-based staff. At the secondary level, the ESOL teacher provides individualized instruction during Flex mods/support periods so students are not missing regular classroom instruction. During this time, specific content-based support and instruction are provided by ESOL staff to target deficit skill areas and support gaps in learning. Collaboration continues to take place on a regular basis to ensure alignment of instruction, reassessment opportunities, and support project-based assignments. This is in addition to receiving ESOL plug-in support in core content classes as needed.

When ELs present with potential learning challenges/differences that go beyond English language acquisition, ESOL teachers and the Dual Language Assessment Specialist (who is also a dual-certified ESOL Teacher and a member of the ESOL Team) collaborate with school staff to support the IEP process. ESOL staff attend all school-based and IEP meetings. Additional testing is administered in-house by the Dual Language Assessment Specialist and data is collected and provided as needed.

ELs who demonstrate advanced talents and skills are given the Naglieri Nonverbal Ability Test (NNAT-2) to obtain a nonverbal IQ measure. The test is administered by the Dual Language Assessment Specialist. Observations are made and meetings are held with gifted and talented (Advanced Academics) teachers for placement in the Advanced Academics/G&T Program and/or Honors and Advanced Placement (AP) courses.

When students become Reclassified ELs (RELs), ESOL staff continue to collaborate with content teachers to provide them with planning support as needed, but direct ESOL services are not provided to these students. ESOL staff meet with administrators quarterly to provide them with updates about ELs and RELs. After World Class Instruction and Design Assessment (WIDA) scores are released, scores are shared with administration to discuss students' progress, review students who have exited, and to develop plans for supporting RELs the following school year. This data is also placed into our Performance Matters platform for all staff to access. A list of RELs and basic information is provided to all teachers at the beginning of the semester, and ESOL staff check in regularly with teachers to monitor REL progress. If RELs are brought to the school-based student support teams for academic or attendance concerns, decisions around implementing additional interventions are made by individual school-based teams.

Linked Artifacts:

- 138 - [EL Student Intervention Record](#)
- 138 - [EL HS Student Snapshot Example](#)



4.2.3: Increase per pupil funding for English learners

139. Alignment and Investment of Resources: The Blueprint provides additional aid to LEAs specifically to support English learners. Discuss how the LEA has leveraged this aid, along with other funding sources, to meet the needs of this student group, including the results of the efforts and how they will inform future actions. Describe specific examples of how the LEA will increase its investments and reallocate or realign its use of talent, time, and resources.

Examples may include:

- *Increasing the number of district or school staff to support English learners, including ESOL certified teachers*
- *Increasing training and professional development for all teachers related to the assets of multilingualism and improving academic outcomes for English learners*
- *Increasing access to high-quality school day tutoring and/or extended learning opportunities*
- *Launching dual language immersion programs where enrollment allows*

The EL population in CCPS continues to increase steadily each year. CCPS continues to register a large number of EL students, especially those at the high school level, many of whom have limited prior schooling/native language proficiency. We also have students who transfer in and out of the county throughout the year. Although MSDE does not require that ESOL services be provided to PreK students, it is important to note that CCPS continues to provide ESOL services to this growing population as well as targeted professional development to PreK teachers.

In order to best support the increased content and language demands our ELs face, we continue to direct our federal Title III funding efforts towards supporting EL professional learning and co-planning for content teachers, increasing EL family engagement efforts, and supporting EL instructional needs.

Many ELs participate in the CCPS ELO program alongside their grade-level peers. In addition to the ELO opportunities being provided at schools, supplemental ELO funding continues to be directed to ESOL staff to provide additional ELO learning opportunities for at-risk ELs at times that are optimal for students and their families.

Starting September 2022, CCPS hired two grant-funded inclusion instructional consultants (ICs) who continue to work daily with eight elementary/middle schools to change inclusive practices. CCPS has utilized professional learning to increase our collaborative opportunities for instruction for our students with disabilities. At the middle school level, joint trainings of science and special education staff from four targeted schools were held to plan modified materials and discuss differentiation of instruction for all learners. CCPS is currently planning to continue this with social studies teachers across the four schools. The ICs are providing job-embedded professional learning, resources, and materials as well as conducting monthly meetings at the school level to look at the membership and participation of students with significant cognitive disabilities and how that data has increased overtime.



As discussed in item 164 (5.4.2), CCPS is preparing to increase funding for the EL program up to the amount of the state and local shares combined by fiscal year 2025, which will require repurposing some funding currently being used for classroom teachers and other items across the school system. While EL staff and resources have been centrally budgeted, plans are to assign and budget EL staff and other spending at the school level for fiscal year 2025. Current spending and staffing, as well as the increases, will be budgeted and recorded at the school level for both certificated EL staffing and other EL spending in accordance with the identified ELs at each school as well as infilling at each school with hourly staff, including retired EL teachers, to address fractional needs and additional tutoring. The biggest expected hurdle, especially over the next year, is expected to be the recruitment and hiring of enough EL-certified teachers to meet the higher staffing levels. While resources will be budgeted at the individual school level based on available prior school year data, reported expenditures are expected to vary from this; as ELs enroll throughout the school year, it is expected that the EL office will redeploy staff/resources throughout the school year as needed and reported EL expenditures by school will vary from the budgeted allocations by school.

The current EL population is spread across the school system and reflects students who speak over 30 different languages, making the creation of a dual language immersion program impractical at this time. CCPS will continue to monitor demographics and concentrations of ELs in the future for changes that could drive implementation of dual language immersion programs.

[Linked Artifacts:](#)

Pillar 4, Objective 3: Improve education for students with disabilities

4.3.1: Improve education for students with disabilities using the increased per pupil funding

140. Alignment and Investment of Resources: The Blueprint provides additional aid to LEAs specifically to support students with disabilities. Discuss how the LEA has leveraged this aid, along with other funding sources, to meet the needs of this student group, including the results of the efforts and how they will inform future actions. Describe specific examples of how the LEA will increase its investments and reallocate or realign its use of talent, time, and resources.

Examples may include:

- *Increasing the number of district or school staff serving special education students*
- *Increasing training and professional development for all teachers related to inclusion and improving academic outcomes*
- *Increasing access to high-quality school day tutoring and/or extended learning opportunities*



Students with disabilities are provided educational services in the Least Restrictive Environment (LRE) in accordance with their Individualized Education Programs (IEPs). School-based IEP teams that include the parent, the student, and other agencies when appropriate, design and implement special education and related services that meet the unique needs of each individual child identified with a disability and in need of special education services. Based upon the needs of the students, CCPS provides a full continuum of services for students with disabilities to attain the high levels of academic achievement. The development of the special education staffing plan is an essential element in maintaining and implementing these services.

At the system and school-based levels, special education, related services, and staff development are essential components of the planning and school improvement processes. The annual staffing plan is a key vehicle in assuring adequate staff to support the needs of students with disabilities and to implement the CCPS Every Student Succeeds Act (ESSA) Consolidated Strategic Plan, CCPS Strategic Plan, individual School Improvement Plans, and the Special Education Department Improvement Plan. This staffing plan outlines the sources of data, input, and the procedures used to determine the number and types of service providers needed to deliver, monitor, and ensure the availability of Free and Appropriate Public Education in the LRE for each student with a disability.

CCPS has hired two Special Education Instructional Consultants (ICs) for Inclusion through the Maryland Leads Grant to support students with disabilities. These positions are working to create inclusive opportunities for our students and improve academic outcomes, particularly those with significant cognitive disabilities. Training and professional development has been provided regarding inclusion at the district level, school level, department level as well as at the individual teacher level. An annual plan of action has been developed at each school regarding Inclusion. Membership and Participation meetings are held for individual students to determine their progress as members of the classroom and participation in instruction. In addition to hiring the ICs, a Special Education Instructional Consultant was hired through a General Education/Early Childhood, Office of Curriculum and Instruction. This consultant works with general education Pre-K teachers to assist in providing accommodations and modifications needed in the classroom to support students.

Linked Artifacts:

- 141. Identification of Students:** Discuss the systems and structures the LEA uses or will use to mitigate the opportunities for under- or over-identification of special education students, particularly as it relates to individual demographic groups.

Carroll County Public Schools (CCPS) Office of Special Education has structures in place to ensure that students are not being disproportionately identified as Students with Disabilities (SWD) by race, disability, or both. The CCPS Office of Special Education worked collaboratively with its Student Services department, specifically the school psychologists, to develop eligibility tools for each disability category. The purpose of developing the tools was to provide IEP teams with a consistent method in identifying whether a student meets the specific criteria for a particular disability as required in COMAR. Each disability category has its own separate eligibility tool(s) as well as a protocol document which further clarifies each section and/or question on the corresponding eligibility tool. The CCPS makes all eligibility determinations using



these tools. The tools are updated and revised, as needed, and uploaded to the CCPS Special Education Resource Center for staff to access. CCPS utilizes these eligibility tools as a part of the IEP process of when a Team is suspecting a disability for every student. Since all members of the IEP team are responsible for determining eligibility, not just one member of the IEP team, it is essential for all members of the IEP team to understand the eligibility criteria for each disability and provide consistency in identifying students with a disability. The eligibility tools capture all the components of each of the disabilities with the form for the IEP Team to determine. As the Team reviews each tool, if an indicator does not apply to the student, the Team would be unable to identify that disability for a student. In addition, these tools are provided to families with five-day documents to allow families to meaningfully participate in discussions regarding eligibility criteria and how the disability impacts the learner.

The CCPS Office of Special Education reviews and monitors disproportionality in identification by disability and/or race through the disproportionality reports available in the Maryland Online IEP system. This information is also reviewed with other stakeholder groups (i.e. school psychologists) if a particular race is showing consistent elevation in eligibility determination or is approaching the 2.0 threshold for disproportionality. If patterns of disproportionality are noted, eligibility documents are monitored/ reviewed at the individual student level.

Carroll County Public Schools addresses implicit bias in special education by ensuring that prior to evaluations for all students, especially for students who are marginalized, by providing intervention services to students and by monitoring student progress through data meetings monthly. All staff are provided training at the beginning of the year focused on discrimination and culture biases through of Safe School platform. In addition, special educators have received training on Inclusion Practices, Equity, and job embedded individual training the completion of the Eligibility Tools. In addition ongoing training and professional learning occurs regularly at regularly scheduled Team Leader/Department Chair meetings and School Psychologist staff meetings with regards to identification of students with disabilities, determination of student placement and student discipline.

Starting the 2023-2024 school year training has been planned for all new special education staff and Department Chairs and Team Leaders with the Equity and Inclusion Officer for CCPS to ensure Educational Equity. CCPS ensure that every student has access to the opportunities, resources and educational rigor they need throughout their educational career to enhance (increase) academic success and social emotional well-being and to view each student's individual characteristics as valuable. The characteristics of each individual student include, but are not limited to, ability (cognitive, social, emotional, and physical), ethnicity, family structure, gender identity and expression, language, race, religion, sexual orientation and socio-economics.

Linked Artifacts:

- 141 - [Initial Eligibility Determination-Emotional Disability](#)
- 141 - [Emotional Disability Eligibility Tool-Reevaluation](#)
- 141 - [ED Eligibility Tool](#)
- 141 - [CCPS MPL 2022-23](#)
- 141 - [HES Action Plan](#)



142. Effective Classroom Instruction: Discuss the strategies the LEA uses to ensure all teachers of special education students (general education and special education) can provide instruction effectively for this service group. Include references to Pillar 3: College and Career Readiness as needed.

Examples may include:

- *Strategic staffing to implement a co-teaching model that allows for two teachers to share all responsibilities for a single classroom*
- *Professional development to support all teachers in differentiating instruction effectively*
- *Scheduling models to support collaboration and co-planning between general and special education teachers*

In the 2018-2019 school year, CCPS was one of two school districts selected by MSDE to partner with the TIES (Time, Instructional, Engagement, and Support) Center to increase and support inclusive practices and co-teaching models across the district. Initially, one elementary school, Eldersburg Elementary, and one middle school, North Carroll Middle, were selected. Although the grant ended last year, CCPS continues to make progress with continuing the work and strategies that came from the TIES program to extend the components of this model to multiple schools across the district. CCPS continues to have a district leadership team, which includes the Director of Special Education, the three level directors of schools, administrators, a parent, curriculum supervisors, and the Director of Curriculum and Instruction. This team continues to work closely to support schools in providing either common collaborative planning time or additional time to allow special education and general education teachers to plan instruction using a co-teaching model. Curriculum Supervisors have also received training during the past two years to integrate the best practices of the Understanding by Design (UbD) model to support more inclusive curricula as curriculum is revised and newly written. Special Educators have been included in curriculum writing to assist teams in providing accessible resources for staff and students.

In addition, the CCPS Special Education Department provides ongoing professional development to the curricula supervisors in inclusive practices to ensure our curricula allows for differentiation for all students, not just students with special education needs. The Office of Special Education has provided professional learning for the Superintendent's Cabinet, principals and assistant principals at each level, special educators at the elementary, middle, and high school levels, related service groups (speech-language pathologists, occupational therapists, physical therapists), and the county's Special Education Citizen's Advisory Committee (SECAC).

CCPS provided professional learning to all math teachers, math resource teachers, and special educators at the middle school level in the summer of 2022. This professional learning introduced/reinforced four core co-teaching structures, as well as best practices for the co-planning, co-implementation, and co-evaluation of collaborative teaching. In November of 2022, follow-up coaching and support sessions were provided to co-teachers at every middle school. Further sessions will take place at each middle school throughout the month of February. Collaboration among the curriculum and instruction department's math supervisor and math coordinator, as well as the special education department's special education supervisor



and instructional consultant for math, in combination with the support and vision of the middle school director, has provided a cross-department vision to support the co-teaching initiative at the middle school level. During the summer of 2023, CCPS plans to duplicate this same model for ELA at the middle school level providing professional learning to all ELA teachers, increasing the content areas where co-teaching will take place.

CCPS has also hired 20 Lead grant tutors this year (17 elementary, 1 middle, and 2 high school) to help provide interventions throughout the school day to any struggling students, based on specific targeted performance indicators using screeners and additional interventions such as DIBELS, Star Reading, Reading Inventory, IXL, Freckle, Foundations, Wilson, Rise Up, Lexia, and Heggerty. At the elementary level, seven primary interventionists have also worked across all elementary schools within the county for the past three years to support general and special education students struggling in specific areas.

Linked Artifacts:

- 143. Disciplinary Data and Practices:** What policies, procedures, or systems will the school system utilize to mitigate discriminatory discipline practices for special education students? What data will the school system use to monitor and evaluate disciplinary practices?

To ensure students are treated equitably and in disciplinary matters, CCPS is committed to create a school climate that is safe, supportive, and welcoming. In the 2023-24 school year, CCPS will implement the Second Step Program across all elementary schools, and Sources of Strength across all secondary schools, to build the capacity of the school community as a whole to promote a positive climate. Additionally, as a late adapter in restorative approaches, CCPS has identified six elementary schools who will implement restorative approaches schoolwide for the 2023-24 school year. Staff have received training in restorative approaches to core teams in each of the six buildings. The Student Services Department will host a required summer training opportunity for all school-based mental health staff across all elementary, middle, and high schools in restorative approaches. As a result of this training, we expect participants to utilize circles and ask restorative questions when harm has occurred with students involved as a mechanism to resolve conflict. The leadership team will continue to meet quarterly in the 2023-2024 school year to plan the expansion of restorative approaches in other schools.

maintains policies, procedures, and systems that are utilized to mitigate discriminatory discipline practices for special education students. Administrators adhere to the same code of conduct for all students. The CCPS Board of Education Policy states that although suspending students from school is sometimes necessary, suspension, nonetheless, interferes with the student's education and should only be invoked under the gravest circumstances. Therefore, overall disciplinary goals, actions, and a range of interventions should be considered. This Board Policy on suspension and expulsion creates the framework for the current procedures, practices, and resources related to disciplining students with and without disabilities. CCPS employs a progressive discipline approach where suspension is used as a last option and is not utilized to modify inappropriate behaviors. This approach provides administrators many options before looking to suspend or expel any student, including students with disabilities.



There are policies and procedures in place before suspending a student for greater than 10 days; in fact, administrators cannot suspend any student for more than 10 days. The CCPS Office of Special Education has provided training to both special education staff and school administrators on the implications of suspending students with disabilities, including requirements related to the '10-day rule' and manifestation determination. The CCPS Special Education Resource Center includes information and training materials related to suspensions of students with disabilities. The CCPS Office of Special Education works closely with the Student Services department, which includes school psychologists, to monitor data related to suspensions of students with disabilities to seek ways to support this student group and to decrease suspensions. CCPS has set up systems where whenever a student with a disability has reached seven or more days of suspension, specific members of the Office of Special Education and other stakeholders are notified via email from the CCPS Discipline System. Upon receiving that email, the Supervisor of Special Education Compliance reviews the student's IEP and discipline records and provides an update to the Special Education Supervisor and Instructional Consultant assigned to the student's school regarding the case and potential next steps. This information is then shared with the appropriate special education staff and administration at the school regarding next steps. CCPS is currently running this data at the school level and then at the student level. Meetings have been set up with level directors to discuss patterns that have been developed. In addition, if there are schools that have need, individual meetings are set up with school administrators to review data and drill down to the student level. During these brainstorming meetings, resources and potential IEP consideration for supplementary aids and services or interventions are discussed.

Finally, the CCPS Office of Special Education reviews and monitors disproportionality in disciplinary removal of students with disabilities by disability and by race through the reports available in the Maryland Online IEP system. This information is also reviewed with other stakeholder groups if the data demonstrates consistent elevation disciplinary removals or is approaching the 2.0 threshold for disproportionality.

Linked Artifacts:

- 143 - [Board Policy JDG-Suspension and Expulsion of Students](#)

Pillar 4, Objective 4: Provide supports for students attending schools with a high concentration of students from low-income households

4.4.1: Personnel grants are phased in through FY 2025 until grants are awarded to schools where at least 55% of students are eligible for FRPM (185% FPL)

Note: Only LEAs that are current recipients or anticipated recipients of the Concentration of Poverty Grant must complete section 4.4.1 and 4.4.2 regarding community schools.

Blueprint Requirement (MD Code, Educ §9.9–101)



144. Current Community Schools: Community schools are funded via Concentration of Poverty Grants, which provide funding for both personnel and additional per pupil funding and are required to have a full-time Community Schools Coordinator and access to a health care practitioner. Use the table below to list the schools that currently meet the definition of community school and provide the requested information.

School Site Code	School Name	Staffed with a Community Schools Coordinator (Y/N)	Provides Access to Health Care Practitioner (Y/N)
CCPS recently became aware that we have our first school location that qualifies under concentration of poverty with the State's release of revised FY24 formula data at the end of February 2023. It is Crossroads Middle, which is our middle school alternative education program. It is not a comprehensive or home school for the small population of students who attend. Crossroads Middle shares a physical location and resources with Gateway, our high school alternative education program. As this is our first identified site (within a site) and a county-wide program, we are in the beginning stages of understanding the requirements for concentration of poverty and if they apply to a special program setting.			

145. Staffing the Community School Coordinator Role: For those schools without a full-time Community School Coordinator, describe the LEA’s plans for ensuring that the role of Community School Coordinator is filled for each of its community schools. Discuss the key recruitment and retention strategies used, especially those that are unique to this role.

Refer to response in Item #144.

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §5–203\)](#)

146. Providing Access to a Health Care Practitioner: For those schools without access to a health care practitioner, discuss how the LEA ensures continuous access to a health care practitioner in all its community schools as described above during school days as well as extended learning time.

Refer to response in Item #144.

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §9.9–102\)](#)



4.4.2: Community school coordinators shall establish a community school and conduct a school-level needs assessments in partnership with local entities/agencies



147. Community Partnership Projections

Identify the strategic partnerships between schools, the school system, and community organizations in the areas of academics, health and social services, youth and community development, and family and community engagement. Use the table below to list existing partnerships and those the school system intends to develop with anticipated implementation dates. Partnerships should align to the needs identified through the community school needs assessments.

Examples may include:

- Providing educational opportunities for adults and family members of students
- Extending or expanding learning time
- Providing enrichment opportunities for students
- Training and facilitation of Academic Parent-Teacher Teams
- Collaborative leadership strategies to build collective trust and shared responsibility

Name of Partner	Purpose of Partnership	School(s) Served	Grade Level(s) Served	Stakeholder Group(s) Served	Existing or Planned	Implementation Date
Refer to response in Item #144 response.						

Linked Artifacts:

Blueprint Requirement (MD Code, Educ§5–223)

148. Consolidated Funding Plans (Required question for LEAs with 40 or more community schools): LEAs with 40 or more community schools may develop a plan in consultation with eligible schools describing how they may expend no more than 50% of the funds received from the state on



behalf of the schools. Discuss whether the LEA has such a plan or intends to develop one. If available, link the plan as an artifact.

Refer to response in Item #144.

Linked Artifacts:

Pillar 4, Objective 5: Enhance student health services

4.5.1: LEAs shall employ behavioral health coordinators

Blueprint Requirement (MD Code, Educ §7-447)

149. Behavioral Health Services Coordinator: Identify the name and contact information of the individual(s) serving as the school system's Behavioral Health Services Coordinator.

Name	Position	Responsibilities
Amy Jagoda AmyJagoda@carrollk12.org (410) 751-3000	Coordinator of Mental Health & Student Services	Behavioral Threat Assessment & Management (training, consultation, Threat Management System); Emergency & Crisis Responses- Coordination, Training & Consultation; Hospital Transition Program; Behavioral Health MOUs, interagency agreements, and contracts; Bullying System and Reporting; Policy/Regulation updates; Discipline System synchronization; Restorative Approaches training and consultation; Service Animals

150. Appointing a Behavioral Health Services Coordinator: Describe the LEA's plans for ensuring that the role of Behavioral Health Services Coordinator is fulfilled for the school system. Discuss the key recruitment and retention strategies used, especially those that are unique to this role.

The CCPS Mental Health Coordinator position was initially grant-funded through the Maryland Center for School Safety (MCSS) Safe Schools Fund Grant. Initially, the role of mental health coordinator required by the Safe to Learn Act was shared by the Supervisor of School Psychologists and Supervisor of School Counselors in addition to their other responsibilities. This initial grant funding was utilized to create a full-time position with full benefits. To ensure that this position would be retained after the initial grant funding was exhausted, the Director of Student Services advocated for this position to be on the Administrative and Supervisor compensation scale and to remain a permanent position, instead of a role shared by two existing positions as it had been previously. Beyond the compensation structure, to make this position more appealing to potential applicants, the Coordinator of Mental



Health and Student Services is a member of the Student Services Department Leadership Team along with the department supervisory staff.

Linked Artifacts:

- 150 - [CCPS Coordinator-Mental Health and Student Services Job Description](#)

4.5.2: Each local school system develops a plan to enhance and expand school behavioral health supports

151. Supporting Students' Behavioral Health: Discuss the challenges that exist in meeting students' behavioral health needs and how the LEA overcomes these challenges. Include strategies related to funding, specialized staff, community partnerships, etc.

The behavioral health needs of our students are rising with the need for social, emotional, and behavioral supports increasing in frequency, duration, and intensity across all grade levels. Due to limited resources within CCPS, MOUs have been established with Advanced Behavioral Health (ABH) and Life Renewal Services (LRS) to provide therapy to students at school with Medical Assistance (MA). Although the MOUs enable these agencies to serve all schools in the county, those agencies do not have enough therapists to fully cover the needs in all schools. As of 11/28/22, there were five schools that did not have one or both agencies supporting students with MA at school during the school day. There is a significant need for families who are insured or under-insured to receive behavioral health services but there are long wait lists and CCPS currently does not permit our partner agencies to serve students without MA at school. To address this significant need, CCPS has developed several contracts to provide services outside of school. There is a contract with the Carroll County Youth Service Bureau (CCYSB) for therapy to individuals threatening or impacted by violence, psychiatric services for mental health needs, and a recently developed grant-funded contract for high risk/students in crisis including psychotic symptoms and those in danger of harming themselves or others. CCPS has a grant-funded contract with ABH to provide therapy and psychiatric services to students and families who have experienced trauma. The primary target group for this support is EL students and their families. MA or insurance is not needed, a Spanish speaking therapist or CCPS interpreters can be utilized, and transportation costs can be covered.

The school system employs nine Mental Health Therapists who provide counseling services to special education students, train and consult with staff, address family needs, and collaborate with community agencies to provide wraparound services. Six of the nine therapists are assigned to the regional special education Behavior Education Support Team (BEST) programs where they provide counseling services and crisis response to students. The other three therapists serve special education students at 14 secondary schools. The therapists are carrying caseloads of 35 to 40 students.

All elementary schools have a Behavior Support Specialist (BSS) who provides consultation to staff, develops informal supports, Student Support Plans (SSP), conducts Functional Behavioral Assessments (FBA), develops Behavior Intervention Plans (BIP), and supports behavior data collection and progress monitoring. Each Behavior Support Specialist serves between 3-4 schools.



All CCPS schools have an assigned school psychologist who provides direct and indirect services to support students. For students with behavioral health concerns, school psychologists can provide group and/or individual counseling to teach appropriate skills for student to manage their emotional and behavioral concerns as time permits in their schedule. Indirect services are provided in the form of consultation to school-based staff, parents/guardians, and community-based mental health providers. Assessments are conducted to assist with special education eligibility and educational planning. Additionally, school psychologists conduct FBAs and BIPs. Most full-time school psychologists serve two schools each. The middle school and high school that house the special education BEST programs and the three Title I elementary schools where Title I funds are utilized, each have a school psychologist assigned to that building alone. There are some school psychologists who serve three schools, and it is important to note that there are not substitutes available for school psychologists. When there is a long-term absence of a school psychologist, assignments are spread over existing staff to meet needs.

All CCPS schools have a minimum of one school counselor. School counselors deliver a comprehensive school counseling program focused on three domains: academic, social/emotional, and career/college learning. Due to the significant student needs in the schools, many of the school counselors are limited in delivering a comprehensive program and are spending much of their time delivering Tier 2 and Tier 3 interventions. Elementary schools have one school counselor and the ratio of a school counselor per student varies amongst the schools ranging from 406 students to 731 students. Two school counselors are in each middle school except for two middle schools where three school counselors are employed. Four to five school counselors make up the counseling teams in the high schools.

Suicide threat and self-injury interventions provided by school-based mental health staff are increasing at a rapid rate, which is reducing the time those staff can spend addressing other student needs. High schools no longer have crisis counselors dedicated to providing crisis support; therefore, the full burden falls across the existing school-based mental health staff (i.e., school counselors, school psychologists, mental health therapists, alternative program intervention specialists), predominantly upon the school counselors. CCPS has a long-standing relationship and contract with the Carroll County Youth Service Bureau (CCYSB) to provide consultation, assessment, and safety planning for any student (K-12) referred by a school-based mental health staff member.

When there is a concern regarding a student and suicidal ideation and/or self-injury, a school-based mental health staff member must intervene. A parent/guardian must be contacted, and an electronic suicide threat/self-injury form must be completed and submitted. As shared earlier, a school-based mental health staff member can be a school counselor, a school psychologist, a mental health therapist, or an alternative program intervention specialist. For the 2021-2022 school year, we had the following submitted per school level:

- Elementary School – 283 electronic Suicide Threat/Self-Injury Forms submitted
- Middle School – 821 electronic Suicide Threat/Self-Injury Forms submitted
- High School – 434 electronic Suicide Threat/Self-Injury Forms submitted

Note that each school level increased from the 2019-2020 school year and that we are currently on track to have an increase in submissions for the 2022-2023 school year.

CCPS has implemented a comprehensive behavioral threat assessment and management process which includes triage, assessment, and management. To support individuals impacted



by threats, safety tasks are put in place which generally includes either a check-in from a trusted adult in the building and/or direct counseling support at school. The PPWs act as case managers who are responsible for discussing identified students requiring threat management at each SST meeting. The PPWs document the discussion and any needed adjustments to the students' supports. Training is provided to SSTs annually on the process and consultation is provided as needs arise. Counseling support is generally provided by existing school-based mental health staff; however, contracted services outside of school may also be utilized to support students in significant need.

Students who receive a discipline referral for a substance use violation or are recommended for substance use screening by their school SST, are referred to the CCHD for screening. CCPS has an interagency agreement with CCHD for this service. The CCHD provides recommendations and resources to those who attend scheduled screenings. Our middle and high school alternative school Gateway/Crossroads has an MOU with the CCYSB to provide substance use assessment and treatment at school.

The primary challenge we face is identifying and addressing the growing complex behavioral health needs of our students. CCPS is utilizing Maryland LEAD Grant funding to hire a mentor counselor, mentor behavior coach to support middle school teachers. For the 2023-2024 school year, CCPS plans to support our students with significant needs by increasing the number of mental health therapists, school counselors, behavior support specialists, behavior coaches, and school psychologists.

Linked Artifacts:

- 152. Behavioral Health Screening:** Describe how the school system screens students to identify and provide services to meet their behavioral health needs, including how it ensures services have been provided and if additional services are needed.

Each school discusses student concerns at their SST meeting at regular intervals. Students are added to the agenda by SST members. Other school staff or parents may reach out to SST members with concerns which also lead to discussion at SST meetings. Those students who require more support/intervention such as counseling or behavioral intervention are identified, and a lead staff member is assigned to oversee the development and implementation of support which may include referrals for school-based supports, 504/IEP screening, referrals for services from community partners, etc. Students involved in situations relating to a threat of violence are monitored through the SST process and documentation is noted in the threat management system. Updates are provided regarding student progress and additional needs at each meeting. The Student Services Department will revisit the SST meeting structure and provide consultation to schools in implementation. New administrators are also trained in SST meetings.

CCPS does not currently have any plans for universal behavioral health screening.

Linked Artifacts:

- 152 - [CCPS Student Threat Management Process Flow Chart](#)
- 152 - [CCPS Adult Threat Process Flow Chart](#)



- 153. Behavioral Health Services:** Discuss the behavioral health services available to students and indicate services provided directly through the school system and those that are provided through community partners and wraparound services.

All elementary schools have one full-time dedicated school counselor. Elementary schools also have a BSS to address behavioral needs and an assigned school psychologist who provides consultation, psychological assessment, behavioral support/assessment/intervention, data collection, and counseling to general education and special education students.

Middle schools have two or three full-time school counselors and a school psychologist assigned. High schools have four to five full-time school counselors and an assigned school psychologist. The elementary alternative program and the middle/high alternative school have an alternative program intervention specialist who provides behavioral intervention, crisis support, and counseling. Mental Health therapists provide IEP counseling services in our special education BEST programs at the elementary, middle, and high school levels.

School counselors deliver a comprehensive school counseling program to students that includes classroom lessons, small groups (when applicable), as well as individual counseling. Collaboration and consultation with all stakeholders take place regularly to support students and their behavioral health.

Each school has an assigned CCPS Pupil Personnel Worker (PPW) who supports students and families. The PPWs serve four to six schools each. The PPW identifies barriers to learning and develops intervention plans to address student needs. PPWs ensure that school-based teams review the needs of homeless, foster care, threat management, and at-risk students. PPWs serve as the connection between home, school and the community by working with students, families and staff to improve attendance, transition between settings, and connect to wraparound services in the community to address needs such as housing or food insecurity.

CCPS Student Services itinerant staff (BSS, School Psychologists, and PPW) each serve multiple schools, with the exception of three elementary schools that have a dedicated full-time school psychologist assigned, funded in part by Title I funds, and the middle school and high school that house the BEST special education programs.

CCPS has a grant-funded contract for consultation and case reviews of difficult, anxiety-fueled attendance concern cases with student services staff.

In-school therapy is provided to students with MA in nearly all CCPS schools via our MOUs with ABH and LRS. Therapy and psychiatric services are provided outside of school via our contracts with CCYSB and ABH.

CCPS holds an MOU with Potomac Case Management Services (PCMS) which provides care coordination to students with MA and a diagnosis to ensure they and their family receive wraparound services that they need.

CCPS partners with a variety of community agencies to develop intervention plans for students and families. The Multi-Disciplinary Team which may include CCPS, Department of Social Services (DSS), Local Management Board (LMB), CCHD, Department of Juvenile Services (DJS) collaboratively addresses concerns of child abuse and neglect. The Local Care Team consists of 10-15 community partners who meet with parents and youth to develop a family



action plan for community services. CCPS runs a Truancy Diversion Panel with members from DJS, DSS, CCHD, and local counseling agencies to develop school/family plans to improve student attendance.

Students who receive a discipline referral for drugs or alcohol or are identified by the school's SST as needing support related to substances and are referred to the CCHD for a substance use screening. The parent/guardian is responsible for scheduling the substance use disorder (SUD) screening and transporting the child to their appointment. At the screening they receive recommendations and are connected to community resources if a need is identified.

For adolescent students admitted to Carroll Hospital for psychiatric inpatient or Partial Hospitalization Programs (PHP), students receive academic instruction through our Inpatient Instructional Support & Transition Specialist (ITS) at the hospital who with signed release, coordinates with school staff to notify them that the student was admitted and to support the student's transition back to school by attending a formal transition meeting at the school or providing information to the school counselor to help them hold the transition meeting without the ITS.

CCPS holds an MOU with the Carroll County Mediation Center to provide formal community conferencing services to students having conflicts with others, provided everyone agrees to participate, as well as attendance mediation services. Six elementary schools are at various stages of beginning to implement restorative approaches at school, beginning with informal approaches such as community building circles and utilizing affective statements and restorative questions.

CCPS has utilized the LEADS grant to hire a Mentor of School Counselors. This position supports all school counselors, specifically our non-tenured school counselors as there has been an increase in new school counselors who completed their master's program during the pandemic. The online learning during their master's program limited their ability for hands-on learning.

Linked Artifacts:

- 153 - [School Counselor Mentor Job Description](#)
- 153 - [PPW Brochure- Revised July 2022](#)
- 153 - [Local Care Team Brochure](#)
- 153 - [Truancy Diversion Panel \(TDP\) Brochure Revised Dec 2020](#)
- 153 - [School Psych BSS Assignments 2022-23](#)
- 153 - [Pupil Personnel Worker \(PPW\) Assignments 2022-23](#)
- 153 - [Mental Health Therapist Assignments 2022-23](#)

154. Family Engagement in Supporting Student's Behavioral Health: How does the LEA engage families in identifying and providing behavioral health supports for students?

Often the school counselor is the first school-based mental health staff member to discuss behavioral health needs with parents/guardians. This may include consultation about strategies to try at home, supports available at school, or resources for community supports the family may wish to explore. Referrals for therapy at school via CCPS Mental Health Therapists are made through the IEP team. Referrals for therapy at school via our MOUs goes through a school-based mental health staff member. Referrals for contracted behavioral health services go



through the Coordinator of Mental Health & Student Services after the school-based mental health staff member has discussed options available with the family and received confirmation that the family wishes to move forward with the referral. CCPS is offering three Community Wellness Nights during the 2022-23 school year to families in different regions of Carroll County. The October event was focused on anxiety-fueled attendance concerns, the December event is focused on suicide prevention, and the spring event will focus on substance use. Community partners have exhibitor tables at these events and offer Naloxone training to those who are interested.

All CCPS schools have a full-time registered nurse. School nurses are often the point of access for students experiencing challenges with behavioral health and wellness. Their focus is student centered nursing care which promotes health and wellness. They educate students, families, and staff on current health issues and management of chronic health conditions. Students often present with vague symptoms of illness and are initially coded as an acute illness. School nurses refer students to school counselors, PPWs, and other members of the SST when they suspect that students need extra support and services. They collaborate with families to assist them with access to health care services.

Linked Artifacts:

- 154 - [Community Wellness Night Advertisement](#)
- 154 - [Talk Saves Lives Suicide Prevention Presentation](#)

4.5.3: As part of required annual training, behavioral health coordinators in LEAs teach school staff to recognize behavioral health issues in students

Blueprint Requirement (MD Code, Educ §6–122)

155. Behavioral Health Training: How does the LEA ensure that all certificated school personnel who have direct contact with students receives behavioral health training annually? Discuss how the training is provided and the systems used to monitor completion by individual employees.

All CCPS employees are required to participate in online Safe Schools modules annually on recognizing potential behavioral health concerns, trauma, suicide/self-injury, bullying/harassment/intimidation, and reporting threats to harm oneself or others.

Individuals who work with students who may require physical intervention must attend training every two years to become certified in Nonviolent Crisis Prevention Intervention (CPI), CPR/AED/First Aid. The training is provided in a blended format including online modules and the in-person instruction and demonstration of competencies.

A three-hour in-person Counseling Response Team training is offered annually for school administrators and Student Services Team staff on providing support in the event of a crisis event such as the death of a student or staff member. Employees must register in the CCPS Professional Learning System and sign-in at the training.



A two-hour in-person training is provided annually to the Student Services staff who would be called to provide Emergency Counseling support to students, staff, and families at reunification sites. The training provides an overview of the phases of a disaster, psychological first aid, reunification site procedures, and role play scenarios.

Linked Artifacts:

- 155 - [Certificated Suicide Prevention Information for Educators 2022-23](#)
- 155 - [2022-23 Keeping CCPS Students, Employees and Visitors Safe](#)
- 155 - [2022 Safe Schools Training- Bullying, Harassment, Intimidation, Discrimination or Hazing](#)

Pillar 4: (OPTIONAL) Proposed Regulatory Revisions and Waivers

156. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

NA

Linked Artifacts:

Pillar 4: Stakeholder Engagement

157. Identify the key stakeholder groups the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the More Resources to Ensure that All Students are Successful Pillar. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
Advanced Behavioral Health (ABH)	Therapy in schools for students with MA; contracted trauma related services; exhibitor table at community events	Annually, as needed for referrals and student updates
Carroll County Health Department (CCHD)	Substance use screenings	Annual review as needed for referrals and student updates
Carroll Community Mediation Center	Community Conferencing	Every three years
Carroll County Youth Service Bureau (CCYSB)	Contracted therapy and psychiatric services; exhibitor table at community events	Annually, as needed for referrals and student updates
Life Renewal Services (LRS)	Therapy in schools for students with MA	Annually, as needed for referrals and student updates
Potomac Case Management Services (PCMS)	Care Coordination for students with MA and a medical diagnosis	Annually, as needed for referrals and student updates

Linked Artifacts:



Pillar 5: Governance and Accountability



Pillar 5, Objective 1: Support Blueprint implementation planning

5.1.3: AIB and MSDE review implementation plans submitted by LEAs; AIB approves/disapproves plans (plans subject to periodic updates)

158. Authors of the Blueprint Implementation Plan: Describe how the LEA identified and selected the individuals responsible for developing and writing its Blueprint Implementation Plan, including consideration for an individual's position, experience, expertise, or membership in a particular stakeholder group.

Members of the Executive Leadership Team (Superintendent, Assistant Superintendent of Operations, and Assistant Superintendent of Instruction) met and appointed a leader for each Pillar of the Blueprint based on the leader's position, expertise, experience of content, and membership within community groups/organizations related to the Blueprint. Once Pillar leaders were established, they met with the Executive Leadership Team to determine who should be a member of each Pillar team utilizing the same criteria to select Pillar leaders. CCPS teams met with stakeholders central to the content within their Pillar to disseminate information, plan for implementation, and determine the best individuals/departments to author indicator responses. Teams also invite individuals who are not part of the actual team but offer expertise in various areas as needed to develop the response.

Linked Artifacts:

- 158 – [CCPS Blueprint Teams & Overview](#)

Use the table below to list the individuals responsible for developing and writing the Blueprint Implementation Plan and their positions within the school system and/or stakeholder groups they represent.

Name	Position	Stakeholder Group
Cynthia McCabe	Superintendent	Executive Leadership
Jonathan O'Neal (Pillar 5 Leader)	Assistant Superintendent of Operations	Executive Leadership
Nicholas Shockney	Assistant Superintendent of Instruction	Executive Leadership
Steve Wernick (Pillar 1 Leader)	Director of Curriculum & Instruction	Cabinet
Ernesto Diaz (Pillar 2 Leader)	Director of Human Resources	Cabinet
Ken Goncz (Pillar 3 Leader)	Principal, Liberty High School	Administration & Supervision
Eric King (Pillar 3 Leader)	Director of High Schools	Cabinet
Angie McCauslin (Pillar 3 & 5 Leader)	Blueprint Administrator	
Christine Wittle (Pillar 4 Leader)	Director of Special Education	Cabinet

Refer to Item #158 artifact: *CCPS Blueprint Teams & Overview*, for a complete list of Pillar members and their titles/roles.



- 159. Teacher and Principal Voice:** Discuss how the LEA ensured that its Implementation Plan included teacher and principal voice throughout the development of the Plan.

CCPS staff continues to have ongoing conversations and work sessions with the Carroll County Educators Association and the Administrator/Supervisor Association, as both units represent the teacher and administrator voices. Work continued during the fall and early winter of 2022-23 before being suspended when collective bargaining began in late January 2023. This plan has been submitted to both associations for review and feedback. The Blueprint Administrator has met with administrators at all levels to provide them with time to unpack the Blueprint, ask questions, and provide feedback throughout the development of the Plan. Principals have participated in an exercise where they were assigned to respond to an indicator within the implementation plan. Additionally, administrators were provided the opportunity to provide feedback via Microsoft Forms after presentations. Their responses were utilized throughout indicator responses of the Plan. A high school principal was selected as a co-lead in Pillar 3 to assist with the development of pathways available to students under the Blueprint. This provided voice to school-based administration around building schedules, adjustments to resources, how to maximize collaboration with IHEs, and to share information with other administrators. Content supervisors have engaged the Blueprint Administrator to present on the blueprint to their teachers, who have provided feedback on various indicators within the plan.

Teacher and administrator voice have also been present at committee meetings (Early Childhood Advisory Council, Curriculum Council, CTE Advisory Council, etc.), in the development process. Pillar leaders have included individuals in plan development based on the indicator (e.g. Dual Enrollment planning included teachers, DE liaison, administration, and community college).

Linked Artifacts:

- 160. Quality Control and Project Management:** What guidance, support, or structures (working groups, recurring meetings, protocols for communicating and collaborating, project management tools, etc.) did the LEA provide to the individuals responsible for developing and writing the Plan to ensure the Plan was well developed, clearly articulated, and representative of the LEA's community and its needs?

The Blueprint Administrator created a shared network folder for each Pillar of the Plan which included: Implementation Plan template, criteria for success, assignments, and artifact folders. Staff were identified, assigned the appropriate indicator for completion, and provided access to the appropriate shared documents. The BP Administrator met with each Pillar team leader, reviewed assignments, how to access the documents, and a due date for responses. During these meetings, team leaders were encouraged to reach out to the appropriate stakeholder within their group to develop responses (ex. Early Childhood Education Council contributed to responses in Pillar 1). As meetings with our Board-Appointed committees occur (as scheduled on our school calendar), Blueprint will be a discussion point to ensure our plan is representative of the community and its needs.



Pillar team meetings occurred monthly during the early stages to unpack the Blueprint by Pillar; since September teams have been meeting monthly, with subgroups within the Pillar meeting weekly. The executive leadership team meets regularly to remain updated on implementation. Communication is ongoing through multiple methods, including emails, group and one-to-one meetings, and presentations. As presentations continue to occur to stakeholder groups, all groups are encouraged to visit the CCPS website to review and provide feedback on our draft plan. The Superintendent established a second monthly meeting of her Cabinet to focus on Blueprint planning, implementation, and monitoring.

Meetings between CCPS and identified stakeholders occurred throughout plan development. The CTE leadership staff met with Local Workforce Development Board and Carroll Community College staff monthly to develop a Career Counseling Program. Several Pillar 3 members met monthly with staff from the community college to plan for dual enrollment opportunities for students. Communicating these items to our community occur through Board of Education meetings, town hall meetings, and other public information nights hosted by the community college.

Linked Artifacts:

- 161. Stakeholder Engagement:** At the end of each Pillar, LEAs list the stakeholders engaged to develop plans for a specific Pillar.

In response to this question, discuss how and when the individuals responsible for writing the LEA's Blueprint Implementation Plan engaged community members at large, including the local school board, and any other key groups across all pillars in the development of its Blueprint Implementation Plan. Describe the strategies the LEA employed to increase participation by members of historically underrepresented groups, especially groups representative of the LEA's student demographics. Discuss the evidence the LEA collected that reflects its engagement efforts.

CCPS leaders have engaged broad stakeholders during the writing process. The initial draft has been submitted to multiple stakeholder groups for review and feedback. This includes groups that are representative of our community. Outreach included our employee associations, several of the Board's citizens' advisory councils (see linked artifact), the countywide council of parent organizations, the Superintendent's Equity Council, which is a group of internal and external stakeholders that advise the Superintendent on the Board's equity policy, and the Local Management Board, whose mission is further detailed at their website in the linked artifacts. In addition, our draft implementation plan was made available on our website and a specific feedback account was established so that our entire community may offer input on the plan as it was being developed. The Superintendent has scheduled a series of three public town hall meetings this spring on the Blueprint. Two town halls will be focused on parents and other school community members, while one will be focused on staff. The Blueprint Administrator will also be participating in the Carroll Community College First Fact event, with a specific focus on the dual enrollment post-CCR pathway.



Individuals who are responsible for developing the CCPS implementation plan have various opportunities to engage community members to collect feedback. This will include all BOE appointed committees (Teacher Advisory Council, Curriculum Council, Equity Council, etc.), monthly Board of Education meetings, town hall meetings, professional learning sessions hosted by curricular content specialists, monthly school-based administrator meetings, and via our website where anyone can submit feedback via email. In addition to the opportunities above, each pillar leader holds meetings with groups specific to that work, which is another way to collect feedback. For example, the Early Childhood Committee meets six times per year to discuss implementation and provide feedback on changes to consider. Utilizing the various bargaining units is another way to collect feedback on items such as career ladder development, implementation of an NBC program, professional learning opportunities for various groups of staff (ECE teacher assistant certification), etc. CCPS staff collaboratively engage different groups of stakeholders in planning (e.g. school improvement plans), and will continue to do so with all blueprint implementation plan strategies. All feedback will continue to shape our blueprint work.

Linked Artifacts:

- 161 - [BDF-Advisory Councils to the Board of Education of Carroll County\(1\)](#)
- 161 - [BDF-Advisory Councils to the Board of Education of Carroll County](#)
- 161 - [ABA-Educational Equity](#)

162. Monitoring Implementation: Discuss who will be responsible for monitoring the implementation of the Blueprint Implementation Plan, including annual progress monitoring, and revisions or amendments as needed. What systems and structures will the LEA leverage to support the individuals responsible for monitoring implementation (e.g., working groups, recurring meetings, protocols for communicating and collaborating, project management tools, etc.)?

The Superintendent's executive team, Cabinet, and Pillar leaders will be directly responsible for monitoring the implementation of the Blueprint. The Superintendent has established an on-going monthly Cabinet meeting to monitor Blueprint implementation. The Superintendent also brings a monthly report on Blueprint implementation to each Board of Education meeting. The executive team and Blueprint Administrator meet bi-monthly to monitor progress and then meet monthly with the Pillar leaders to discuss implementation. All Blueprint documents are coordinated by the Blueprint Administrator via our network collaboration site.

Linked Artifacts:

Use the table below to list the individuals responsible for monitoring the implementation of the Blueprint Implementation Plan and their positions within the school system and/or stakeholder groups they represent.

Name	Position	Stakeholder Group
Cindy McCabe	Superintendent	Executive Leadership



Jon O'Neal	Assistant Superintendent of Operations	Executive Leadership
Nicholas Shockney	Assistant Superintendent of Instruction	Executive Leadership
Robert Burk	Chief Finance Officer	Cabinet
Ernesto Diaz	Director of Human Resources	Cabinet
Christy Farver	Director of Elementary Schools	Cabinet
Amy Gromada	Director of Middle Schools	Cabinet
Eric King	Director of High Schools	Cabinet
Angie McCauslin	MD Blueprint Administrator	Staff
Karl Streaker	Director of Student Services	Cabinet
Steven Wernick	Director of Curriculum and Instruction	Cabinet

163. Local Board Approval of Implementation Plans: Discuss the role of the local school board in the approval and/or oversight for the LEA's Blueprint Implementation Plan if applicable. If the local board is required to approve the Plan under local board policies or procedures, include the date it was approved. If the board will consider approval after the date by which the Plan must be submitted to the state, describe any activities (that have occurred or are planned) to recommend the plan to the board for approval and the anticipated date.

Note: If an LEA's Implementation Plan needs to be revised as a result of the Board approval process after the March 2023 submission, the LEA must submit the new plan as soon as possible.

The Superintendent discussed the development process with the Board of Education. The Board will not formally approve the plan. However, the Superintendent has brought the Board updates on the plan during development at monthly meetings, provided highlights and next steps in the development process, and allowed time for discussion with board members.

Linked Artifacts:

Pillar 5, Objective 4: Monitor Blueprint outcomes

5.4.2: AIB monitors and analyzes availability and use of Blueprint funding

164. The Blueprint requires MSDE to implement a new Statewide Finance and Data System to be interoperable with local Enterprise Resource Planning (ERPs) Systems and Student Information Systems (SISs). This system will allow districts to submit school level State Aid calculation data, budgetary data, and expense data directly to MSDE in one system. MSDE will work with all LEAs to



implement the State side of the system, including support related to system access and training. LEAs will need to ensure their systems are able to interface with MSDE's new system to submit and meet Blueprint reporting requirements.

On or before July 1, 2024, for fiscal year 2025, and each July 1 thereafter each county board shall report on the county board's compliance with this Md. Education Article, §5-234. This Subtitle establishes the Major Aid programs that are subject to school level per pupil budget and spending requirements.

What is your district's initial plan to budget Blueprint formula funds at the school level by category and demonstrate that the budgeted funding amount at the school level meets the minimum school funding requirements in Md. Education Article, §5-234? LEAs should consider which costs are currently budgeted and/or recorded centrally but may need to be allocated to the school level.

Note: Local Education Agencies need not implement site-based management or site-based budgeting to comply with the requirements of Md. Education Article, §5-234. Local Education Agencies can meet the requirements of §5-234 through proper demonstration of budget allocation and expense allocation at the school level, by Aid category.

In order to meet the requirements programmatically, CCPS currently has a workgroup identify resources that will be shifted from all schools to be repurposed in order to meet expenditure compliance. The workgroup is determining how the funds associated with those repurposed resources will be allocated based on the relevant populations of subgroups at each school for each of the various formula categorical areas (i.e., Compensatory Education, English Learners, Special Education, etc.). Based on recent state aid documents, we believe at least one-fifth of what we currently consider non-restricted state and local combined funding will have to be repurposed to meet the restrictions under the Blueprint.

Obviously, the redistribution of resources required by the Blueprint will have a significant impact on many of our schools and communities. As we develop these plans, we will continue to communicate with school communities to help them understand the dramatic changes they will see in many of their schools. While we are making plans to implement this for the fiscal 2025 school year, we are taking advantage of the unexpected increase in additional compensatory education dollars for fiscal year 2024 to make a "down payment" on implementing compensatory education programs at certain of our highest poverty schools (by FaRMS count as a percentage of each school's enrollment) since this does not yet involve removing existing resources/staff from any schools to accomplish.

On the reporting side, we are anxious for the State to complete its new Financial Reporting Manual and its new online financial data reporting system to assist us in assessing what changes we will need to make this summer as we begin the fiscal year 2025 budgeting process. While the changes will no doubt be very challenging, we are hopeful that our initial expectations are borne out. Currently our financial chart of accounts and software are able to be "cross-walked" to the State's reporting requirements with relative ease. Although certainly it requires some staff work to complete that reporting, we are mostly able to identify expenditures for reporting now. We are not currently set-up for monthly reporting, and especially, reporting all expenditures by cost center. We have plans being developed to further enhance our ability to report specifically on spending, at the cost center (school) level, for each of the categorical state aid programs, and to make this process less labor intensive. Our current financial software is a product of the same



vendor as the state's new online financial data reporting system, so we are hopeful that there might be some synergies and cooperation that will further assist us in this process.

CCPS has been working with MSDE/consultant staff on the initial file layout and crosswalk into the new MSDE financial system. This process has assisted staff in gaining knowledge of the new systems and requirements, analyzing complexities of the changes, and offering CCPS valuable perspective as it works toward full compliance.

Teamwork between CCPS financial and technology staff has been essential in utilizing flexibility and expertise for these changes and the ability to successfully interface with MSDE's new Financial System. With regard to budgeting funds at the school level, CCPS already budgets salaries and benefits, among other expenditures. CCPS finance staff are working with other central office departments to identify and budget other large expenditures such as dual enrollment, utilities, certain support staff, and technology directly to the school level. Based on work done to date, CCPS staff are confident that CCPS will be able to demonstrate both from a budgetary and actual perspective the allocation of 75% of state and local funding overall to the school level.

The identification of expenditures, both budget and actuals, by state aid programs other than foundation, is more challenging. Of particular concern is making sure that spending on some of these areas fully meets the amount of state and local shares for these programs, such as the Compensatory Education and English Learner programs. Reallocating significant resources, including classroom teacher funding/positions, will be required to achieve this and planning has already begun, including community and staff-wide meetings to share information on the upcoming changes.

The unexpected increase in Compensatory Education funding for fiscal year 2024 allowed CCPS to use that increase to begin implementing a new model of Compensatory Education programming and staffing, which will be fully completed in fiscal year 2025. This model will include: new content area resource and intervention teachers as well as instructional assistants; improved student-staff ratios for mental health therapists, psychologists, and pupil personnel workers; and mentor teachers.

In the interim, CCPS has begun reporting monthly through the MSDE AFR system actual expenses by state aid categories, which has allowed us to gain valuable knowledge to expand the accuracy and efficiency of this reporting.

Linked Artifacts:

Document History

Version	Date	Summary of Changes
1	December 1, 2022	Document Creation
2	December 28, 2022	Minor technical updates

Version 2 Revisions

Page	Question	Revision
P. 6	1	Changed FY 25 to FY 26 to align with the final Kirwan Commission report (p. 13)
P. 43	59 Table 1	Changed third column header to 2023-24
P. 46	59 Table 6	Changed column headers to 2021-22, 2022-23, 2023-24
P. 52	72	Added table for narrative response
P. 57	84 Table 1	Changed third column header to 2023-24
P. 59	84 Table 6	Changed column headers to 2021-22, 2022-23, 2023-24
P. 72	107 Table 1	Expanded the blue color block to reveal the hidden footer
P. 74	107 Table 2	Added third column to each year with headers 0-4, 5, and 6+
P. 74	107 Table 3	Added third column to each year with headers 2+, 1, and 0
P. 89	Task Title	Updated task title 4.4.1 to clarify the phase-in period - "Personnel grants are phased in through FY 2025 until grants are awarded to schools where at least 55% of students are eligible for FRPM (185% FPL)" (Requires an update to the table of contents as well)