



Caroline County Public Schools

Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

December 15, 2022
No later than 5:00 p.m. EST

MARYLAND STATE DEPARTMENT OF EDUCATION**Mohammed Choudhury**

State Superintendent of Schools
Secretary-Treasurer, Maryland State Board of
Education

Deann M. Collins

Deputy Superintendent, Teaching and Learning

Justin Dayhoff

Assistant State Superintendent, Student
Financial Planning, Operations, and Strategy

Larry Hogan

Governor

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Instructions

Complete this application electronically by typing directly into the fillable fields and charts. Do not alter or remove sections. When finished, save the application document as a pdf to your computer and obtain appropriate signatures. The completed application should be saved as a pdf and emailed to:

LocalESSAConsolidated.msde@maryland.gov.

For questions or additional information, please contact:

Justin Dayhoff, Assistant State Superintendent
Financial Planning, Operations, and Strategy
Maryland State Department of Education
(410) 767-0439
justin.dayhoff@maryland.gov

Cover Page (1 page)

LEA name: Caroline County Public Schools

Name of contact person: Dr. Tara Downes

Title of contact person: Assistant Superintendent of Instruction

Address: 204 Franklin Street.

Address: Denton, Maryland 21629

Phone number: 410-479-1460

Email address: downes.tara@ccpsstaff.org.

Superintendent of Schools Printed Name

Date

Superintendent of Schools Signature

Date

Executive Summary (2 pages)

The Executive Summary should serve as a stand-alone document that identifies areas of focus, the rationale for selecting the areas of focus, root cause(s) for the areas of focus, demonstrating equity to address disparities to provide comprehensive supports and improvement for all students. Refer to the Consolidated Plan Guide for guidance.

Caroline County Public Schools (CCPS) has been engaged in a strategic planning process for the past three years that includes the following steps:

- Evaluating the district vision, mission, and core values
- Collecting input from various focus groups across the district
- Conducting a comprehensive feedback survey with all stakeholders
- Using the data collected to determine district needs and priorities
- Developing a detailed, comprehensive strategic plan to guide the district in improvement

The following CCPS District goals/objectives were developed:

Goal #1 Academic Excellence - Provide equitable access to relevant, engaging curriculum and experiences that develop the knowledge and skills needed for college, career, and life readiness.

- Objective 1: Develop engaging curriculum at all levels, for all courses and all students
- Objective 2: Develop a comprehensive system of formative and summative assessment that includes short, mid and long cycle assessments in order to inform instructional decisions.
- Objective 3: Implement targeted interventions/enrichment and monitor student progress

Goal #2 Wellness- Foster an environment that supports the social, emotional and physical well-being of students.

- Objective 1: Establish a School-Based Wellness Team with stakeholders from staff, leadership, and mental health providers.
- Objective 2: Develop policy, practice and programs to identify, triage and support students' mental health needs comprehensively.
- Objective 3: Implement a comprehensive social and emotional wellness system across the school system.

Goal #3: Equity- Create equitable opportunities to learn by providing resources according to each student's unique needs.

- Objective 1: Recruit and retain effective and diverse educators and staff.
- Objective 2: Identify areas of disproportionality, and identify root causes and actionable steps to address them.
- Objective 3: Promote positive student outcomes through the integration of cultural responsiveness.

Goal #4: Communication- Ensure meaningful avenues of communication with and among students, staff, families and community.

- Objective 1: Develop a communication policy.
- Objective 2: Develop a countywide communication plan.
- Objective 3: Provide schools and departments the tools and support needed to communicate equitably and effectively.

In addition, each year, staff and stakeholders analyze data, review practices and programs for effectiveness, align resources to support performance goals, and then implement those plans with fidelity. With limited state data for the 2019-2020 and 2020-2021 school years, the Caroline County Public Schools Reopening Plan, MTSS, behavior, MCAP, iReady and Dibels data will serve as the baseline and guiding data points for the for the 2022-2023 school year. In addition, the ARP/ESSR Grant Application serves as a documented plan of CCPS' goals through 2024. The plans demonstrate that:

- The most recent data will be carefully analyzed to inform decision-making as we seek to accelerate achievement and close achievement gaps for all students; and
- Resources are aligned to support the goals contained in the plan.

During Administrator and Supervisor meetings, deep data dives from individual buildings as well as overall trend data were shared, analyzed and summarized to identify trends and gaps. These data dives and root cause discussions were used to inform individual School Improvement Plans as well as inform the ESSA goals and areas of focus for the 2022-2023 school year. Subsequent meetings will serve as progress monitoring and decision making on all three focus areas for the district and individual School Improvement Plan performance.

Each member of the CCPS ESSA Consolidated Strategic Plan team gathered and discussed data from their content/area within the school district. The following Guiding Questions led the discussion. After the deep data dive, needs were prioritized and the Areas of Focus were established.

Guiding Questions:

- What needs were identified during the data analysis process?
- What specific data supports the identification of each overarching need?
- Which needs are the most urgent?
- Is each need trending positively or negatively over time?
- Could a root cause be identified?
- What do our students need to be successful?
- Is each need an equity gap?

Additional Resources:

[Caroline County Public School's Reopening Plan](#)
[Virtual Plan CCPS](#)
[ARP/ESSER](#)

Demographics:

CCPS has observed a slight increase on overall enrollment of students since last school year (approximately 100). While our SWD percentages have remained constant, our EL population increased 1%. Alternatively, CCPS has realized a 12% rise in FARMS populations respectively.

As a result of this increase and the State's Blueprint Plan, the need for more resources in overall staffing as well as funding around supports increased. The district must reevaluate staffing, services, and supports being provided to these students. CCPS will monitor the achievement and attendance of students in EL and SWD (students with historically the biggest achievement gap) student groups, as well as all others, for the goals of this plan, paying particular attention to meeting the needs of individual students.

	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
All Students 9/30	5829	5875	5553	5551	5667
FARMS 10/31	52%	51%	58%	54%	66%
SWD 10/1	10%	11%	10%	10%	9%
EL 10/31	7%	8%	8%	8%	9%

After analyzing academic, behavioral and MTSS data for Caroline County Public Schools in individual School Improvement Plan meetings, Administrator and Supervisor meetings as well as Curriculum, Instruction, Student Services and Special Programs meetings, CCPS has chosen the following Areas of Focus:

K-8 Reading-English Language Arts

- Goal #1: During the 2022-2023 school year, at least 70% of K-2 students will meet or exceed grade level standards in reading foundational skills.
- Goal #2: By June 2023, at least 50% of all 3-8 students will meet or exceed grade level standards in the reading comprehension domain.

Math Grades 6-8

- 100% of middle school students will enter grade 9 ready for high school level math courses

Grades 6-8 Middle School Behavior/Discipline

- Goal #1: During the 2022-2023 school year, with the implementation of Conscious Discipline, BASE and the continued use of PBIS, the number of major discipline referrals in grades 6-8 due to disrespect and disruption will decrease by at least 15% per school. (Lockerman Middle School and Colonel Richardson Middle School)

Needs Assessment

The LEA must provide a summary of the needs assessments included within each titled grant application, including how the results contributed to the development of the focus areas identified within this plan. Refer to page 4 of the Consolidated Plan Guide for guidance.

The Caroline County ESSA team as well as the Reopening Plan team, made up of a variety of stakeholders, identified resources related to learning loss and enrichment as a need for students and staff in CCPS. An emphasis on weaving in field experiences and professional development to address the unique needs of all learners since the Pandemic is at the center of the activities outlined in the Title IV application. The School System Improvement Council and Citizens Advisory

Council have in the past and will continue to discuss the needs of the system to create well-rounded students, including students who are not on the path to college, yet on the path to a career. In addition, CCPS has had an influx of English Language Learners, therefore funds will be used to assist them in their education. The Blueprint indicates the importance of job embedded professional development of high-quality teaching practices; therefore, an emphasis must be placed on building and training the teacher opportunities within the county.

The Board believes that our Health curriculum has the need for additional resources to ensure the physical and mental health of our students. They believe all students should be trained in CPR, First Aid and AED. Funds will be spent to pay the cost for all students over the next few years to ensure all high school students are trained. Stakeholder groups have also shown interest in our schools offering additional opportunities to improve environmental sustainability of our schools.

Several data points support local needs:

- FARMS Data
- Enrollment Data
- Caroline County Data
- Staffing/Student Numbers
- Service-Learning Data
- Academic Achievement Data
- Teacher Evaluation
- Teacher Surveys of Instructional needs

CCPS has a FARMS rate of approximately 65% district wide. We have approximately 18% of our population in low/no connectivity areas. Our EL population has grown significantly over the past year. Through our needs assessment process, it was found that our students lack opportunities as it relates to the Arts and Music. Living in poverty increases the likelihood that a young adult's health and well-being will suffer. We have found that several of our teachers still need support on the skills and knowledge of high-quality Tier I instruction as well as intensified interventions in Tier II and Tier III.

Each Title Grant conducted a Needs Assessment for their area of concentration:

Title I:

This application does not include a needs assessment however, the Title I Coordinator meets regularly with the Principals of the Title I schools and identifies needs through data collection, analysis and outcomes in order to collectively implement funding based on each school's needs. Title I has specific requirements based on the schools that qualify for Title I funding.

Title II:

We reviewed data from hiring for the 21-22 school year and the 22-23 school year, as well as exit survey data from the previous two years. [HR Data Dive](#) tells us we have a higher rate of attrition at the secondary levels, with a small percentage of minority teachers, demonstrating CCPS still needs to recruit and retain teachers that have similar demographics to our students. However, the exit survey data shows us that strengths of CCPS include professional learning, resources and tools and our community atmosphere.

Stakeholder groups identified that with the Blueprint upon us, we need to take a deeper dive into our Teacher Evaluation system and reporting features available. Additionally, disciplinary and instructional technology literacy is a necessary skill for all students and teachers that need professional development to implement effectively.

Title III:

Caroline County Public Schools looked at data from the 2021-2022 school year and analyzed the needs of our English Learners. The proposed plan and strategies in the Title III Grant Application will help Caroline County Public Schools (CCPS) have a positive impact by increasing the language proficiency and academic achievement of ELs, providing effective professional development, and implementing effective parent, family and community engagement opportunities. Caroline County continues to see an increase in enrollment of ELs who are newcomers and/or students with interrupted education.

As our enrollment increases, we have continued to track the English language proficiency of our students and closely monitor their needs. At this time, approximately 110 EL students have an English language proficiency level of 1.0 - 1.9 and approximately 100 EL students have an English language proficiency level of 2.0 - 2.9. Purchasing these materials will provide teachers opportunities to build English language proficiency (ELP) while using materials that can be incorporated into lessons to build language development. Additionally, the supplemental materials will also help support core content areas which will ultimately assist with increasing ELs academic achievement.

The identified need in the area of our gifted and talented program is to improve the identification, enrollment, and retention of gifted and talented (GT) students. Caroline County Public Schools (CCPS) is working to increase the identification of underrepresented populations for the gifted and talented program in our school district for the 2022-2023 school year. This need was identified when we applied for funds through the Javits Partnership Agreement.

Title IV:

When drafting goals for the Consolidated ESSA plan, the goals outlined each year are connected to the County's Strategic Plan and steeped in data driven decision making. Administrators, supervisors, teachers and community stakeholders provide input and feedback on the County's instructional, social and emotional focus through annual needs assessment meetings, data dives and surveys.

Each activity is tied to the strategic plan for Caroline County Public Schools and developed with an equity lens. Educational equity access for all students is crucial when developing activities of the Title IV grant and measured outcomes are tied to student success and achievement.

The grant incorporates a variety of stakeholders including central office content supervisors, building administrators, teachers and families. Supervisors and building administrators inform the grant progress during A & S monthly meetings; teacher and family groups meet quarterly to receive updates and provide input on grant items during their scheduled meetings with the Superintendent and grant facilitator.

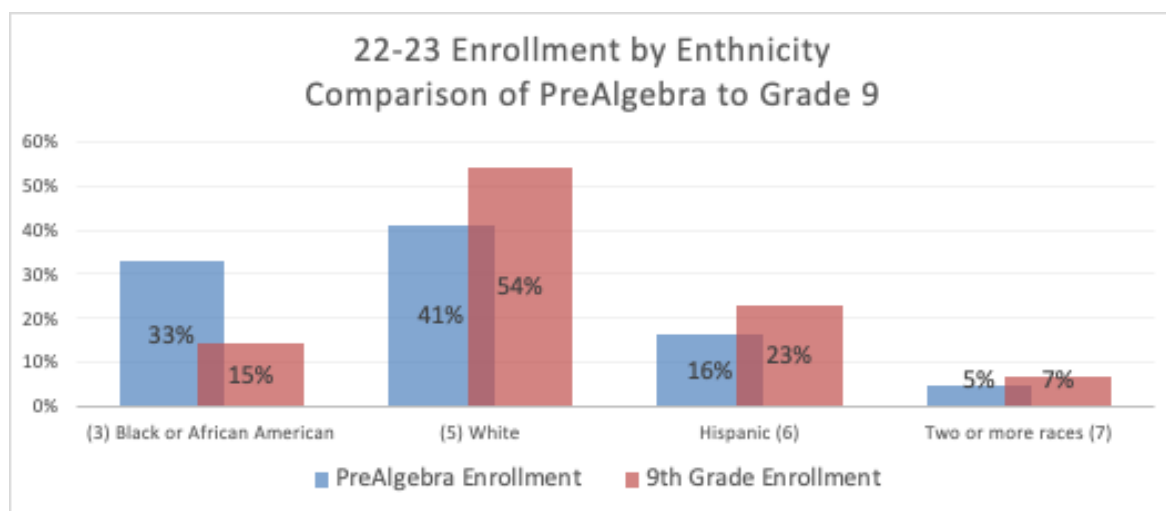
Through our needs assessment process, it was found that our students lack opportunities as it relates to the Arts and Music. Due to the ongoing pandemic, we are addressing these inequities with online resources for students and teachers. Living in poverty increases the likelihood that a young adult's health and well-being will suffer.

Fine Arts

Based on a needs assessment that was conducted, the Fine Arts application focuses on activities and projects that includes the fine arts areas of music, dance, theater, media arts, and visual arts with a focus on performance and/or display of the artform in each area. Grant funds will be utilized in order to support music performances in elementary and in secondary schools. In addition, the project will partially fund year two of a three-year partnership with Arts for Learning to provide middle and high school students with artist residencies in dance, theater, and media arts. Finally, funds will be used to support 2-D and 3-D art design in both high schools.

The following data were used to identify needs, gaps and trends to inform the goals outlined in the ESSA plan:

Math:



4-Year Graduation Cohort	
All Caroline Schools	
All Students	89.76
Black or African American	85.07
Economically Disadvantaged	82.98
English Learner	52.38
Hispanic/Latino of any race	75
Students with Disabilities	70.37
Two or more races	88.89
White	94.51

5-Year Graduation Cohort	
All Caroline Schools	
All Students	89.76
Black or African American	85.07
Economically Disadvantaged	82.98
English Learner	52.38
Hispanic/Latino of any race	75
Students with Disabilities	70.37
Two or more races	89
White	95

All Schools K-8	Tier 1	Tier 2	Tier 3
American Indian or Alaska Native	N/A	N/A	N/A
Asian	27%	57%	16%
Black or African American	5%	43%	52%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
Two or More Races	12%	46%	42%
White	13%	52%	35%
Hispanic or Latino	6%	49%	45%
SPED	2%	26%	72%
ELL	2%	44%	54%
DES	Tier 1	Tier 2	Tier 3

American Indian or Alaska Native	N/A	N/A	N/A
Asian	14%	64%	21%
Black or African American	4%	51%	45%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
Two or More Races	15%	58%	27%
White	14%	61%	26%
Hispanic or Latino	3%	54%	44%
SPED	2%	34%	64%
ELL	0%	64%	36%
FES	Tier 1	Tier 2	Tier 3
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black or African American	7%	49%	44%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
Two or More Races	2%	53%	45%
White	10%	55%	35%
Hispanic or Latino	6%	67%	28%
SPED	0%	31%	69%

ELL	4%	39%	57%
GES	Tier 1	Tier 2	Tier 3
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black or African American	0%	59%	41%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
Two or More Races	5%	68%	27%
White	10%	61%	29%
Hispanic or Latino	5%	62%	33%
SPED	0%	39%	61%
ELL	2%	56%	42%
PES	Tier 1	Tier 2	Tier 3
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black or African American	4%	42%	54%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
Two or More Races	10%	67%	24%
White	11%	63%	26%

Hispanic or Latino	6%	42%	52%
SPED	0%	41%	59%
ELL	0%	27%	73%
RES	Tier 1	Tier 2	Tier 3
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black or African American	0%	63%	38%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
Two or More Races	13%	44%	44%
White	12%	63%	24%
Hispanic or Latino	6%	62%	32%
SPED	6%	31%	64%
ELL	0%	60%	40%
CRMS	Tier 1	Tier 2	Tier 3
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black or African American	8%	20%	72%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A

Two or More Races	11%	23%	66%				
White	19%	33%	48%				
Hispanic or Latino	17%	20%	63%				
SPED	6%	6%	89%				
ELL	0%	12%	88%				
LMS	Tier 1	Tier 2	Tier 3				
American Indian or Alaska Native	N/A	N/A	N/A				
Asian	25%	58%	17%				
Black or African American	5%	28%	67%				
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A				
Two or More Races	18%	27%	55%				
White	17%	34%	49%				
Hispanic or Latino	8%	28%	64%				
SPED	2%	3%	95%				
ELL	0%	16%	84%				
Student Grade	English Language Learner	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Grand Total
6	Yes	0	0	9	4	19	32
	No	12	62	133	59	93	359

Grade 6 Total		12	62	142	63	112	391
7	Yes	0	0	3	3	22	28
	No	9	39	117	61	136	362
Grade 7 Total		9	39	120	64	158	390
8	Yes	0	0	1	2	22	25
	No	15	51	110	63	131	370
Grade 8 Total		15	51	111	65	153	395

ELA

School	K/1 Students Screened Using Dibels 8 EX:100	K/1 Students Identified for Potential Reading Difficulties EX: 20	Percentage of K/1 Students Identified for Potential Reading Difficulties EX: 20%
Greensboro Elementary School	K-115 1-107	K-62 1-35	K-53% 1-33%
Denton Elementary School	K-86 1-82	K-28 1-32	K-33% 1-39%
Ridgley Elementary School	K-59 1-63	K-20 1-16	K-34% 1-25%
Federalsburg Elementary School	K-56 1-54	K-31 1-20	K-56% 1-37%
Preston Elementary School	K-54 1-63	K-16 1-13	K-30% 1-21%

All Schools K-8	Tier 1	Tier 2	Tier 3
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American Indian or Alaska Native	0%	25%	75%
Asian	34%	41%	25%
Black or African American	14%	38%	49%
Native Hawaiian or Other Pacific Islander	0%	100%	0%
Two or More Races	25%	33%	42%
White	24%	40%	36%
Hispanic or Latino	12%	41%	47%
SPED	5%	19%	76%
ELL	2%	38%	60%
DES	Tier 1	Tier 2	Tier 3
American Indian or Alaska Native	N/A	N/A	N/A
Asian	38%	46%	15%
Black or African American	8%	50%	42%
Native Hawaiian or Other Pacific Islander	0%	100%	0%
Two or More Races	30%	42%	28%
White	24%	49%	27%
Hispanic or Latino	18%	55%	26%
SPED	7%	21%	72%
ELL	70%	0%	30%

FES	Tier 1	Tier 2	Tier 3
American Indian or Alaska Native	N/A	N/A	N/A
Asian	25%	63%	13%
Black or African American	15%	42%	43%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
Two or More Races	14%	39%	47%
White	21%	46%	33%
Hispanic or Latino	17%	61%	22%
SPED	3%	24%	74%
ELL	7%	33%	59%
GES	Tier 1	Tier 2	Tier 3
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black or African American	5%	55%	41%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
Two or More Races	19%	49%	32%
White	17%	49%	35%
Hispanic or Latino	8%	51%	41%
SPED	3%	34%	63%

ELL	2%	50%	48%
PES	Tier 1	Tier 2	Tier 3
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black or African American	21%	42%	38%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
Two or More Races	25%	45%	30%
White	23%	48%	30%
Hispanic or Latino	12%	42%	45%
SPED	8%	28%	64%
ELL	33%	0%	67%
RES	Tier 1	Tier 2	Tier 3
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black or African American	5%	59%	36%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
Two or More Races	31%	25%	44%
White	24%	49%	28%
Hispanic or Latino	24%	41%	35%

SPED	6%	20%	74%
ELL	10%	40%	50%
CRMS	Tier 1	Tier 2	Tier 3
American Indian or Alaska Native	N/A	N/A	N/A
Asian	N/A	N/A	N/A
Black or African American	14%	23%	64%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
Two or More Races	21%	15%	64%
White	32%	26%	41%
Hispanic or Latino	17%	23%	60%
SPED	6%	6%	89%
ELL	6%	0%	94%
LMS	Tier 1	Tier 2	Tier 3
American Indian or Alaska Native	N/A	N/A	N/A
Asian	33%	25%	42%
Black or African American	19%	16%	64%
Native Hawaiian or Other Pacific Islander	N/A	N/A	N/A
Two or More Races	29%	21%	51%
White	29%	22%	49%

Hispanic or Latino		15%	21%	64%			
SPED		3	1%	96%			
ELL		3%	0%	97%			
Student Grade	English Language Learner	Tier 1	Tier 2	Tier 3	Tier 4	Tier 5	Grand Total
6	Yes	0	0	2	3	27	32
	No	61	49	101	51	100	362
Grade 6 Total		61	49	103	54	127	394
7	Yes	0	0	0	1	27	28
	No	45	58	83	37	143	366
Grade 7 Total		45	58	83	38	170	394
8	Yes	0	0	1	1	23	25
	No	54	65	73	29	151	372
Grade 8 Total		54	65	74	30	174	397

Behavior/MTSS

DATA:

Middle School 2021/2022 Discipline Data (Major Office Referrals) Disrespect/Disruption

	Total Referrals	Disrespect and Disruption	% of total referrals	Male	Female
Lockerman Middle School	490	233	48%	161	72
Colonel Richardson Middle School	122	62	51%	46	16

BASELINE MTSS DATA

		September 28			
		Attendance	Behavior Referrals	Reading	Math
GES	Tier 1				
	Tier 2			42	
	Tier 3			34	
DES	Tier 1		1		
	Tier 2		4	41	2
	Tier 3		4	26	1
RES	Tier 1				
	Tier 2	1	2	17	3
	Tier 3			22	
FES	Tier 1				
	Tier 2		3	15	
	Tier 3		1	19	
PES	Tier 1				
	Tier 2	2	6	10	5
	Tier 3			26	
LMS	Tier 1				

	Tier 2	1	6	93	
	Tier 3			19	1
CRMS	Tier 1				
	Tier 2	1	1	26	46
	Tier 3			6	27
CRHS	Tier 1				
	Tier 2				
	Tier 3		1	7	12
NCHS	Tier 1				
	Tier 2				
	Tier 3			24	

Evidence of Impact

Include a description of the LEA's experience in terms of effective practices leading to the desired outcomes. Refer to page 5 of the Consolidated Plan Guide for guidance.

According to the American Institutes for Research ([AIR, 2022](#)), “Implementing an early warning system to identify students who may be at risk for poor educational outcomes and providing targeted supports is one way that secondary schools may consider implementing MTSS”.

Caroline County Public Schools conducted a needs assessment and established a Strategic Plan for the years 2020-2025 in an effort to address the needs of students in the following areas based on data, stakeholder input and survey results:

- Academic Success
- Wellness
- Equity
- Communication

When planning for student success and achievement, the Strategic Plan serves as the cornerstone of evaluating and measuring all curriculum, instruction, interventions and financial supports that directly impact students. The timing of the Strategic Plan for Caroline County Public Schools proved to be key as the Covid pandemic interrupted high quality instruction as well as social, emotional services. Student instruction was halted for an extended period in time. According to Ward (2008), children impacted by Hurricane Katrina realized a significant and multiyear loss of learning and increased disruptive behaviors as a result of interrupted instruction. This significantly impacted the promotion rate of students as well as academic achievement. Likewise, the impact of extended missed instruction and school time for all students due to the Covid pandemic has proved to be equally if not more damaging.

Thus, Caroline County Public Schools utilized the fundamental goals of the Strategic Plan to leverage strategies that benefit all students including those with achievement gaps and underserved populations. Through needs assessments, deep data dives and root cause analysis, Administrators, supervisors, stakeholders, teachers and the superintendent's office purposefully allocated all resources towards the purchase and implementation of High-Quality Instruction through obtaining viable curriculum, intensified interventions for Tier II and Tier III, robust MTSS framework and Social/Emotional resources.

Annually, the data has been analyzed to identify gaps in the curriculum, instruction and supports in order to identify areas of focus and improvement. By reflecting on best instructional, social and emotional practices, adjustments have been made to improve the identification of students on granular level for targeted interventions that yield the best results. Improved building practices on data dives and analysis, data collection features at the district level and high leverage Tier II and Tier III interventions have been established based on collaborative work with stakeholders in all 10 schools with key district administrators. Kindergarten students in 2021-2022 realized a significant improvement as a result of the work and focus goals identified. Research indicates early interventions are key to systemic change in overall student performance k-12 (McCoy, 2017).

As we transition to 2022-2023 school year, the focus areas identified in the ESSA plan are a direct result of deep data dives in longitudinal data obtained through approved screeners such as BASE (social/emotional), DIBELS (elementary reading), iReady math and ELA for grades 3-8. Additionally, MTSS data was used to identify specific students in need of tiered supports in instruction and behavior respectively. When the data is triangulated, summarized and evaluated for full implementation, a clear focus emerges that benefit all students meeting them where they are. Specifically, students with special needs, language barriers and economically disadvantaged require intensified supports as revealed in the data. The focus areas outlined in ESSA mirror the focus areas and goals in each School Improvement Plan.

Prioritizing Educational Equity

LEAs must ensure that all students regardless of their ability (cognitive, social/emotional, and physical), ethnicity, family structure, gender identity, language, national origin, nationality, race, religion, sexual orientation, socio-economic status, or other individual characteristics will have equitable access to the educational rigor, resources, and supports that are designed to maximize the students' academic and career success, and social/emotional well-being are afforded equitable access to resources that support their diverse learning needs. See [COMAR 13A.01.06.04](#).

Focus Areas, Goals, and Outcomes

LEAs are required to identify two to three focus areas and establish goals and outcomes for each focus area. To accelerate student performance and eliminate achievement gaps, LEAs must develop goals using an equity lens as noted in the Educational Equity regulation (COMAR 13A.01.06) to address disparities. Refer to page 5 of the Consolidated Plan Guide for guidance.

Focus Area #1: K-8 Reading-English Language Arts
Goal #1: During the 2022-2023 school year, at least 70% of K-2 students will meet or exceed grade level standards in reading foundational skills.
Measurable Outcome: By June 2023, 70% of K-2 students will meet or exceed grade level standards in reading foundational skills as measured by the DIBELS 8 screener composite scores.
Goal #2: By June 2023, at least 50% of all 3-8 students will meet or exceed grade level standards in the reading comprehension domain.
1. Measurable Outcome: By June 2023, CCPS will increase the number of grade 3-5 students who <i>met</i> or are <i>approaching</i> grade level placement in reading on the ELA iReady Assessments by at least 20%, while lowering the <i>not met</i> students by 20%. 2. By June 2023, CCPS will increase the number of grade 6-8 students who <i>met</i> or are <i>approaching</i> grade level placement in reading on the ELA iReady Assessments by at least 20%, while lowering the <i>not met</i> students by 20%.

Focus Area #2: Math Grades 6-8
Goal #1: 100% of middle school students will enter grade 9 ready for high school level math courses.
Measurable Outcome: 1. By EOY iReady diagnostic, 80-100% of students that start the year 2 or more grade levels below (in red, group 1), will <u>exceed</u> their overall typical growth for the year.

2. By EOY iReady diagnostic, the percentage of grade 6-8 students who *met* (in green) or are *approaching* grade level (in yellow) placement in math on the iReady Assessments will increase by at least 20%, while lowering the *not met* (in red) students by 20%

Focus Area #3 Grades 6-8 Middle School Behavior/Discipline

Goal #1: During the 2022-2023 school year, with the implementation of Conscious Discipline, BASE (SEL assessment) and the continued use of PBIS, the number of major discipline referrals in grades 6-8 due to disrespect and disruption will decrease by at least 15% per school. (Lockerman Middle School and Colonel Richardson Middle School)

Measurable Outcome: By June 2023, CCPS Middle School, grades 6-8, discipline referrals for disrespect and disruption will decrease by at least 15% per school.

*Lockerman Middle School and Colonel Richardson Middle School

*Add more rows if necessary

Title Programs, Equitable Services, and State Fine Arts

LEAs must have submitted all title program applications to MSDE. The chart below is included in the template. LEAs are required to provide the date the title program and fine arts applications and equitable services report were submitted to MSDE for initial review.

Title Program	Date Submitted to the MSDE
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	August 31, 2022
Title I, Part C: Education of Migratory Children	n/a
Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	n/a
Title II, Part A: Supporting Effective Instruction	November 8, 2022
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	September 28, 2022
Title IV, Part A: Student Support and Academic Enrichment Grants	September 30, 2022
Title IV, Part B: 21st Century Community Learning Centers	n/a
Title V, Part B, Subpart 2: Rural and Low-Income School Program	n/a
Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)	n/a

Equitable Services Report	October 4, 2022
State Fine Arts Grant	October 6, 2022

ADDITIONAL STATE PROGRAMS

LEAs must complete the charts below for additional state requirements.

Gifted and Talented Education

LEA requirements for Gifted and Talented Education is specified in COMAR 13A.04.07.06. Each LEA shall report the following information in their Local ESSA Consolidated Strategic Plan:

1. The process for identifying gifted and talented students.

In Caroline County, we typically identify students at the end of 2nd grade so they can begin participating in our GT program in 3rd grade. We utilize the time students spend in Pre-K through 2nd grade to allow for them to develop the gifted characteristics which may arise. Participation is based upon multiple criteria, which include a variety of performance measures. At the end of 2nd grade, students will be assessed using the Cognitive Abilities Test (CogAT) or the Naglieri Nonverbal Assessment (NNAT) along with the HOPE Teacher Rating Scale. Additionally, i-Ready Mathematics and Reading Achievement Assessments will also be used to identify students entering 3rd grade for the Gifted and Talented Program. A student who is in 3rd-5th grade will continue to be monitored while they are in the program using i-Ready assessment data as well as Maryland Comprehensive Achievement Program (MCAP) scores. Students who are not in the program will also be monitored so opportunities to be re-considered for the program will be provided. These opportunities for reconsideration into the program can be done at the request of a parent and/or teacher.

Students who are entering grade 6-8 will be screened using the Cognitive Abilities Test (CogAT) and other data based on i-Ready Reading and Mathematics Assessments, MCAP scores and the HOPE Teacher Rating Scale will also be reviewed to determine eligibility. Additionally, supplemental information such as student auditions, exhibits, shows for media, and fine and performing arts will be used to identify students who demonstrate talent. Students in grades 6-8 will have an opportunity to be re-screened at any point during their middle school years. This could happen prior to entering 6th grade through testing and teacher recommendations. For students in 7th and 8th grade, they can be re-considered if a parent or teacher requests that they be re-screened.

Those students who are entering 9th grade will be identified as gifted and talented based on previous i-Ready Mathematics and Reading Assessments, PSAT/SAT scores, ACT scores and MCAP scores. In addition to achievement assessments, students can also be identified through the use of student auditions, exhibits, shows for media, and fine and performing arts.

There are provisions for nominations or appeals in place. At this time, students who are nominated are screened to determine eligibility. There is a process for parents who want to appeal and request additional screening takes place. We are currently working on the protocol when a parent or guardian appeals the decision but this will be shared with parents so they are fully aware of the process.

2. The number of gifted and talented students identified in each school. *

*The number of GT students in each school and LEA will be derived from 2021-22 Attendance Data provided to the MSDE Office of Accountability. The LEA does not need to include this information.

3. The percentage of gifted and talented students identified in the LEA in 2021-22. LEA must report the percentage and how it was calculated in this cell.

The percentage of gifted and talented students in CCPS is based on the total number of students in grades 3-12 since that is when gifted and talented services are provided. CCPS does not calculate the percentage based on the total number of elementary students in Prek-12th grade since we technically do not implement the GT program until 3rd grade.

The percentages below were calculated based on the total number of students in grades 3-12. At the elementary level, CCPS begins providing services in 3rd grade so the calculations are based on the number of students at each school in grades 3, 4 and 5. Middle schools consist of grades 6-8 so the percentages are based on the number of students at each middle school in each grade level. High schools consist of grades 9-12 so the percentages are based on the number of students at each high school in each grade level.

Denton Elementary School = 15%

Greensboro Elementary School = 13%

Ridgely Elementary School = 12%

Federalsburg Elementary School = 17%

Preston Elementary School = 20%

Lockerman Middle School = 13%

Colonel Richardson Middle School = 16%

North Caroline High Schools = 8.4%

Colonel Richardson High School = 10%

Caroline County Public Schools District = 13%

4. The schools that have been exempted from the identification of a significant number of gifted and talented students and the rationale in 2021-22.

Caroline County Public Schools is not exempting any schools from identification of a significant number of gifted and talented students.

5. The continuum of programs and services.

Grades 3-5:

- Gifted and talented learners are grouped in their mixed ability classrooms and receive enrichment through supplementary programs. Our focus at this level is on incorporating

STEM/STEAM activities to enrich the learning opportunities of GT students. It is our goal to further enrich our student's abilities to demonstrate advanced capabilities with respect to analytical thinking, creativity, and task commitment. Additionally, students will become researchers so they can discover and document real world problems and create original solutions. Students can also receive additional services through co-teaching in which the GT teacher or the general educator provide the services. Enrichment activities will be provided through the use of the county approved William & Mary Units that build on skills in English language arts, science and social studies.

Grades 6-8:

- At the middle school level, we are using a 45-minute time period referred to as FOCUS to teach enrichment classes to students. Gifted and talented learners can be grouped by ability, mixed-ability and then regrouped for specific instruction by interest and/or ability. Students are given an opportunity to take classes that will provide academic enrichment and/or allow them to focus on their talents. These include enrichment in English Language Arts, mathematics, science, social studies or any of the fine and/or performing arts. Students who have been identified as gifted and talented receive instruction during this time for a semester and then have the opportunity to receive instruction in another area they have been identified as gifted and talented. We have continued to develop a program for middle school students so adjustments will be made as needed based on feedback and an evaluation of the program that is being implemented. There have been conversations about looking into honors classes at the middle or high school level as another opportunity to provide differentiation for our gifted and talented students. Additionally, general education teachers try to provide differentiated opportunities to students in elementary, middle and high school. This is an area that we are working on as students, especially at the middle and high school level begin to develop their talents and areas of focus based on interest. We are looking at opportunities for students to participate in clubs that will provide enrichment opportunities after school such as Lego, Odyssey of the Mind, Mathematics Club, etc.

Grades 9-12:

- The high schools in Caroline County provide programs for advanced students in a variety of academic subject areas such as Advanced Placement (AP) Statistics, AP Chemistry, AP English Literature and Composition, AP Computer Science and 2-D Art and Design.

Advanced Placement courses are offered in a variety of content areas. Advanced Placement courses are challenging and rigorous studies comparable to college-level work. They provide opportunities for students to take national exams and receive advanced placement in college, college credit, or both.

Career and Completer Courses: Programs including but not limited to Biomedical Science, Pre-engineering, Computer Science, Culinary, Homeland Security-Criminal Justice are offered. Students completing the curriculum sequences may earn college credits.

Dual Enrollment: Juniors and seniors may take courses offered by Chesapeake College. Students earn both high school and college credits. Program information is available from high school counselors.

6. Data-informed goals, targets, strategies, and timelines for 2022-23.

Goal: Caroline County will identify an equitable number of students as gifted and talented in each building that reflect the diversity of the school's enrollment.			
Target(s)	Strategy(ies)	Timeline(s)	
Students who are identified as gifted and talented will reflect the diversity of the school they are enrolled in	Track enrollment data to determine the diversity of students enrolled at each school. Review assessment tools used and assess its effectiveness in identifying gifted and talented learners across all populations.	By the end of the 2022-2023 school year, data will indicate more diversity in gifted and talented programs	
Goal: Teachers will improve learning experiences for gifted and talented students by providing a quality Gifted and Talented Program.			
Target(s)	Strategy(ies)	Timeline(s)	
All students will have a choice to enroll in classes that provide an opportunity for them to not only exhibit their intellectual abilities but also enrich their creative and artistic talents	CCPS Administrators will ensure that a variety of classes are available in order to provide enrichment in the academics, arts and performing arts to gifted and talented students. Students will have the opportunity to select courses that allow them to demonstrate and/or express their talents. Look at developing courses that meet honors criteria at the middle school level.	By the end of the 2022-2023 school year, data will indicate that students are enrolling in a variety of classes that provide enrichment in academic courses as well as fine and performing arts and they are demonstrating success.	

Comprehensive Teacher Induction & Mentoring

LEA requirements for Gifted and Talented Education is specified in [COMAR 13A.07.01](#). Each LEA shall report the following information in their Local ESSA Consolidated Strategic Plan:

Section A- Comprehensive Teacher Induction Program (CTIP) Team Members

1. Please list the supervisor(s) of your CTIP. Include the names, positions, and responsibilities of those individuals.

Staffing & Oversight: Director of Instruction, Lindsey McCormick, at the Central Office has oversight of the New Teacher Induction Program and the New Teacher Mentors. Other Central Office employees support the implementation of all programs and learning activities. Full-time teachers get paid an extra-duty stipend to mentor non-tenured teachers.

2. Please provide information on your mentors.

Type of Mentor	Amount
Full Time Mentors	0
Part Time Mentors	54
Full Time Teachers	0
<i>Total Number of Mentors</i>	<i>54</i>

3. Please provide the total number of probationary teachers being served by your CTIP.

NT-1- 40
NT-2- 30
NT-3- 25
Total- 95

4. Please provide the average mentee to mentor ratio (example: 15:1).

CCPS Mentee to mentor ratio 2:1

Section B- Comprehensive Teacher Induction Program Training and Supervision

1. Please describe the training that your mentors receive before and during their tenure as a mentor. When does this training occur? What is the content?

One mentor from each school has attended the MSDE New Teacher Induction Training. These teachers make up the committee to plan and provide the training of the rest of the new teacher mentors using the MSDE resources. Each year, Mentor Teachers meet in the summer prior to new teachers starting. They receive a Mentor Handbook that explains the Goals of the Mentor Program, Mentor Practice Standards, Selection Criteria for Mentor Teachers, including mentor responsibilities, the mentor schedule for Years 1, 2 and 3, reimbursement information and a schedule of due dates for documentation and timesheets.

2. Please describe how school system administrators are trained on the roles and responsibilities of mentors. When does this training occur? What is the content?

Information about the New Teacher Induction Program is shared with school administrators throughout the year at A&S meetings, as necessary. Lead mentors share information with school-based staff at school faculty meetings.

3. Who evaluates the efficacy of individual mentors? What are the criteria and how is the data collected?

Feedback surveys are given to new teachers following each training. This year's New Teacher Academy results indicated that the following topics were considered either somewhat or very important (beneficial, useful, valuable)

- Human Resources - 100%
- Technology -93 %
- Communication- 93%
- Schoology- 100%
- MTSS/PBIS- 93%
- School Security - 93%
- Equity - 93%
- Time in their Classrooms - 100%
- Time with their Mentor - 100%
- Time with Administration- 100%

Each quarter, mentor/mentee logs are reviewed by Director of Instruction. Logs are reviewed for completion, as well as topics that have been covered during their mentor/mentee weekly meetings. Data collected from these logs helps guide monthly new teacher meetings held for the entire cohort of new teachers. Each month feedback surveys are given to new teachers to see if their time with their mentor is beneficial.

Some of the comments collected from the survey from teachers are:

My mentor teacher has been very helpful in welcoming me to the county, helping me adjust, answering any and all questions I have, and helping in my classroom. I have been so grateful for this time.

I enjoyed having entire days to work with my new colleagues and prepare my space before the arrival of the rest of the staff. I appreciate the school-based mentor.

I'm not entirely sure what else could be added to the new teacher seminars.

Section C- Comprehensive Teacher Induction Program Overview

1. Please describe your initial orientation process and the ongoing professional learning that is offered to probationary teachers throughout the school year.

- Orientation Program: All new staff participate in a 4-day New Teacher Academy scheduled for the week before all other teachers report. New teachers participate in approximately 2 days' worth of training and approximately 2 days of work in their schools, with the support of

their mentors.

- Ongoing Professional Learning: New teachers are scheduled for monthly professional development on the following dates;
 - Tuesday, September 20, 2022
 - Tuesday, October 25, 2022
 - Tuesday November 29, 2022
 - Tuesday, December 13, 2022
 - Tuesday, February 21, 2023
- The organization of the teachers is dependent upon the topic of the professional learning scheduled. For example, if professional learning is a curricular topic, teachers will be separated by elementary and secondary. If it is a topic, such as classroom management, new teachers will be separated by years of experience.
- Organization and schedule for mentor/mentee meetings: Mentors meet for one hour every week with first year teachers, one hour every other week with second year teachers, and once a month with third year teachers. Meetings can take place during the school day, before school, or after school. School based administrators sign off on the mentor timesheets to verify these meetings. Those timesheets are then sent to the Director for monitoring purposes.

2. Please describe what opportunities probationary teachers have for observation, informal feedback, and co-teaching with his/her mentor or peers.

Opportunities for observation and co-teaching: Mentors and mentees are responsible for scheduling observations and co-teaching opportunities. These observations and co-teaching experiences can be initiated by either the new teacher, the mentor or the building administration as deemed necessary. If a substitute is required, school-based administrators are to be contacted for approval. Responsibilities associated with observation/feedback and co-teaching from the Mentor Handbook are as follows:

- Conduct classroom visitations with the intent of providing actionable feedback on a particular aspect of the lesson. Use the “Mentor Visitation Tool” to conduct the visit and the follow up conference. **Please keep a copy of this form each time you meet with a teacher. This becomes your documentation of support.**

Demonstrate effective teaching and provide a model for instructional strategies during the course of the school year for the new teacher. The mentor can facilitate observations or co-teaching with other teachers.

3. How are the needs and concerns of new teachers assessed and addressed through ongoing supports, informal feedback, and follow-up?

Monitoring of new teacher needs, concerns, ongoing support, formative review, and follow-up: The Director over New Teacher Induction will solicit input and feedback from new teachers during and after each monthly meeting. This information will be used to plan future seminars and will also reach out to individual teachers when needed. All new teachers get observed four times per year and this information is monitored through the Teacher Evaluation System.

4. Please describe how your district uses action plans and relevant data to improve the instructional practice of your probationary teachers.

Action plans for individual teachers will be done in conjunction with the building administrators, content area supervisors, and the Director of Instruction that oversees New Teacher Induction. All non-tenured teachers are provided formal Professional Practice feedback twice each year. At mid-year, teachers will receive formal feedback on Professional Practice: *The Teacher Professional Practice Mid-Year Report*. Student growth will be formally evaluated, at a minimum, as part of the end-of-year evaluation: *The Teacher Professional Practice Evaluation Report*. Additional Supervisors/administrators will be involved if Performance Improvement Plans are needed.

Content Supervisors and building level coaches conduct classroom walkthroughs and non-evaluative observations to gather data on new teacher performance. Feedback conversations occur so new teachers are aware of their performance. If there are concerns with new teacher performance from the walkthroughs, the building administration and Director of Instruction are made aware. The Director of Instruction that oversees New Teacher Induction is responsible for analyzing and responding to all data related to new teacher induction and mentoring. This information is also shared with Human Resources as a measure of new teacher retention.

Section D- Comprehensive Teacher Induction Programmatic Evaluation

1. Please explain how the efficacy of your mentoring program will be evaluated. Be sure to include how you plan to use teacher evaluation data, teacher perception data, and new teacher retention data.

Feedback surveys are given to new teachers following the New Teacher Academy and each monthly training. Information from these surveys gives the district data on the importance and benefits of topics covered in the meetings. In addition, it allows new teachers to provide input into subsequent meetings. At mid-year and the end of the year, new teacher evaluation data is shared with the school administration, Director of Instruction and Human Resources. If there are non-effective probationary teachers, these stakeholders collaborate on the root causes and plan next steps. At the end of each year, probationary teacher retention data is discussed by the District Executive team. If data is not consistent with previous years, a deeper dive into the root cause is discussed. During root cause analysis both at mid-year and end of year, the effectiveness of the CCPS new teacher mentoring program is discussed, including any changes to the program from the prior year. Overall, the Director of Instruction overseeing New Teacher Induction is responsible for collecting, analyzing, and responding to all data related to new teacher induction and mentoring. This information is also shared with Human Resources as a measure of new teacher retention.

In addition, during the 2022 – 2023 school year, Caroline County Public Schools will be working with TRAX Method, a MD LEADS Grant Partner to redesign, rebrand, expand and strengthen induction support to increase the effectiveness and retention of beginning teachers. In collaboration with CCPS, TRAX Method will develop processes and provide support for the consistent implementation, evaluation and ongoing development of CCPS's induction support program.

PLANNING TEAM MEMBERS

LEAs must identify the members of their school system's Local ESSA Consolidated Strategic Planning team using the included table. The team must include representatives from their Educational Equity Office. Please include affiliation or title where appropriate. Additional lines may be added as necessary.

Name	Title	Responsibilities
Dr. Tara Downes	Assistant Superintendent of Instruction	Oversees Instruction, Curriculum, Assessment, Student Services and Special Programs and Title IV
Renee Hessen	Supervisor of English	Oversees Curriculum and Instruction and Assessment in Secondary English and Media Specialist as well as the Fine Arts Grant
Lindsey McCormick	Director of Instruction	Oversees Curriculum and Instruction and Assessment and Title II Grant
Courtney Handte	Supervisor of CTE	Oversees CTE programs and Principal of Career and Technology Center
John Marketto	Supervisor of Social Studies and World Language	Oversees Curriculum and Instruction and Assessment in Social Studies, History and Athletics
Amy Towers	Supervisor of Science	Oversees Curriculum and Instruction and Assessment in K-12 Science and Physical Education/Health
Melissa Mulligan	Supervisor of Math	Oversees Curriculum and Instruction and Assessment in K-12 Math and Instructional Technology
Christal Harkowa	Supervisor of Gifted and Talented and English Learners	Oversees Curriculum and Instruction and Assessment for English Learners and Gifted and Talented as well as Title III Grant

Nicole Fisher	Supervisor of Equity	Oversees Counseling and the Equity Initiatives in the county as well as Dual Enrollment
Katherine Allis-Fisher	Supervisor of Elementary English Language Arts	Oversees Curriculum and Instruction and Assessment in Elementary English and Title I Grant
Elizabeth Anthony	Director of Students Services and Special Programs	Oversees MTSS, Special Populations and Student Services for Social and Emotional Support and multiple Special Education Grants
Michael Julius	Local Accountability Coordinator	Oversees Data collection, management and analysis of student information