



Blueprint for Maryland's Future: Initial Implementation Plan Template

Washington 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-K1.1.1 and 1.1.2:

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.

- Currently, Washington County Public Schools (WCPS) provides access to our Universal Pre-K program for all 4-year-olds regardless of income or any other barrier to enrollment. Parents/guardians of students must complete the Pre-K application and provide income verification (*artifact: Pre-K Application*).
- WCPS offers Pre-K in every elementary school and in two high schools. As of 1/31/23 there are 1,057 students enrolled in Pre-K in a WCPS school. WCPS has staffing and space for over 1,100 students.
- The Pre-K Application lists all the WCPS Pre-K sites and the sites of our private providers. This provides parents/guardians with a choice of Pre-K options.
- WCPS is partnering and collaborating with community agencies (currently both Ritchey's Tot-Lot and the local Childcare Alliance) for the expansion of 3-year-old Pre-K in order to reach the goal that "nearly all 3-year-old children from low-income families" are provided with this service by FY 26. Both Ritchey's Tot-Lot and Childcare Alliance currently serve 4-year-old students as well.
- Currently, a challenge is providing access for all Tier I 3-year-olds because of limited eligible private providers. WCPS plans to overcome this challenge by working and supporting our private providers to become eligible to provide 3-year-old Pre-K. WCPS staff have attended childcare directors' meetings and met with private providers to encourage participation (*artifact: Childcare Directors Meeting*). WCPS will continue to highlight 3-year-old Pre-K with our communication efforts (see information in question 2). WCPS staff are working with the Washington County Chamber of Commerce and Greater Hagerstown Committee to share information on the need for 3-year-old Pre-K. WCPS leadership has presented to both bodies as recently as February 2023.
- WCPS continues to meet the needs of enrollment for children with disabilities by partnering with the Birth-K Program and promoting Pre-K enrollment with families.



- Additionally, a challenge for EL families of Pre-K students is the language barrier. WCPS will work with EL families to support them through utilizing the International Welcome Center (IWC) to assist with enrollment and documentation. The IWC is the first point of contact for international students entering Washington County Public Schools. The IWC has the capability to communicate in any language. At the IWC, parents or guardians can complete the school registration process and be screened for English Language Acquisition (ELA). Parents or guardians also receive information about community services and resources for their families.
- The WCPS centralized Pre-K application is available in several languages, representing the needs of our community (*artifact: Pre-K Application Spanish and Pre-K Application French*). WCPS will continue to expand the languages so that our application and information are available in the languages needed by our changing community demographics.
- Transportation is not a barrier for our school system; WCPS provides transportation to Pre-K students if they are attending elementary schools in their zone.
- WCPS has a Coordinator for Homeless Education Programs who is responsible for working with the families and providing support with completing the Pre-K application and enrollment documents. The Coordinator works closely with the WCPS transportation department to coordinate special transportation as needed.

Linked Artifacts:

WCPS Blueprint One-Pager
Pre-K Application English
Pre-K Application Spanish
Pre-K Application French
Childcare Directors Meeting

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 childcare resource centers
 - Local Early Childhood Advisory Council
- Every March, WCPS launches our enrollment efforts through a multi-tiered approach. First, WCPS communicates targeted enrollment messages via billboards, yard signs, social media posts on Facebook (@WCPS Early Learning) and Twitter (@wcpsmd). The messages are also shared via flyers (*Artifact: Enrollment Flyer*) posted in the community (i.e.: International Welcome Center, Healthy Families, Health Department, Washington County Free Library, Family Center, Children in Need, Discovery Station, local pools, and local businesses).



- WCPS uses a frog promotional effort that includes school staff wearing frog costumes and using frog signs to increase awareness of Pre-K enrollment (*artifact: Frog Pre-K Promotion*) and individual schools will share monthly newsletters with families (*artifact: Monthly Newsletter: <https://www.smores.com/c36sab>*). The WCPS webpage also shares enrollment information with families (*artifact: Online Enrollment Information*). The Early Learning Facebook also spotlights the different Pre-K programs in WCPS. WCPS will also highlight the private providers when they are awarded the grants during the months of February and March 2023.
- All 26 elementary schools in WCPS will promote Pre-K enrollment in their buildings through various efforts, such as phone calls, flyers, neighborhood blitzes, Pre-K information nights, Remind App messaging, Facebook, Twitter, and signage on school campuses. In addition, schools will provide flyers to neighboring businesses in the surrounding communities to post in their buildings.
- WCPS Pre-K teachers and Pre-K paraprofessionals may visit families of incoming Pre-K students over the summer (referred to as 'porch visits'). Porch visits are not required (because they happen during unpaid work time); however, participating staff members are paid for their time. The visits help establish a relationship between families and Pre-K staff. In addition, the Pre-K students are gifted a 50-book library (*artifact: 50 Book Library*).
- WCPS staff, such as the Early Learning Coordinator, the Early Learning Lead Teacher, the Early Learning Administrative Assistant, and several Pre-K teachers, attend local community events such as the YMCA Healthy Kids Day in April, Washington County Ag Fair in July, Bester Community of Hope Baby Palooza in May (*artifact: Community Event*), and the MD Department of Health Workshop in February to promote enrollment. While at these events, WCPS staff share kindergarten readiness resource (*artifact: Workshop with Dept. Health and Parenting Workshop with Dept. Health*), development milestone information, and enrollment applications.
- During the summer months, WCPS shares enrollment messages with weekly social media blasts on the WCPS Early Learning Facebook page. Schools and community partners also share the information on their webpages. In addition, the WCPS website highlights Pre-K enrollment. WCPS also highlights our community partners by including their information on the Pre-K application and Pre-K flyers.
- Beginning in Spring 2023, WCPS Early Learning Staff will host virtual office hours and in-person office hours to support parents in the enrollment process. WCPS will also send out an email and use the Remind App (in English and Spanish) to share information on Pre-K enrollment with our current parents/guardians and to encourage them to share with any friends/family members with 3- and 4-year-olds.
- WCPS uses the Judy Center staff and community agencies to help recruit our Tier I students. The Judy Center staff help promote enrollment by calling families to share information about Pre-K and how they can help support the enrollment process (i.e., helping the family obtain a birth certificate, helping the family set up doctor appointments for immunizations, etc.). In addition, Judy Center staff conduct home visits to provide families with face-to-face support with the Pre-K enrollment process.
- The WCPS Birth to K program reaches out to families with students with disabilities to encourage them to enroll and participate in Pre-K. Birth to K staff provide services in homes and daycare centers for students who have Individualized Family Service Plans (IFSP) or Individualized Education Plans (IEP). While providing these services, they provide families with enrollment information for Pre-K programs eligible for students. If



these families choose to enroll their children in Pre-K, the WCPS Birth to K program will help support the families with the enrollment process by helping them to gather the necessary documentation and assist with completing the Pre-K application and enrollment packet. The Birth to K team will also help to provide a smooth transition into the Pre-K program by setting up a Pre-K transition meeting which includes the service providers from Birth to K, working with the Pre-K team, administration, and families. This meeting allows time for consideration of the strengths, challenges, and strategies that are in place to help the student be successful with a new placement.

- If a family is experiencing homelessness, the Coordinator for Homeless Education Programs will visit the families at the shelter/hotel/relative's house to support the families through the enrollment process by helping them to gather the necessary documentation and assist with completing the Pre-K application and enrollment packet.
- The International Welcome Center (IWC), located at Pangborn Elementary, a centrally accessible elementary school, serves to support WCPS EL families with translating and completing the Pre-K application. The IWC staff are fluent in Spanish which allows them to help translate and gather the necessary documentation and assist with completing the Pre-K application and enrollment packet. If a language other than Spanish is spoken, the IWC can help to provide other translators to assist families with the enrollment process.
- WCPS also partners with the Washington County Department of Health and Social Services to promote Pre-K enrollment and encourage families to enroll by sharing information and flyers about Pre-K.
- WCPS Early Learning partners with the Washington County Health Department for events, such as their Parent Workshop in February 2023. In addition, WCPS promotes Pre-K enrollment by providing applications, flyers, and brochures at the Health Department offices and events.
- Childcare Choices, our regional childcare resource center, would be a great asset for promoting 3-year-old and 4-year-old Pre-K enrollment with families. Childcare Choices provides families with information on daycare and schooling opportunities. They can share information on Pre-K enrollment with their clients.
- The Early Childhood Advisory Council (ECAC) has a vision that every student in Washington County will enter school ready to learn. Therefore, the focus of these meetings is on meeting the needs of students to ensure that they will be kindergarten-ready (*artifact: ECAC Slides*). The ECAC is comprised of several community agencies, including Healthy Families, Bester Community of Hope, the HUB at University System of Maryland Hagerstown, Judy Center, Childcare Choices, Apples for Children, Special Educational Advisory Council, WCPS Birth to K, Washington County Head Start, and parent representatives. The ECAC meets quarterly and the WCPS Early Learning Department shares information about upcoming Pre-K opportunities, such as enrollment dates and readiness events, at their meetings. These community agencies can provide Pre-K flyers and brochures to help further promote enrollment with their families and the public.
- WCPS also partners with OnTrack Washington County, which is a cradle-to-career initiative. This organization helps to promote enrollment and communicate with the community about early learning opportunities. We can partner with them because the Early Learning Coordinator serves on the On-Track Board. The coordinator shares the Pre-K enrollment process with the members and provides them with flyers to use within the community.



As WCPS continues to seek ways to build communication with the community, we will expand our efforts:

- WCPS will begin to explore options for families with schedules that don't align with regular work-day offerings. Examples of possible opportunities are providing regional enrollment evenings for Pre-K and recording a video modeling the steps and paperwork for Pre-K.
- WCPS will develop Pre-K promotional videos to support community understanding of what a Pre-K classroom looks like and what the children experience and learn throughout their day.

Linked Artifacts:

Enrollment Flyer
Online Enrollment Information
Community Event
Frog Pre-K Promotion
Workshop with Dept. Health
Parenting Working with Dept. Health
ECAC Slides
50 Book Library

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.

- Universal Pre-K in WCPS has provided access for all 4-year-old students regardless of income. Therefore, WCPS has accepted all Tiers, with a priority given to Tier 1 students. The process is identical for all tier students. Every March, WCPS launches our enrollment efforts through a multi-tiered approach. First, WCPS communicates targeted enrollment messages via billboards, yard signs, social media posts on Facebook (@WCPS Early Learning) and Twitter (@wcpsmd). The messages are also shared via flyers (*artifact in question 1*), posted in the community (i.e.: International Welcome Center, Healthy Families, Health Department, Washington County Free Library, Family Center, Children in Need, Discovery Station, local pools, and local businesses).
- WCPS uses a frog promotional effort that includes school staff wearing frog costumes and using frog signs to increase awareness of Pre-K enrollment (*artifact: Frog Pre-K Promotion in question 1*) and individual schools will share monthly newsletters with families (*artifact: Monthly Newsletter in question 1*). The WCPS webpage also shares enrollment information with families (*artifact: Online Enrollment Information in question 1*). The Early Learning Facebook page also spotlights the different Pre-K programs in WCPS. WCPS will also highlight the private providers when they are awarded the grants in Spring 2023.



- All 26 elementary schools in WCPS promote Pre-K enrollment in their buildings through various efforts, such as phone calls, flyers, neighborhood blitzes, Pre-K information nights, Remind App messaging, Facebook, Twitter, and signage on school campuses. In addition, schools will provide flyers to neighboring businesses in the surrounding communities to post in their buildings.
- WCPS Pre-K teachers and Pre-K paraprofessionals may visit families of incoming Pre-K students over the summer (referred to as 'porch visits'). Porch visits are not required (because they happen during unpaid work time); however, participating staff members are paid for their time. The visits help establish a relationship between families and Pre-K staff. In addition, the Pre-K students are gifted a 50-book library (*artifact: 50 Book Library in question 1*).
- WCPS staff, such as the Early Learning Coordinator, the Early Learning Lead Teacher, the Early Learning Administrative Assistant, and several Pre-K teachers, attend local community events such as the YMCA Healthy Kids Day in April, Washington County Ag Fair in July, Bester Community of Hope Baby Palooza in May (*artifact: Community Event in question 1*), and the MD Department of Health Workshop in February to promote enrollment. While at these events, WCPS staff share kindergarten readiness resources (*artifact: Workshop with Dept. Health and Parenting Workshop with Dept. Health in question 1*), development milestone information, and enrollment applications.
- During the summer months, WCPS shares enrollment messages with weekly social media blasts on the WCPS Early Learning Facebook page. Schools and community partners also share the information on their webpages. In addition, the WCPS website highlights Pre-K enrollment. WCPS also highlights our community partners by including their information on the Pre-K application and Pre-K flyers.
- Beginning in Spring 2023, WCPS Early Learning Staff will host virtual office hours and in-person office hours to support parents in the enrollment process. WCPS will also send out an email and use the Remind App (in English and Spanish) to share information on Pre-K enrollment with our current parents/guardians and to encourage them to share with any friends/family members with 3- and 4-year-olds.
- Additionally, past tier enrollment trends will be analyzed to determine how many Tier 1, Tier 2, and Tier 3 students are enrolled at each school. This information will allow us to determine approximately how many slots will be needed for Tier 1, Tier 2, and Tier 3 students at each Pre-K location.
- The implementation of universal Pre-K allows for socioeconomic and cultural diversity of the community to be evident in our Pre-K classrooms.

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?

- During the past 5 years, WCPS has continued expanded Pre-K programs to provide universal Pre-K for all 4-year-olds. WCPS provides a certified teacher in every Pre-K



classroom. Our paraprofessionals who do not have an AA degree have the opportunity to earn their Child Development Associate (CDA) credential through WCPS.

- WCPS Pre-K expansion has resulted in provision of at least one Pre-K program in every elementary school, and two Pre-K programs located in two different high schools. WCPS is currently able to meet the needs of all 4-year-old students.
- WCPS Pre-K programs located at the high schools that partner with the Teacher Academy of Maryland Programs and allow high school students to have hands-on learning experiences. These experiences include high school students completing observations, writing lesson plans, and providing instruction in small groups and in one-on-one settings. The experiences also provide the opportunity for students to reflect on data.
- As WCPS plans for the building of new elementary schools, the plans will include 3- and 4-year-old Pre-K slots for at least 75% of the kindergarten enrollment numbers.
- WCPS currently provides seats for 75% of the county's 4-year-old population and continues to work with private providers to support them in becoming 3-year-old and 4-year-old Pre-K sites.
- WCPS has begun to explore options for available buildings within the county for lease or procurement if the number of private providers that engage with us in providing 3-year-old Pre-K does not meet the requirements of the Blueprint. If private providers are unable to meet the requirements, WCPS will need to implement structures to provide these opportunities for Tier 1 3-year-olds.
- As WCPS expands to 3-year-old Pre-K, we would look to collaborate and partner with our private providers for providing slots for 3-year-olds.
- WCPS will consider the option of providing certified teachers in centers of private providers if the private providers' teachers are unable to meet the teacher certification requirements.

[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)	11	976	1017	15	989	1035	15	1025	1060
All Students (Percentage)	1%	99%	100	1%	99%	100	1%	99%	100
% Female	36%	48%	47%	40%	50%	50%	45%	50%	50
% Male	64%	52%	53%	60%	50%	50%	55%	50%	50
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% American Indian/Alaska Native	0%	0%	0%	0%	0%	0%	0%	0%	0%
% Asian	0%	2%	2%	0%	3%	3%	0%	3%	3%
% Black/African American	18%	16%	16%	13%	15%	15%	13%	15%	15%
% Hispanic/Latino	9%	13%	13%	20%	17%	17%	20%	17%	17%
% Native Hawaiian/Pacific Islander	0%	0%	0%	0%	0%	0%	0%	0%	0%
% Two or More	18%	13%	13%	13%	10%	10%	13%	10%	10%
% White	55%	56%	57%	53%	56%	56%	53%	56%	56%
% English Learners	0%	0%	0%	0%	0%	0%	0%	0%	0%
% Special Education	0%	8%	9%	0%	6%	8%	0%	6%	8%
% Homeless	0%	1%	1%	0%	1%	1%	0%	1%	1%

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)	11	976	1017	15	989	1035	15	1025	1060
All Students (Percentage)	1%	99%	100	1%	99%	100	1%	99%	100
% Tier I	NA	NA	NA	60%	72%	69%	75%	75%	75%
% Tier II	NA	NA	NA	NA	22%	21%	NA	20%	20%
% Tier III	NA	NA	NA	NA	6%	6%	NA	5%	5%

Linked Artifacts:

Pre-K Enrollment Projections



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.

WCPS is utilizing multiple strategies to meet the targets outlined in the Blueprint plan. WCPS will attempt to meet the target for distribution of public and private Pre-K slots in the following ways:

- Continue to meet with the Early Childhood Advisory Council (ECAC). The ECAC is comprised of several community agencies, including Healthy Families, Bester Community of Hope, the HUB at University System of Maryland Hagerstown, Judy Center, Childcare Choices, Apples for Children, Special Educational Advisory Council, WCPS Birth to K, Washington County Head Start, and parent representatives. The ECAC meets quarterly and the WCPS Early Learning Department shares information about Pre-K opportunities.
- WCPS staff have attended childcare directors' meetings and met with private providers to encourage participation in becoming a private Pre-K program (*artifact: Childcare Directors Meeting*).
- WCPS has created a new common Pre-K enrollment application that lists all approved private Pre-K options for parents and guardians. The private providers are listed on our informational flyer.

Barrier: There are limited number of community partners in the private sector that meet the Blueprint guidelines.

Root Causes to Barrier: Many private Pre-K providers have shared concerns about being able to meet the requirements of Blueprint including:

- Finding certified teachers and staff.
- Losing current uncertified staff who have worked in their programs for a long time.
- Geographical proximity to tier one families. Many daycare facilities are further away from downtown Hagerstown area.
- Providers struggle to meet the requirements for Excel 5 rating. The process to demonstrate a level 5 rating is cumbersome.

Strategies to Overcome Barrier:

- WCPS staff are also working with the Washington County Chamber of Commerce and Greater Hagerstown Committee to share information on the need for 3-year-old Pre-K.



WCPS leadership has presented to both bodies as recently as February 2023. Both groups are working to expand private daycare providers in the downtown area.

- WCPS staff are currently collaborating and meeting with private Pre-K providers to look at expanding the available slots. The Associate Superintendent of Curriculum and Instruction, Strategic Initiatives Coordinator, and Coordinator for Early Learning have attended the Childcare Directors meeting and had the opportunity to provide information on Blueprint and how WCPS can help support our partners with this initiative.
- The Early Learning Team has collaborated with the childcare center representatives that attended the directors meeting and requested additional information and support (*artifact: Communication with Provider*).
- Prior to the 2022-2023 school year, Head Start of Washington County was a partner with the Pre-K Expansion Grant and provided slots for 3-year-olds and 4-year-olds. However, this past year, Head Start was awarded the grant but chose not to participate due to not meeting the grant requirements of a certified teacher. Head Start plans to apply for the grant again this year and hopes to resume the program for the 2023-2024 school year. WCPS plans to continue to collaborate with Head Start and explore the option of helping to provide certified teaching staff from WCPS in the Head Start setting.
- During the 2022-2023 school year, WCPS began collaborative work with Easter Seals. Easter Seals has expressed interest in creating a center in the downtown Hagerstown area that would meet the needs of our Tier 1 3-year-old population. The focus of Easter Seals is to provide high quality early learning opportunities in an inclusive setting. Easter Seals and WCPS have reviewed kindergarten readiness data and analyzed the need for high quality early learning opportunities in the downtown area of Hagerstown, MD. The Easter Seals Center would provide early learning experiences for children from the ages of birth through 3-year-olds.
- WCPS offers private providers support with meeting the various Blueprint guidelines. This includes specific strategies such as EXCELS and professional development opportunities (*artifact: Professional Development Opportunity for Providers*) and support with grant writing.
- The school system will promote Pre-K enrollment not only for WCPS, but our community providers as well so that families will have the choice for public or private Pre-K slots (*artifact: Enrollment Flyer in question 1*).

Linked Artifacts:

Communication with Provider

Professional Development Opportunity for Providers



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	-	70	-	30	-	65	-	35	-	55	-	45
Projected Pre-K slots	1275		NA	NA	1260	97%	34	3%	1280	95%	65	5%
Actual Pre-K slots	1275	5%	NA	NA	1260	97%	34	3%	1280		65	
Difference between actual and projected Pre-K slots	0	-	NA	NA	0	-	0	-	0	-	0	-
Actual Pre-K slots minus Tier I 3-year-olds	NA	NA	NA	NA	1026	99%			1030	77%		
Actual Pre-K slots minus Tier I 3- AND 4-year-olds	NA	NA	NA	NA	316	32%			320	24%		
Actual enrolled students (filled in annually with the 9/30 enrollment count data)	1040		NA	NA	1035	80%			1050			

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.

WCPS will need to request a waiver for the requirements set forth by the Blueprint for the distribution of public and private Pre-K slots (*artifact: Pre-K Slots*). The school system can provide universal Pre-K for 4-year-olds, but there are limited private providers in the county that meet the guidelines set forth by Blueprint for 3-year-olds. Therefore, we are unable to meet the Blueprint Target.

Linked Artifacts:

Pre-K Slots

- 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*
- WCPS will continue to collaborate and provide professional development opportunities to private providers by inviting staff to attend professional development opportunities (*artifact: Early Learning Professional Development Opportunity and Invitation for Early Learning Professional Development*). In addition, WCPS has visited our community partners and provided on-site professional learning for them with a focus on social-emotional learning and best practices in literacy & mathematics (*artifact: Early Learning Collaboration Check in for Professional Development*).
 - WCPS has purchased materials for our community partners to allow for implementation of the best practices presented at the professional learning sessions (*artifact: Photo of Early Learning Materials*).



- The Coordinator for Early Learning and the Early Learning Lead Teacher have presented at the Maryland Early Childhood Conference, which is open to all public and private early childhood educators across the state (*artifact: Early Childhood Conference Slides*). This conference was promoted in Washington County by Childcare Choices, Apples for Children, and WCPS, to ensure that our public and private providers were aware of this professional learning opportunity. As a result of presenting at this conference, the Early Learning team was able to connect with providers in the county and provide follow-up collaboration, learning, and resources.
- A challenge that many of our community providers face is staffing certified teachers in their Pre-K classrooms. WCPS will explore a possible solution of providing certified teachers employed by the school system and assigned to Pre-K classrooms of private providers unable to meet the staffing need. These partnerships between WCPS and the private providers would require MOUs between WCPS and each private provider.

Linked Artifacts:

Early Learning Professional Development Opportunity
Invitation for Early Learning Professional Development
Early Learning Collaboration Check In for Professional Development
Photo of Early Learning Materials
Early Childhood Conference Slides

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.

- WCPS shares a report card with private providers that aligns with the WCPS Pre-K program report card. Current private providers are interested in using the report card to share progress with parents. Pre-K report cards are shared with kindergarten teachers prior to transition from Pre-K to kindergarten, so that teachers have background on students and their strengths and needs.
- WCPS has currently not shared test scores with our private providers but will share information on the Kindergarten Readiness Assessment (KRA) for the students who attended prior care at the private provider in the Winter of 2023. WCPS will receive parental permission before sharing.
- As a school system, WCPS teams collaborate and discuss our curriculum, standards, and resources with our private providers and work collaboratively with staff to align our standards and curriculum as much as possible to ensure all students from private and public Pre-K providers are kindergarten ready.
- Our private providers use a state-developed curriculum that differs from our WCPS county-created curriculum. Currently, WCPS is in its second year of implementing a high-quality instructional resource in mathematics and is planning to implement a high-quality instructional resource for ELA instruction. While these differ from our private providers, WCPS teams work to ensure as much alignment as possible through our collaboration and professional development. WCPS has offered our curriculum to our private providers.



- WCPS offers behavior supports to our private providers by observing students who are struggling in the private setting. WCPS works with the private providers on potential strategies and solutions.
- When transitioning students with IEPs or IFSPs, the Birth to K team will meet with providers to discuss the IEP or IFSP with parent/guardian permission.
- WCPS will look at our process and work to determine better ways to share data to transition 3- and 4-year-old students from private providers to WCPS Pre-K or kindergarten.

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?

WCPS will collaborate with private providers to serve students with disabilities by utilizing our Birth to K Program Department.

- The WCPS Birth to K team is comprised of special instructors, speech language pathologists, occupational therapists, physical therapists, vision teachers, teachers for the deaf and hard of hearing, social workers, service coordinators, and psychologists.
- Currently, the Birth to K team provides specialized instruction and/or related services within the inclusive setting for students who have an IEP or IFSP and who are in a setting with a private provider.
- The private providers currently receive support to follow the IEP or IFSP by communicating and collaborating with the Birth to K team. In addition, the private providers are on location and observing the special instruction and/or related services. The Birth to K Team coaches and models strategies specific to the student that occur during the session so that the private providers receive additional support and guidance on provision of accommodations and services.
- Coaching and modeling specific strategies for students begins with identifying a family's resources on an ECO-Map, which then leads to completing a Routines-Based Interview (RBI). A list of a family's prioritized needs is generated as part of the RBI,



which when paired with standardized developmental evaluation results, leads to developing a comprehensive plan for services for eligible students. Goals, objectives, and services are written in a way to keep a focus on age expected skill acquisition while increasing access to learning opportunities that promotes readiness in the areas of social foundations, language and literacy, and mathematics.

- The Birth to K team provides professional learning to promote routines and participation-based learning for families and providers. Evaluations for IFSP and IEP eligibility also happen at the provider's location. Providers are invited to participate in developing the IEP/IFSP with parents' permission.
- WCPS provides, and will continue to provide, our community partners with the following documents, all included as artifacts: Birth to K Program Brochure, Birth to Five Transition Guide, Family Guide to Early Intervention Services in MD (Infants & Toddler Program), Family Companion Guide to Maryland's Parental Rights and Procedural Safeguards Notice (Infants & Toddler Program), A Family Guide to Understanding the Individualized Family Service Plan (Infants & Toddler Program), A Family Guide to Next Steps When Your Child in Early Intervention Turns Three, A Family Guide to Preschool Special Education Services in Maryland, and a Family Guide to Early Childhood Transition in Maryland (Birth to Kindergarten). WCPS has sent these documents electronically and as printed materials to our community partners.
- As WCPS seeks to expand the capacity for our private providers to offer 3-year-old Pre-K, we will continue these collaborative efforts by working together on enrollment goals, providing professional learning for staff, and improving school readiness skills for Pre-K children. Professional development provided to staff working within the Birth to K Program and its community partners include specific trainings in the following evidence-based practices: Routines-Based Interview (RBI), Child Outcomes Summary (COS), and Early Learning Assessment (ELA).
- WCPS was awarded two grants specifically for readiness for infants and toddlers, with a focus on 3- and 4-year-old children (*artifacts: Extended IFSP Grant: Focus on Readiness, Family Engagement to Improve School Readiness Outcomes*), and one grant for birth to five, with a focus on teaming and coaching (*artifact: Early Childhood LIR for Results*).

Linked Artifacts:

Birth to K Program Brochure
Birth to Five Transition Guide
Family Guide to Early Intervention Services in MD
Family Companion Guide to Maryland's Parental Rights and Procedural Safeguards Notice
A Family Guide to Understanding the Individualized Family Service Plan
A Family Guide to Next Steps When Your Child in Early Intervention Turns Three
A Family Guide to Preschool Special Education Services in Maryland
A Family Guide to Early Childhood Transition in Maryland
Focus on Readiness
Family Engagement to Improve School Readiness Outcomes
Early Childhood LIR for Results

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?

Currently, WCPS provides services to 35 Pre-K students who qualify as homeless. WCPS staff work to eliminate barriers to enrollment and maintain school stability for these students who are enrolled at both WCPS elementary schools and with our private providers. WCPS provides this support through the following actions:

- WCPS provides special transportation to allow students to maintain school enrollment in their school of origin.
- WCPS analyzes data related to student achievement to determine interventions.
- WCPS staff will ensure that all homeless students have access to their education by providing for transportation and by supplying the required school materials.
- WCPS provides case management for students so that WCPS staff can address barriers accordingly. Attendance is often an education barrier for students in transition. Therefore, WCPS teams monitor attendance data monthly and work with school-based Student Support Teams (SST) to support families and address barriers and concerns.
- WCPS continues to use a variety of communication tools (i.e., text messaging, phone calls, emails, Remind App) to maintain regular communication with families. WCPS staff also conduct home visits to build relationships with families. WCPS Student Intervention Specialists, Pupil Personnel Workers, Student Intervention Specialists, School Family Liaisons, Community School Counselors, and the Homeless Coordinator have access to cell phones so that they can be in regular contact with families using text, phone calls, email, and the Remind App.
- School counselors, student intervention specialists, school family liaisons, pupil personnel workers, and the county homeless coordinator monitor these students closely to address mental health needs. If there are concerns regarding student mental health, referrals are brought to the student support teams. In addition, the team collaborates with the Mental Health Coordinator when families have a lack of medical insurance.
- WCPS will continue to work closely with our private providers to develop and offer additional opportunities for students. WCPS can provide resources for basic needs (food, clothing, hygiene, school supplies), and assist with transportation. Staff also connect with community agencies via social media platforms to assist in meeting the needs of the families.
- WCPS staff participate in a multitude of community meetings and task forces. This allows for open communication so WCPS can meet the needs of students and their families. If a private provider has a student experiencing homelessness, WCPS offers support and connects our County Homeless Coordinator with the family to leverage both our internal staff and community partnerships to meet the wellness and academic needs of the students. WCPS ensures that the educational and basic needs of the student(s) and family are being met.

[Linked Artifacts:](#)



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?

- There are no approved EL assessments for Pre-K students exist and in accordance with COMAR, WCPS Pre-K students are not identified for EL support until they are in kindergarten.
- WCPS asks the parents of every student upon enrollment if a language other than English is spoken using a Maryland Home Language Survey (HLS) to identify potential ELs (*artifact: Home Language Survey*). The HLS is shared with private providers orally and in writing at the annual WCPS Title III and non-public school consultation in order to determine EL eligibility.
- If a family needs support in their placement or an interpreter, the Early Learning Department collaborates with our EL Department to meet the needs of the student and family. WCPS also utilizes the International Welcome Center (IWC) to assist, support, and engage with the family.

Linked Artifacts:

Home Language Survey

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.

The enrollment process begins in March for WCPS Pre-K students and our private providers.

- Currently, WCPS and private providers enroll students at their school/site locations. WCPS has universal Pre-K and accepts all 4-year-old students. Our community partners accept Tier I 3- and 4-year-old students.
- The Pre-K process begins with families completing a Pre-K application (*artifact: WCPS Application 22-23*) and providing proof of income to determine Tier Levels.
- The Early Learning Department reviews the application and proof of income, and an enrollment packet is sent to the student's legal guardian. The enrollment packet includes a cover letter and the following documents: Student Enrollment Form, Additional Student Information, Transportation Request Form, Food Service Checklist, Maryland School Record of Physical Examination, and Lead Testing Certificate.
- The parent or guardian completes the enrollment packet and takes the paperwork, including required enrollment documents, to the Pre-K school site designated in the enrollment packet's notification letter for families.
- In 2022, WCPS created an application for private providers to use for enrollment efforts that mirrors the WCPS application (*artifact: Ritchey's Tot-Lot Application 22-23*). In 2023, WCPS created one central application for all students (those who will be enrolling in public school or with a partnering private provider) to streamline the application process and to ensure the process is fair, transparent, and equitable (*artifact: Application for WCPS & Private Providers 23-24*).
- WCPS promotes our community partners with our families who are looking for 3-year-old Pre-K. This information is promoted through sharing the enrollment opportunities via the WCPS Early Learning Facebook page, and the WCPS Facebook page, as well as the WCPS twitter account and flyers (*artifact: Pre-K Flyer question 2*).
- Once MSDE announces the grant funding for specific private providers, WCPS shares the enrollment information for those grant recipients with the community in conjunction with WCPS Pre-K enrollment information.
- Currently, when families request 3-year-old Pre-K, the Early Learning Department shares information about private providers. This communication is shared with families via phone calls or emails. Additionally, starting in spring of 2022, WCPS began including the 3-year-old Pre-K opportunities on enrollment flyers that are shared with the community.
- Families have the choice for Pre-K and can select either a public Pre-K or a private provider. Currently, we only have 34 private provider slots available, creating a challenge for centralized enrollment due to the limited seats outside of WCPS public Pre-K.
- WCPS shares information for enrollment processes with families to make them aware of timelines and application/enrollment process. This information is shared on a Pre-K Q & A Document (*artifact: Pre-K FAQ*).



- If families need support with the application/enrollment process, families may contact the Early Learning Department. The Early Learning Department information is included on the Early Learning Website (<https://truekel7.wixsite.com/earlylearningwcps/Pre-Kindergarten>), WCPS website, flyers (*artifact: Social Media Timeline*), and billboards. The contact information includes phone numbers for the Early Learning Department and an email address.

Linked Artifacts:

WCPS Application 22-23

WCPS Application for WCPS & Private Providers 23-24

Ritchey's Totlot Application 22-23

Social Media Timeline

Pre-K FAQ

- 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.

WCPS offers universal Pre-K to all 4-year-olds, regardless of their socioeconomic status.

- WCPS markets our Pre-K program to all 4-year-olds (see response for question 2). We work closely with our schools that serve populations with higher needs, such as those schools with high concentrations of poverty, English learner populations, students with disabilities, and students in transition to further encourage student enrollment in Pre-K. WCPS targets our marketing to those communities, particularly via our Frog promotion.
- WCPS universal Pre-K structure strives to ensure that the racial and socioeconomic diversity of our communities is represented in the Pre-K classrooms. Staff encourages all families to enroll eligible students in Pre-K. Unless otherwise requested by the parent/guardian, WCPS gives enrollment priority to students in the Pre-K program at their home elementary school. This practice supports development of relationships with the school and school community and supports students in transition to kindergarten.
- The WCPS Early Learning Team works to ensure all Pre-K classrooms are full and include Tier I, Tier II, and Tier III students, with priority given to our Tier 1 students. Tier I, EL, SWD, and students experiencing homelessness are guaranteed placement in a Pre-K classroom.
- WCPS allocates slots in each Pre-K program for Tier II and Tier III students.
- Pre-K is available in every elementary school and two high schools that partner with Teacher Academy of Maryland.
- WCPS gives priority to enrolling students in the Pre-K classroom at the elementary school where the students will attend kindergarten. Through this practice, the WCPS



teams can build relationships with families and connect them to the community and community support available in their home schools. However, if families of Tier 1 or Tier 2 students request Pre-K classrooms out of their home school area, WCPS will seek to honor that request.

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).

WCPS values our families and wants to ensure that all the needs of the families are being met through the enrollment process.

- WCPS aids families who need support with completing the Pre-K application. For example, clerical staff can help with notarization or assist with obtaining birth certificates and medical records. In addition, some schools have held and plan to continue to hold themed enrollment events to help support the enrollment process. Schools have had and will continue to have readiness activities for families to attend (*artifact: Readiness Events*), extra clerical staff available to help with enrollment, and translators on site to assist as needed. Moving forward, WCPS plans to host enrollment events at every elementary school. We plan to work with elementary principals in the spring of 2023 to encourage and support the planning of enrollment events for the spring and summer of 2023.
- Applications and enrollment forms are available in several languages such as Spanish and French. However, these documents can be translated into other languages based on the needs of the community.
- All legal custodial parent(s)/guardian(s) enrolling students in WCPS must complete a WCPS Home Language Survey (HLS), which is embedded into the WCPS enrollment form. If a language other than English is indicated on two or more of the three questions on the HLS, the student and family are referred to the International Welcome Center (IWC). If a family requires interpretation or translation support, they are also referred to the IWC to receive support from multiliterate and multicultural staff. The IWC assesses students for EL services, and provides language support, translation, and interpretation. The IWC communicates and connects families to community agencies for assistance with records, vaccinations, health services, and more. The IWC receives and provides student information to EL teachers, school administrators, school registrars, student services, and the ESOL department for appropriate placement, registration, and scheduling of classes (*artifact: Guidance on IWC and Student Services for Enrollment*)
- If a family has a student with a disability, our Birth to K Department contacts the family to assist with the enrollment process and helps to provide a smooth transition into the school setting. The Birth to K team not only collaborates with the school staff but also serves as a liaison between the families and school system.
- If a family is experiencing a hardship such as the loss of housing, the Coordinator for Homeless Education Programs or another representative from Student Services



contacts and supports the application/enrollment process with the families based on their need.

Linked Artifacts:

Guidance on IWC and Student Services for Enrollment

- 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.

At the current time, there are no agreed upon costs for the implementation of the mixed delivery system for Pre-K in WCPS. Currently, we have 34 private provider slots for Pre-K.

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.

Pre-K students enrolled at WCPS are provided vision and hearing screenings, as required by COMAR.

- The parent/guardian may elect to decline the screenings.
- The Williamsport Lions Club performs vision screenings and Meritus School Health Program performs hearing screenings. All screenings offered are free of charge to the parent/guardian and are completed on site during the school day.
- If students fail either screening, the parent/guardian is provided a referral letter from the school health room to take to their health care provider, preferably a hearing specialist or ophthalmologist/optometrist, for a thorough exam.
- The Lions Club is an organization that can assist with providing glasses for students if their parent/guardian does not have the resources. If a child does not pass the vision screening, a letter is sent home to families and this information is provided in that letter. In addition, the health room staff can share information about available resources with parent/guardian and the families or the health staff can contact Lions Club.



- A national gift certificate program that is available to students who qualify for vision screening resources. If the student has no insurance, family income up to 200% of the federal poverty level guidelines and has not used the program within the past 12 months, the health room staff have access to vouchers to give to the parent or guardian. The instructions for accessing the services are located on the voucher.
- Pre-K students in most schools are offered dental services provided by the Family Healthcare of Hagerstown Healthy Smiles in Motion Mobile Dental Van Program, if the parent/guardian provides consent. There is a cost and insurance is accepted. These services are provided on school property or at the Family Healthcare of Hagerstown Healthy Smiles Office.
- The Washington County Health Department does provide comprehensive services (such as vision and hearing) to families whose students are enrolled with our private providers.
- The Early Learning Team plans to share additional resources from the Health Department with our private providers. The Health Department made packets containing information on community resources for health care services and the Early Learning Department mailed these packets to our private providers once a year. These packets were mailed in January of 2023 and included information on resources and supports that were available through the Health Department.
- The WCPS Birth to K Department also provides comprehensive services to students with an IEP or an IFSP. If the provider needs services such as a school psychologist, WCPS would have a psychologist available to meet the private provider's needs and support their students.
- Private providers may request that a WCPS Board Certified Behavior Analyst (BCBA) visit a private provider to observe and provide feedback to the provider on how to meet the behavioral needs of students.
- Services between WCPS and private providers are on-going. As per the MOU, private providers are aware that they are able to reach out to the WCPS Early Learning team for support and assistance (*artifact: Comprehensive Services for Students and Families*).
- As WCPS continues to expand our partnership with private providers, we will look at collaborating and helping to expand the MOU to include the Lions Club, Meritus Health, and Family Healthcare of Hagerstown Healthy Smiles in Motion to support the programs offered through these organizations.

Linked Artifacts:

Comprehensive Services for Students and Families

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.

WCPS provides many opportunities for professional learning for grade levels Pre-K – 12 in English Language Arts and Mathematics. Pillar 3 includes the details and plans for professional learning in WCPS.

- WCPS ensures that our community providers are afforded the same opportunities for professional learning as our WCPS employees (*artifact: Collaboration Check-in*).
- WCPS has sought feedback from private providers on their individual needs for professional development by the following: emails, feedback surveys, and communication with directors (*artifacts: Head Start Survey and Head Start Survey 2*). After receiving the feedback, the Early Learning Team analyzes the information from the private providers from the surveys, emails, and discussions. The feedback was provided by directors, teachers, paraprofessionals, and home childcare providers. The Early Learning Team then worked to align the needs of our private providers with the vision of professional learning in WCPS. Subsequently, WCPS provided professional learning with private providers on the following: Dr. Nell Duke's Essential Literacy Practices, Purposeful Play Centers, Science of Reading, Reading Foundational Skills, Math Practices & Centers, and Social/Emotional Learning.
- WCPS has given private providers the opportunity to attend virtual and/or in-person professional learning opportunities. These professional learning opportunities included a conference style Summit Week of professional development surrounding Language & Literacy and Social/Emotional Learning. Providers were also invited to participate in the Early Learning Assessment training. The Coordinator for Early Learning and the Early Learning Lead Teacher have also provided professional learning on site at the various providers locations. These professional learning opportunities focused on Science of Reading and an Alphabetics for Emerging Learners Book Study (*artifact: Private Provider Book Study*).
- WCPS accommodates the needs of our providers by providing flexibility when scheduling professional development, such as virtual options, going on site at convenient times for the provider, and Saturday workshops.
- The WCPS Early Learning Department provided a Daycare Provider workshop which was open to all providers and centers in Washington County in the Spring of 2022. This workshop focused on best practices in literacy, mathematics, and social/emotional



learning. Participants not only received core of knowledge hours, but also received high quality instructional materials to support their instruction such as alphabet charts, letter sound mats, beginning sound sorts, and matching sound puzzles. Providers also received math and literacy games as well as books to use in their childcare center.

- The WCPS Early Learning Department presented at the Maryland Early Childhood Conference in Hagerstown, Maryland to provide professional learning with public and private providers.

Linked Artifacts:

Collaboration Check-In
Head Start Survey
Head Start Survey 2
Private Provider Book Study

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?

- WCPS is passionate about building teacher pipelines and build-your-own programs to bolster the number of qualified educators for both public and private Pre-K programs. Building pipelines must start in the CCR programming in the public schools.
- WCPS currently has two Pre-K programs in high schools partnered with the Teacher Academy of Maryland (TAM). These Pre-K classes provide high school students with hands-on learning, observing in the classroom, assisting with lesson planning, teaching Pre-K students in whole and small groups, and learning about child development. These students gain valuable knowledge from experienced teachers while working directly with our Pre-K students. WCPS will be scheduling information sessions in late spring each year, beginning in 2023, with students who are high school TAM graduates. During these sessions, WCPS will present educational and career opportunities in the public schools as well as in Pre-K private providers partnering with WCPS. WCPS staff will guide graduates through the substitute application process so that students may work as substitutes when they are home on



breaks from college. Additional follow-ups and support for communication and remaining in contact with graduates is an area WCPS will focus on moving forward. The Coordinator of Early Learning made this video to highlight TAM: <https://vimeo.com/652534123/2830265496>.

- WCPS is committed to the educational field and ensuring our schools are staffed with high-quality teachers and leaders. Any WCPS employee can receive tuition reimbursement if they have submitted a professional development plan that is then approved by the Office of Human Resources. WCPS advertises these programs and initiatives with our staff and encourages enrollment and participation. WCPS will also continue to share this information with our private providers.

See questions in Pillar 2 section 2.4.1 for additional information.

Linked Artifacts:

Teacher Pipelines

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*

- WCPS has created a Pre-K Paraprofessional cohort model to support staff with completing the Child Development Associate (CDA) coursework to meet the certification requirements of the Blueprint. The cohort is being facilitated by the Early Learning Coordinator, Early Learning Lead Teacher, and Judy Center Teacher Specialist.
- The Human Resources Department gathered credentialing information from our Pre-K paraprofessionals through a Google survey to determine who was in need of an associate degree or CDA.
- The Early Learning Team invited all Pre-K paraprofessionals interested in obtaining their CDA to join the cohort by emailing all Pre-K paraprofessionals to make them aware of the learning opportunity. In addition, as Pre-K paraprofessionals are hired throughout the year, the Early Learning Coordinator will email the paraprofessionals to inform them of the Blueprint requirements of the CDA and AA and provide options of how we can help support them through the process. After July 1, 2025, job



postings for Pre-K paraprofessionals will state that the applicant must have a CDA or an AA degree to fulfil the job requirements.

- A cohort information session was held on August 1st, 2022, for the paraprofessionals to learn about the requirements of the Blueprint and how to obtain their CDA. The cohort has met several times (*artifact: CDA Cohort Timeline*) to provide information on how to register with the CDA Council, obtain their CDA book, and register for the on-line training.
- WCPS has utilized early learning grants to cover the cost of the online training that is part of the 120-hour requirement. The Early Learning Team has also reached out to the resource center for Washington County, Childcare Choices, to assist with the CDA. The Early Learning team was in contact with a specialist from Childcare Choices who assists our staff with questions that arise.

Linked Artifacts:

CDA Cohort Timeline



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	1017	N/A	1035	34	1050	65
Total TA Positions	73	2	74	1	75	3
Filled TA Positions	73	2	72	1	75	3
Vacant TA Positions	0	0	2	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	1040	NA	1035	34	1050	65
Total Teacher Positions	66	3	68	3	70	5
Filled Teacher Positions	66	3	68	3	70	5
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?

WCPS provides all new and current Kindergarten teachers with training on the Kindergarten Readiness Assessment (KRA).

- The KRA training is provided by the Coordinator for Early Learning and the Early Learning Lead Teacher. Initial KRA training is provided either in person or Google Meet (July 27, 2022, August 2, 2022, and August 17, 2022). The initial training includes helping participants log into the K-ready Site. The training explains the focus of the assessment and how to administer the assessment to students. The training also includes completing 7 modules, passing a content assessment, and passing a simulation assessment. Refresher KRA training is provided either in person or through Google Meet on (July 27, 2022, August 2, 2022, and August 17, 2022). The refresher training provides teachers with any updates to the assessment and reminders of logistics for the assessment. Both KRA training sessions serve to remind staff that this is a state assessment, and all testing guidelines and confidentiality measures apply to the assessment.
- Support staff, such as paraprofessionals, lead teachers, case managers, administrators, and intervention teachers, who may administer the assessment are required to complete the KRA training.
- All educators must submit the certificate of their assessment and MSDE testing form to the Early Learning Coordinator. The Early Learning Coordinator ensures that all staff are trained on the KRA by the collection of the certificates and forms.

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)	355	510	615	290	422	777	250	400	830
All Students (Percentage)	24.0%	34.5%	41.6%	19.5%	28.3%	52.2%	17.5%	25.7%	56.8%
% Female	19.2%	33.3%	47.5%	17.4%	25.8%	56.8%	16.5%	23.7%	59.8%
% Male	28.4%	35.5%	36.1%	21.5%	30.7%	47.9%	19.5%	29%	51.5%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% American Indian/Alaska Native	50.0%	50.0%	0.0%	0.0%	0.0%	100%	0%	0%	100%
% Asian	10%	43.3%	46.7%	14.7%	29.4%	55.9%	13.5%	27%	59.5%
% Black/African American	33.9%	36.7%	29.4%	23.8%	32.%	43.8%	21.5%	31.7%	46.8%
% Hispanic/Latino	28.3%	38.0%	33.7%	28.3%	38.7%	33.0%	27%	37.5%	35.5%
% Native Hawaiian/Pacific Islander	25.0%	25.0%	50.0%	0.0%	100%	0.0%	0%	0%	100%
% Two or More	31.4%	40%	28.6%	19.1%	31.2%	49.7%	18%	29.6%	52.4%
% White	19.3%	31.6%	49.2%	16.1%	23.5%	60.4%	15.1%	22%	62.9%
% Economically Disadvantaged	32.5%	36.8%	30.7%	24.6%	32.1%	43.3%	20.7%	31.5%	47.8%
% English Learner	55.6%	35.2%	9.3%	58.9%	31.5%	9.6%	40%	49%	11%
% Special Education	55.6%	25.0%	19.4%	48.9%	24.7%	26.4%	40%	32%	28%

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	265.9	270	274
Mathematics	265.2	271	275
Social Foundations	272.4	273	274
Physical Well-being and Motor Development	275.1	277	279



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.

The Judy Centers in Washington County are located at the following elementary schools: Bester Elementary, Emma K. Doub Elementary School, and Ruth Ann Monroe Primary School.

- All three Judy Centers are located in densely populated areas of economic need. Each Judy Center is staffed with one Coordinator and one Family Services Support Coordinator. At the beginning of every school year, the Judy Centers send home a Parent Interest Survey (*artifact: Parent Interest Survey*). The Judy Centers utilizes the feedback from the surveys to plan for workshops, family engagements, and resources for families. All three Judy Centers work collaboratively with each other and community partners (i.e., Early Learning Department, Hub at University System of Maryland: Hagerstown, Washington County Free Library, Head Start, Healthy Families, Early Childhood Advisory Council, Bester Community of Hope, Discovery Station) while providing personalized events/workshops/resources that meet the needs of the students and families in their buildings and communities (*artifact: Judy Center Activities*).
- The Judy Center at Bester Elementary serves 116 families. The Bester Judy Center is also located at a Title I school. The Bester Judy Center collaborates and provides families the opportunities to participate in: Parent Cafés, Chicago Parent Training Workshops, Play Groups, Family Engagement Nights (i.e., Gingerbread House making), and other various Parent Workshops (i.e., Wonder Words, Mindfulness, Stress Reduction Series). Bester Judy Center also provides families with clothing, winter items, and other necessities based on the information from the Interest Survey (*artifact*).
- The Judy Center at Emma K. Doub serves 87 families. The Emma K. Doub Judy Center provides families the opportunities to engage with their child by hosting Family Nights (i.e., Eating Healthy, Gingerbread Making, Pumpkin Exploration). The Emma K. Doub Judy Center also provides training and workshops for families that align with instructional outcomes, such as Reading Nights and Math/STEM Nights.
- The Ruth Ann Monroe Primary School (RAMPS) serves 287 families. The RAMPS Judy Center is also located in a Title I school. RAMPS provides families with not only academic support but support in meeting basic needs. The RAMPS Judy Center recently provided a workshop on first aid and car seat safety and provided families in attendance with a car seat. The RAMPS Judy Center will partner with the Title I School Family Liaison for events such as Back to School Night, Learning Nights, and Social Emotional events (*artifacts: Winter Reading Night and Judy*



Center Events and Activities). The Judy Center also provides playgroups for families and partners with community agencies to provide Parent Cafés for families.

- Washington County would benefit from expanding Judy Centers across the county to include all Title I Schools. Our Non-Title I Schools (except for Emma K. Doub) do not meet the current guidelines for eligibility as determined by the CDC information. The plan for the expansion of Judy Centers would be to open another Judy Center beginning in the 2024-2025 school year. The continued expansion of Judy Centers would be based on school readiness data, community needs, and space in buildings.

Linked Artifacts:

Winter Reading Night
Judy Center Events and Activities
Parent Interest Survey

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.

Blueprint guidelines state that Pre-K enrollment is for 3- and 4-year-olds. However, WCPS has thirty-one 5-year-old students who are enrolled in Pre-K because of parents completing a Kindergarten Level of Immaturity Waiver. Of the thirty-one 5-year-old students who are enrolled in Pre-K, twenty-two are Tier 1 students. However, all 5-year-olds in Pre-K are ineligible for state funding since they do not meet the guidelines of Blueprint. MSDE and AIB should consider either ensuring 5-year-old students in Pre-K qualify for funding or eliminating the Kindergarten Level of Immaturity Waiver.

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
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Early Learning Blueprint Focus Group (teachers, administrators, ESP, and community members)	Providing input and reviewing Blueprint document	Ongoing
Early Childhood Advisory Council	Promote enrollment efforts & Kindergarten Readiness	Quarterly Meeting
Birth-K Department	Provide special education services for students with IEP/IFSP	Ongoing
ELL Department	Promote Pre-K & support families with enrollment	Ongoing
Department of Health	Promote enrollment & support comprehensive services with partners	Ongoing
Meritus	Promote enrollment & provide comprehensive services	Ongoing
On Track Washington County	Promote enrollment	Ongoing
Childcare Choices	Promote enrollment & professional learning opportunities	Ongoing
Apples	Promote enrollment & professional learning opportunities	Ongoing
Bester Community of Hope	Promote and support enrollment with families	Ongoing
Hub @ USMH	Promote and support enrollment with families	Ongoing
Judy Centers	Enrollment efforts, family engagement, promote kindergarten readiness with families & providers	Ongoing
Hagerstown Community College (HCC) & University System of Maryland – Hagerstown (USMH)	Teacher and Paraprofessional Certifications	Ongoing

Linked Artifacts:



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	12	9	11
	Elementary	47	35	41
	World Languages	0	0	0
	Physical Education	1	0	1
	Health	0	0	0
	Fine Arts	6	4	5
	Career and Technical Education	0	0	0
	Special Education	12	21	17
	ESOL	2	2	8
	Other	11	13	12
6th - 8th Grade	Math	2	4	3
	English Language Arts	9	10	10
	Science	3	6	4
	Social Studies	5	2	1
	World Languages	0	0	0
	Physical Education	1	1	1
	Health	0	0	0
	Fine Arts	2	8	5
	Career and Technical Education	0	1	1
	Special Education	11	2	7
	ESOL	0	0	8
	Other	8	6	4
9th - 12th Grade	Math	8	3	6
	English Language Arts	9	7	8
	Science	8	6	4



Social Studies	11	2	1
World Languages	7	5	6
Physical Education	2	2	2
Health	0	0	0
Fine Arts	2	3	2
Career and Technical Education	4	3	3
Special Education	10	6	8
ESOL	2	1	8
Other	8	9	9

Linked Artifacts:

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.

- WCPS has traditionally struggled to find enough qualified candidates in the following areas:

- Secondary Mathematics
- Secondary Science
 - Physics, Chemistry
- World Languages
- K-12, ESOL
- K-12, Library Media Specialists
- K-12, Special Education, and related services such as speech language

WCPS predicts we will continue to have vacancy needs, particularly in grade and subject areas in which industries requiring comparable skills (for example: math, science, foreign language, speech language pathologists) are more appealing due to benefits, compensation, and work environment and expectations.

- Challenge 1: Declining college enrollment, and a lack of interest in education as a profession, have resulted in recent struggles to find qualified and prepared candidates in almost all content and grade levels. As a state, Maryland has seen significant declines in new teacher graduate and teacher preparation enrollment. Historically, many of our teachers attended college in Pennsylvania and then were hired in Maryland. The following data reflect the declines from 2011-2020 (data from the U.S. Department of Education) (*artifact: New Teacher Graduate and Teacher Preparation Program Enrollment Declines*).
 - Maryland: new graduates down 37.2% and enrollment down 39.9%
 - West Virginia: new graduates down 31.6% and enrollment down 27.8%
 - Pennsylvania: new graduates down 54.9% and enrollment down 51%



It should be noted that this data was pre-pandemic and the declines have been more significant since the pandemic. Data will be updated as available through the U.S. Department of Education.

- Challenge 2: Only 22.4% of our population holds a bachelor's degree, the poverty rate was 14.5% in 2020 (per 2020 U.S. Census Data), there are 4 prisons in our area (Maryland Correctional Institution, Roxbury Correctional Institution, Maryland Correctional Training Center, Washington County Maryland Detention Center), and Hagerstown is known for having opioid, sex trafficking, and crime problems (*artifact: Can Hagerstown Kick Its Habit? Baltimore Sun Article*).
- Challenge 3: An increase in the number of students diagnosed with disabilities that qualify for special education. WCPS is seeing increases in autism diagnoses, impacts of the opioid crisis, and extreme behaviors due to environmental factors. Qualified staff, as well as college students, are reluctant to pursue careers in special education due to the increased needs, risks (injury), and increased litigious nature of special education.
- Challenge 4: 6% of current WCPS teachers are eligible for retirement within the next three years.
- WCPS has not historically maintained a master list of grade level and subject area vacancies beyond what is tracked during the teacher hiring season, spring through the summer before each school year (*artifact: Weekly Snapshot*). We will begin storing and reporting this information internally starting with the 2023-2024 school year so that we have a snapshot every September 30 of the vacancy information.

Linked Artifacts:

Weekly Snapshot

New Teacher Graduate and Teacher Preparation Program Enrollment Declines

Can Hagerstown Kick Its Habit? Baltimore Sun Article

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 challenges WCPS faces in hiring diversity are:

- Challenge 1: Lack of geographical proximity to metropolitan areas, such as the District of Columbia or Baltimore, Maryland, impacts the diversity demographic and educational levels of the community in WCPS (see question 29). Additionally, 79.7% of the population in Washington County is white.

Strategies: WCPS is recruiting in several geographical areas. WCPS staff are attending both in person and virtual recruitment events. WCPS advertises through targeted websites and social media. The WCPS Supervisor of Equity and Diversity and the Human Resources Retention and Recruitment Coordinator have begun informal conversations with Bowie State to host a cohort for aspiring teachers in WCPS and plan to build additional opportunities with other colleges. WCPS will continue to provide resources and professional development to strengthen effective methods to recruit, hire, develop, and retain staff, and best practices to continually evaluate and improve recruitment, hiring, development, and retention.

- Challenge 2: Reduced pipeline of teacher candidates from local colleges and universities (artifact in question 28), including reduced number of diverse candidates.

Strategies: WCPS is creating a four-year Grow-Your-Own teaching program that will start with high school juniors. High school juniors and seniors will have the opportunity to earn up to 60 credits as part of an accelerated Teacher Academy of Maryland program. In addition, these high school students will be hired as reading and math tutor apprentices. Upon graduation, our students will have the opportunity to continue to work for WCPS while earning their bachelor's degree. WCPS hopes to be able to provide scholarships for students to finish their degree programs. This accelerated pathway will be marketed to our diverse student population through WCPS school counseling centers. Through this learning experience, WCPS hopes to excite students about becoming teachers and attract more students to the field of education.

- Challenge 3: A low percentage of bachelor's degree holders (22.4%) within the county, negatively impacts the diversity of qualified teacher candidates for WCPS. Because our diverse population is increasing (40% of our student population is non-white, and 21.3% of Washington County's entire population is non-white), we have a limited number of eligible candidates to recruit from and to engage in build-your-own programs to incentivize teaching as a profession.

Strategies: In addition to the recruitment strategies listed above, WCPS has partnered with Frostburg State University to offer a \$35,000 stipend to career changers interested in earning their master's in teaching and teacher certification. The program lasts approximately 13 months from start to finish.

- Challenge 4: WCPS is competing with other school systems both inside and outside of Maryland to hire qualified applicants.

Strategies: WCPS has created an efficient hiring system to hire qualified applicants in a timely manner. The Human Resources department, central office, and school-based administrators conduct WCPS screening interviews. Screened candidates are then interviewed at the school-level by school-based teams consisting of at least one school-based administrator, content or grade-level supervisors, department chairs, or instructional resource teachers. Principals then submit a request to hire, and the



Department of Human Resources ensures all documents are intact for hiring and then makes the offer to applicant.

WCPS will continue to provide resources and professional development to strengthen effective methods to recruit, hire, develop, and retain staff, and best practices to continually evaluate and improve recruitment, hiring, development, and retention.

Linked Artifacts:

WCPS Diversity Report
Recruitment, Hiring, and NTI BOE Report 2019
Recruitment, Hiring, and NTI BOE Report 2020
Recruitment, Hiring, and NTI BOE Report 2021
Recruitment, Hiring, and NTI BOE Report 2022
BOE Talking Points 2020
BOE Talking Points 2021
BOE Talking Points 2022
WCPS 12.4x24.6 board 1.19
WCPS 12.4x24.6 board 7.22
WCPS back artwork Room to Grow
WCPS drivers side artwork Room to Grow
WCPS teacher recruitment 2023

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?

- WCPS Human Resources Department and Senior Leadership Staff use enrollment data and data related to teacher attrition/retirement to forecast staffing needs to determine who is underrepresented in our workforce. The Human Resources Department also builds relationships with institutions and prospective candidates to recruit and attract diverse candidates. The team then places teachers and leaders intentionally for success and provides professional learning to retain diverse teachers and leaders. The team develops opportunities for diverse teachers to become leaders. The data to plan for staffing is based on student needs. This data is reviewed regularly by the Division of Curriculum. The Division of Curriculum staff, including the Office of Professional Learning, and Human Resources Department build relationships with institutions and community businesses through individual outreach as well as organized meetings to create opportunities for future employment candidates and for students. WCPS offers aspiring school leadership professional development to teachers who show leadership potential.
- Human Resources annually reviews minority hiring data of teachers with the Superintendent and Board of Education at a public board meeting every November (*artifacts in question 30: Recruitment, Hiring, and NTI BOE Reports 2019, 2020, 2021, 2022*). Over the past four years, an average of 12.5% of the new teachers hired are from diverse ethnic groups. This hiring average exceeds the current 7.0% of the total teaching population, setting the stage for continued growth in subsequent years.
- WCPS conducts an internal diversity audit of job descriptions and postings to ensure language is inclusive and that all WCPS branding (WCPS website, marketing materials, school websites, social media) reflects the diversity of our student



population. Additionally, WCPS makes a concerted effort to market to colleges with a higher concentration of diversity.

- Each spring, the WCPS Human Resources team provides professional development for building level leaders. Unfortunately, the lack of available diverse candidates, particularly those interested in moving to Western Maryland, presents a challenge, and as a result, this lack of diversity in the candidate pool makes it difficult to evaluate our hiring practices.
- WCPS is forming a workgroup in the spring of 2023 to address the challenge of hiring highly qualified staff that match the diversity of school populations. The WCPS team will continue to strengthen relationships with our college partners. In addition, the team will continue to build a climate and culture of welcoming and inclusivity by working with Chamber of Commerce, Black Professionals' Network, and other area organizations to address this need.



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)	22,171	1,499	22,297	1,518	22,793	1,540
% Female	49%	76%	49%	76%	49%	76%
% Male	51%	24%	51%	24%	51%	24%
% Nonbinary	0%	0%	0%	0%	0%	0%
% American Indian/Alaska Native	0%	0%	0%	0%	0%	0%
% Asian	2%	0%	2%	0%	2%	0%
% Black/African American	15%	1%	15%	1%	15%	1%
% Hispanic/Latino	13%	2%	15%	2%	18%	3%
% Native Hawaiian/Pacific Islander	0%	0%	0%	0%	0%	0%
% Two or More	9%	1%	9%	1%	9%	1%
% White	60%	95%	58%	96%	55%	95%

S = Student Population, T = Teacher Population

Linked Artifacts:

Diversity Report Linked in Question 30



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?

- WCPS has longstanding partnerships with local and regional colleges/universities as well as with several online and national schools. WCPS will continue to nurture these partnerships and develop new partnerships to meet the district's needs through individual outreach and participation in job fairs, student teacher placement, and collaboration on professional development for staff and students. WCPS works with educational partners to identify needs and encourage the development of new programs. WCPS encourages non-certified employees to pursue education careers such as the Frostburg State University Maryland Accelerates program, a 13-month Master of Arts in Teaching degree for career-changers.
- WCPS is a member of the P-20 Executive Council.
 - Council membership includes representatives from Allegany County Public Schools, Garrett County Public Schools, Washington County Public Schools, Frederick County Public Schools, Mineral County Public Schools, and Bedford Area School District. Institutions of Higher Education include Frostburg State University, Allegany College of Maryland, and Garrett College. Staff from the Maryland State Department of Education also participate in the meetings.
- The goal of the council is to support our common efforts towards strengthening education programs.
- The P-20 Executive Council meets every couple of months (*artifact: P20 January 2023 Meeting Agenda*) and serves as the informational platform to share and discuss issues & trends relevant to current reform initiatives and their impact on education programs.
- WCPS is in the process of creating a partnership with Hagerstown Community College and Frostburg State University to create a four-year teaching program for WCPS graduates that aligns with the standards and practices (such as Science of Reading) that are taught in a WCPS classroom.



Linked Artifacts:

P20 January 2023 Meeting Agenda

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.

WCPS has an Internship Placement Coordinator who oversees the placement of teacher candidates and the overall process.

- When colleges and universities contact WCPS Human Resources for elementary placements, the Internship Placement Coordinator seeks to assign the candidate to a Title I school. The Internship Placement Coordinator contacts the school principals to determine appropriate mentors, and then proceeds by contacting potential mentors. WCPS ensures that most of our teacher candidates have at least one observation or practica placement at one of our Title I schools, or at the middle or high schools that the Title I elementary schools feed into. Title I schools, which have the most diverse student populations in the county, meet the WCPS criteria for a supportive school environment because the additional grant funding allows for increased staffing, related services, and community outreach. WCPS Title I schools also have additional funding for professional learning and for teacher collaborative planning time. This provides the teacher candidates with the richest experience to prepare them for success in their career as a teacher.
- When colleges and universities contact WCPS Human Resources for secondary placements, WCPS seeks to match the candidate to a middle or high school that feeds from a Title I elementary school. The Internship Placement Coordinator contacts the school principal and determines the appropriate mentor at the school. One challenge with this model is with specialty placements, such as CTE, that may only be offered in certain schools.
- Moving forward, the Strategic Initiatives Coordinator will form a team in summer 2023 to work to craft a more defined 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. The Strategic Initiatives Coordinator and the Internship Placement Coordinator will collaborate to refine and better define the internship placement process.

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.

Teacher candidates are currently assigned to teacher mentors through the Internship Coordinator (see question 34).

- WCPS uses two sources of data to evaluate teacher effectiveness. The first source of data used by WCPS is observation data. WCPS administrators observe teachers using the Framework for Teaching (FFT) which was designed by the Danielson Group. The FFT has four domains. The components in Domain 1: Planning & Preparation describe how teachers organize instruction for student learning. The components of Domain 2: Learning Environments describe conditions and qualities of environments that are conducive to learning and support student success. These aspects of teaching are not associated with the learning of any particular content but rather support the understanding of all content and attend to the social-emotional needs of students. The components of Domain 3: Learning Experiences describe the engagement of students in learning experiences and reflect the primary mission of schools: enhancing student learning and growth. The components of Domain 4: Principled Teaching capture and reflect the practices of educators that extend beyond their classrooms and the learning experiences they facilitate. The four domains are further broken down into 22 components. Each of the four domains accounts for 12.5% of the professional practice section, totaling 50% of the total evaluation score.

The second source of data used by WCPS for determining teacher effectiveness is Student Learning Objectives (SLOs). SLOs are an evidence-based instructional process for improving educator effectiveness and student achievement. Each teacher writes one individual SLO and is assigned one district SLO. The individual SLO accounts for 30% of the teacher evaluation, and the district SLO accounts for 20% of the teacher evaluation. The district and individual SLO account for 50% of the total evaluation rating. Highly effective teachers are teachers who have a final evaluation score of 85% or higher.

- The Internship Placement Coordinator works closely with school principals, lead teachers, and the Office of Professional Learning to identify possible teacher mentors. Teacher mentors are currently matched to candidates based on the certification area and principal identification of possible mentor teachers, based on the evaluation of teacher effectiveness.
- Typically, mentors have been provided very basic training by the college or university placing the candidate. WCPS provided professional learning to 14 mentors as part of the Maryland Accelerates Program to provide training. WCPS worked with Frostburg to provide two days of training in the summer and two days of training once the school year began. Some of the training topics included the Danielson Model, Understanding by Design, using student data to drive instruction, and how to coach new teachers (*artifacts: Teacher Residency Pre-Service Day, Maryland Accelerates Teacher Residency Day*)
- Currently mentor teachers are supported at the building level by the lead teachers and building administrators. Moving forward, WCPS will develop structures for centralized support of mentor teachers.

[Linked Artifacts:](#)



Teacher Residency Pre-Service Day
Maryland Accelerates Teacher Residency Day

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

- WCPS offers Teacher Academy of Maryland programs at Boyd J. Michael III Technical High School, Clear Spring High School, Hancock Middle/Senior High School, North Hagerstown High School, and South Hagerstown High School. WCPS has added two full-day Pre-K programs in two of our high schools, North Hagerstown High School, and Washington County Technical High School with TAM programs additional hands-on learning experiences.
- WCPS is creating a four year Grow Your Own teaching program that will start with high school juniors. High school juniors and seniors will have the opportunity to earn up to 60 college credits as part of an accelerated Teacher Academy of Maryland program. WCPS is partnering with Hagerstown Community College to offer an AA pathway in elementary and secondary education. In addition, these junior and senior students will be hired as reading and math tutor apprentices. Upon graduation, WCPS graduates will have the opportunity to continue to work for WCPS while earning their bachelor's degree. WCPS hopes to be able to provide scholarships through the Washington County Community Foundation for students to finish their bachelor's degree programs. Through this learning experience, WCPS hopes to excite students about becoming teachers and attract more students to the field of education.
- WCPS created apprenticeship opportunities for junior and senior year high school students interested in education. The purpose of these opportunities is dual fold in that it enables WCPS to provide additional support to students who are not reading at grade level by providing them with a literacy tutor and supports fostering high school student interest in teaching careers (*artifact: Grow Your Own: Literacy Tutors*).
- During the 21-22 school year, WCPS hired 32 high school students as literacy tutors (*artifact: Literacy Tutor Job Description*) The tutors work up to 15 hours a week at WCPS elementary schools during the school day and are paid through WCPS for their work. Each elementary principal had to submit an action plan on how they would use their apprentice. Principals also had to ensure they had an appropriate mentor in the building to work with the apprentice. Schools also had to show a plan for using the apprentice (submitted in fall 2023 after using data and school schedules).
- Tutors receive ongoing professional learning around the science of reading and work with elementary students one on one. Reading Tutor Apprentices will learn research-supported practices to engage students in supplemental instruction and accelerate learning for students "at risk" for reading difficulties. Reading Tutor Apprentices



collaborate with their mentors, follow the plan/schedule for supplemental instruction using recommended resources, monitor progress of students, and complete and submit progress monitoring documentation to mentor.

- Upon graduation, some of the current tutors plan to become WCPS paraprofessionals and others plan to major in education in college. For the 23-24 school year WCPS intends to hire 70 reading apprentices.

Linked Artifacts:

Grow Your Own: Literacy Tutors
Literacy Tutor Job Description
Reading Tutor Apprenticeship Training
Reading Tutor Apprenticeship Action Plan

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

- The Human Resources Department gathered credentialing information from our Pre-K paraprofessionals through a Google survey to determine who needed an associate degree or Child Development Associate (CDA). The cohort is being facilitated by the Early Learning Coordinator, Early Learning Lead Teacher, and Judy Center Teacher Specialist. WCPS has utilized early learning grants to cover the cost of the online training that is part of the 120-hour requirement. The Early Learning Team has also reached out to the resource center for Washington County, Childcare Choices, to assist with the CDA. The Early Learning team was in contact with a specialist from Childcare Choices who assists our staff with questions that arise. WCPS has encouraged support staff who have a bachelor's degree but do not have the appropriate coursework in order to earn a teacher certification to apply to the Maryland Accelerates program. Information was shared several times with all employees via email and three information sessions were hosted.
- WCPS ESP staff may participate in the Maryland Accelerates Program. The Maryland Accelerates Program is a condensed experiential 13-month residency program. ESP staff are eligible for the \$35,000 stipend and can keep their health benefits. Successful candidates are eligible for Maryland's initial certification in grades 1-6 if the elementary track is chosen or grades 7-12 if the candidate decides to pursue the secondary track.
- WCPS provides tuition reimbursement of \$1,500 per year to support staff who are working toward a college degree not listed above.

Linked Artifacts:

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



WCPS accepted an invitation to join the Frostburg State University Maryland Accelerates Program in 2022 to recruit adults who hold a bachelor's degree and have an interest in teaching.

- The Maryland Accelerates Program is a condensed experiential residency program that begins each May and ends the following June. Residents are provided with a \$35,000 stipend to cover living expenses.
- Successful candidates are eligible for Maryland's initial certification in grades 1-6 if the elementary track is chosen or grades 7-12 if the candidate decides to pursue the secondary track. Upon completion, graduates are eligible for immediate full-time employment through Washington County Public Schools.
- WCPS currently has 14 student teachers participating in the Maryland Accelerates program: 9 elementary, 2 English, 2 science, and 1 computer science. Two retired county mentors were hired on a part-time basis to offer exclusive support to the 14 students. All 14 are expected to be hired as full-time teachers during the 23-24 school year.
- WCPS has started recruiting for its second Accelerates class and has set an internal goal of 15 new residents for the 23-24 school year.

Linked Artifacts:

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

- WCPS students and employees and community members are encouraged to apply for the Equity in Education Scholarship (<http://www.educationfoundationofwcps.org/equity-in-education.html>), a community-based scholarship program launched in 2022 that offers financial support to racially minoritized students who reside in Washington County and are pursuing a degree in education or a related field. The opportunity is advertised through social media platforms, direct contact with diverse candidates, and via the WCPS digital flyer platform, Peachjar.

Linked Artifacts:

Pillar 2, Objective 4: 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
Dr. Kara Burhans	Strategic Initiatives Coordinator	Structure, collaborate, communicate, facilitate information sessions, engineer support systems for candidates, cohort facilitators, serve as contact and support for NBC candidates.

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.

WCPS has developed the following options for teachers pursuing National Board Certification:

- Partnership with Wilson College for a graduate course for NBC, taught by two National Board Certified WCPS teachers (one secondary and one elementary).
- A cohort model, which is comprised of candidates who have chosen to opt into the cohort model and agree to the expectations set forth. Each cohort is facilitated by a WCPS National Board-certified teacher. The cohort facilitators attended the National Board Facilitator professional development facilitated by Stanford University in summer 2022. The facilitators meet monthly with the National Board Coordinator to plan the monthly meetings so that all participants receive the same supports and information. During the monthly meeting, the facilitators and Strategic Initiatives Coordinator also discuss trends and concerns in terms of candidate needs. Cohorts were formed originally based upon start and end times of schools, so that the



meetings could be scheduled at a common time that works for participants. Participants were reassigned to cohorts based on personal requests to the NBC Coordinator. Priority was given to maintain an optimal ratio of no more than 12 candidates for each facilitator. The cohorts meet formally once a month. The meetings are offered either virtually or in person. Each cohort has a Google Classroom and candidates may submit their NB documents through Google Classroom to their facilitators. Candidates that participate in the cohort model may have their submissions reviewed by facilitators prior to submission. They may also participate in optional work sessions (there are 20 optional work sessions scheduled from December through March). Each session is 2-4 hours and there are at least 2 facilitators available to support/answer questions and read submissions during the optional work sessions. Facilitators take attendance at each meeting and the Strategic Initiatives Coordinator monitors attendance and follows up with candidates who are absent.

- Pursuit of NBC independently. Some candidates prefer to pursue candidacy without any formal supports. Those candidates are invited to a Google Classroom maintained by the Strategic Initiatives Coordinator.

The Strategic Initiatives Coordinator communicates at least once a month with all candidates, often more than that. For example, at the beginning of the school year, the Strategic Initiatives Coordinator posted weekly in all Google Classrooms, in addition to sending emails to all candidates.

Linked Artifacts:

Cohort Participant Expectations
Facilitator Expectations
NBCT Cohort Models Flyer

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 Strategic Initiatives Coordinator maintains a Google Site for National Board Candidates (<https://sites.google.com/wcps.k12.md.us/national-board-certification/home>) and current teachers who wish to pursue candidacy. The site includes resources and information from the NBPTS site (<https://www.nbpts.org/>), as well as resources within WCPS. All WCPS teachers will receive an email from the Strategic Initiatives Coordinator on March 17th, 2023, inviting them to an information session. On April 12, 2023, two information sessions will be held in the auditorium at the Center for Education Services. The sessions will also be recorded and available through the WCPS YouTube site (<https://www.youtube.com/c/wcpsmd>), WCPS Facebook page (<https://www.facebook.com/wcpsmd>), and WCPS Blueprint Facebook page (<https://ne-np.facebook.com/WCPSBlueprint/>). The information session on April 12th will be facilitated by the Strategic Initiatives Coordinator, one of the WCPS NB Teachers who teaches the Wilson graduate course for NB Certification and a current NB cohort facilitator. Three NB teachers who certified in December 2022 will also attend the session and be available for the question-and-answer component of the presentation.

Linked Artifacts:



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 order to recruit National Board Certified teachers, WCPS utilizes digital marketing such as Indeed, Facebook, LinkedIn, and Twitter throughout the region in other states and districts and placed strategically located billboards in the neighboring counties of West Virginia in the summer of 2022. Billboards will be expanded to Virginia and Pennsylvania for spring 2023 in addition to digital advertising. Additionally, WCPS will utilize the NBPTS website to look for teachers in high need areas in surrounding states and contact them directly in a recruitment effort.

Linked Artifacts:



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.

WCPS will increase the number of NBCT in all groups, including historically underrepresented groups, through recruitment and strategic support, as well as a variety of cohort options described in subsequent responses. WCPS currently has one hundred and twenty-two initial NBCT candidates in one of the three pathways. Ninety-seven of the candidates plan to complete all four components in the 2022-2023 school year. These candidates will not receive their scores for candidacy until December 2023. Therefore, they will not be reflected in data for NBCT until the 2024-2025 school year.

Table 1: National Board Certified Teachers by Certification Area

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	1301	100	1255	100	1255	100
Art, Early and Middle Childhood						
Art, Early Adolescence through Young Adulthood						
Career and Technical Education					2	.16
English Language Arts, Early Adolescence	1	.076	1	.079	1	.079
English Language Arts, Adolescence and Young Adulthood	1	.076	1	.079	1	.079
English as a New Language, Early and Middle Childhood	1	.076	1	.079	1	.079
English as a New Language, Early Adolescence through Young Adulthood	2	.15	2	.16	2	.16
Exceptional Needs Specialist	1	.076	1	.079	1	.079
Generalist, Early Childhood	2	.15	2	.16	2	.16
Generalist, Middle Childhood	4	.30	4	.32	6	.47
Health Education						
Library Media**	1	.076	1	.079	1	.079
Literacy: Reading-Language Arts	3	.23	3	.24	3	.24
Mathematics, Early Adolescence	1	.076	1	.079	1	.079
Mathematics, Adolescence and Young Adulthood	1	.076	1	.079	1	.079
Music, Early and Middle Childhood	1	.076	1	.079	1	.079
Music, Early Adolescence through Young Adulthood						
Physical Education, Early and Middle Childhood	1	.076	1	.079	1	.079
Early Adolescence through Young Adulthood						
School Counseling**						
Science, Early Adolescence						
Science, Adolescence and Young Adulthood	1	.076	1	.079	2	.079
Social Studies-History, Early Adolescence						
Social Studies-History, Adolescence and Young Adulthood	1	.076	1	.079	2	.079
World Languages						

*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*	1301	100	1255	100	1255	100
Pre-K	3	.23	3	.24	3	.24
Kindergarten	6	.46	6	.48	6	.48
1	5	.38	5	.40	5	.40
2	5	.38	5	.40	5	.40
3	7	.54	7	.56	7	.56
4	6	.46	6	.48	6	.48
5	6	.46	6	.48	6	.48
6					2	.16
7					2	.16
8					2	.16
9	2	.15	2	.16	6	.48
10	5	.38	5	.40	9	.71
11	6	.46	6	.48	10	.79
12	7	.52	7	.56	11	.87

*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)	22,171	22	22,514	22	22,793	28
% Female	49	100	49	100	49	100
% Male	51	0	51	0	51	0
% Nonbinary	0	0	0	0	0	0
% American Indian/Alaska Native	0	0	0	0	0	0
% Asian	2	0	2	0	2	0
% Black/African American	15	0	15	0	15	0
% Hispanic/Latino	13	0	15	0	15	0
% Native Hawaiian/Pacific Islander	0	0	0	0	0	0
% Two or More	9	0	9	0	9	0
% White	60	100	58	100	58	100

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.

WCPS has identified the following barriers and strategies to overcome the barriers:

- Barrier 1: Lack of time for teachers to complete National Board Certification on top of the daily teaching responsibilities.

Strategy: Currently, WCPS offers three options for NBCT candidates, as described in the response to question 38. WCPS will look at modifying the cohort structure based on survey feedback from teachers going through the process. WCPS will identify more ways to give teachers more time during the day to work on their NBCT portfolios.

- Barrier 2: For the 2022-2023 school year, WCPS had 9 NBCT facilitators for 157 candidates, with an average ratio of 1 facilitator to 18 candidates. Optimally WCPS would like to reduce the ratio of facilitators to candidates to 1 to 10.

Strategy: WCPS staff will recruit more facilitators from the pool of teachers who just earned their NBC. The number of additional facilitators will be dependent upon the number of NBCT staff. WCPS will work to refine the cohort process to ensure that candidates and facilitators feel fully supported and empowered.

- Barrier 3: Teachers are not fully aware of the NBC process and the options available to them for earning their National Board Certification.

Strategy: The Strategic Initiatives Coordinator will work with the Communications Department to create additional marketing materials, promote the NBCT website, and visit school faculty meetings to ensure teachers understand the process.

- Barrier 4: Position does not meet the definition of teacher as defined by MSDE.

Strategy: WCPS provides a salary increase for teachers who do not meet the MSDE definition of a teacher.

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



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

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

WCPS has 33 teachers at our four low performing schools that will be finished by December 2023. They are not counted in the 2023-2024 numbers, but will be counted in the 2024-2025 count.

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	268	-	273	-	273	-
Pre-K	0	0	0	0	0	0
Kindergarten	0	0	0	0	0	0
1	0	0	0	0	0	0
2	0	0	0	0	0	0
3	0	0	0	0	0	0
4	0	0	0	0	0	0
5	0	0	0	0	0	0
6	0	0	0	0	0	0
7	0	0	0	0	0	0
8	0	0	0	0	0	0
9	0	0	0	0	0	0
10	0	0	0	0	0	0
11	0	0	0	0	0	0
12	0	0	0	0	0	0

*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)	3686	0	3826	0	3879	0
% Female	0	0	0	0	0	0
% Male	0	0	0	0	0	0
% Nonbinary	0	0	0	0	0	0
% American Indian/Alaska Native	0	0	0	0	0	0
% Asian	0	0	0	0	0	0
% Black/African American	0	0	0	0	0	0
% Hispanic/Latino	0	0	0	0	0	0
% Native Hawaiian/Pacific Islander	0	0	0	0	0	0
% Two or More	0	0	0	0	0	0
% White	0	0	0	0	0	0

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.



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?

- WCPS is expecting a large increase in the number of National Board Certified teachers over the next five years. NBC teachers will be encouraged to take leadership roles at the district and school level that will still allow for them to teach in the classroom. Some leadership roles may include:
 - Applying for teacher leadership roles, i.e., Department Chair/Team Leader
 - Working as a Facilitator in an NBC cohort
 - Writing Curriculum
 - Providing professional learning
- WCPS provides additional compensation for teachers who take on leadership roles listed above.
- WCPS currently has four NBCT teachers serving in leadership roles in WCPS, one in a central office leadership role and three at the school level. One of the three serves at a locally identified low-performing school. However, due to the definition of a teacher in the Blueprint, none of the school-based lead teachers are eligible for the salary enhancements (*artifact: Lead Teacher Job Description*).
- WCPS is beginning Career Ladder work on March 29, 2023. The work of that team will determine the structures to impact leadership opportunities for NBC teachers who are at various stages on the career ladder.

Linked Artifacts:

Lead Teacher Job Description

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.

- WCPS established a Career Ladder Development Board in February 2023 that will begin meeting March 29, 2023. Membership of the WCPS Career Ladder Development Committee will include various stakeholders, including teachers, administrators, representatives of the Washington County Teachers Association, Inc., and community members.
- WCPS' Blueprint Implementation Team will collaborate with the Committee in the development of the WCPS Career Ladder. This collaboration will also include developing opportunities including teacher leadership opportunities for NBCTs. The committee will also discuss priority hiring for NBCs seeking to transfer to one of the 4 schools (Bester Elementary, Northern Middle, Western Heights Middle, and South Hagerstown High School) identified as low performing using the local option.



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
Dr. Kara Burhans	Strategic Initiatives Coordinator	WCPS
Dr. Jennifer Webster	Associate Superintendent for Administration and Leadership	WCPS
Dr. Gary Willow	Associate Superintendent for Curriculum and Instruction	WCPS
Jeff Proulx	Chief Operating Officer	WCPS
Ilissa Ramm	Chief Legal Counsel	WCPS
Terri Baker	Executive Director of Human Resources	WCPS
Lindsey Darr	Coordinator of Human Resources: Teacher Personnel	WCPS
Neil Becker	President	Washington County Teachers Association (WCTA)
Carlos Mellott	UniServ	Maryland State Education Association (MSEA)/WCTA
Dr. Rachel Kane-Kirkpatrick	Chair	Washington County Association of Administrators and Supervisors (WCAAS)
TBD	Teachers	WCPS
TBD	Community Members	TBD

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
Develop a plan for increasing the number of NBC teachers	X		
Engage stakeholders to assess challenges related to obtaining NBC	X		
Implement a support program for teachers pursuing NBC	X	X	X
Assess and adapt the support program for teachers pursuing NBC		X	X
Establish a WCPS Career Ladder Development Board		X	
Chart a course of action for the development of the WCPS Career Ladder		X	
Develop a draft WCPS Career Ladder			X
Present the draft WCPS Career Ladder to stakeholders for input			X
Present the draft WCPS Career Ladder to the Board of Education of Washington County for approval			X
Communicate the details of the WCPS Career Ladder with stakeholders			X
Implement the WCPS Career Ladder			X

Linked Artifacts:



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.

- WCPS incentivizes teachers to obtain advance degrees in a variety of ways. The current teacher pay scale provides salary increases for teachers who earn advance degrees.
 - Scale 02 Non-Degree Provisional Certificate or Degree Provisional Certificate
 - Scale 03 Bachelor's Degree and Standard Professional Certificate or Master's Degree and Provisional Certificate or Doctor's Degree and Provisional Certificate or Bachelor's Equivalent and Standard Professional Certificate
 - Scale 05 Master's Degree and Standard Professional Certificate or Bachelor's Degree and Advanced Professional Certificate or Master's Degree and Advanced Professional Certificate or Bachelor's Equivalent and Master's Equivalent and Advanced Professional Certificate
 - Scale 07 Master's Degree and Advanced Professional Certificate and 30 Semester Hours
 - Scale 09 Master's Degree and Advanced Professional Certificate and 60 Semester Hours
 - Scale 11 Doctorate and Advanced Professional Certificate
- For teachers who earn a master's degree, Advanced Professional Certificate, and 60 semester hours, add three hundred sixty-nine dollars (\$369.00) above Scale 07. For teachers who earn Doctorate and Advanced Professional Certificate, add six hundred fourteen dollars (\$614.00) above Scale 07.
- WCPS will reimburse all unit members participating in courses at an approved and accredited college or university for a maximum of nine 9 credit hours per year. Courses must be pre-approved and will be reimbursed at a rate of four hundred fifty dollars (\$450) per credit hour earned. Unit members receiving tuition reimbursement will commit to a minimum of two years of subsequent continued employment with WCPS from the issuance of the reimbursement payment. Unit members may request reimbursement for up to three additional credit hours subject to available funds and payable at the end of the fiscal year.
- WCPS has traditionally struggled to find enough qualified candidates for mathematics, special education, world languages/ESOL, and related services such as speech language and projects that we will continue to struggle to hire qualified candidates in



these areas in the foreseeable future (see question 28: teacher hiring data). WCPS will continue to pursue pathways to encourage or incentivize teachers to obtain master's degrees in fields that require special expertise or meet the district's shortage areas noted above. With the number of students enrolling in dual credit courses, WCPS may engage in conversations with the association incentivizing secondary teachers to pursue content-specific masters' degrees.

- **Article 18.9 Critical Need Areas-Tuition Reimbursement:**
Should a unit member apply for and be approved by Human Resources Administration to become highly qualified in a critical need area as defined by the Maryland State Department of Education (MSDE), the Board will pay one hundred percent (100%) of the unit member's tuition, books, and fees. Interested individuals must make application by way of instructions on the offerings posted on the Board's website. Bargaining unit members who become highly qualified by way of this contractual provision will be placed in a critical need vacancy in exchange for committing to a minimum of three years of any subsequent employment with the Board. If no vacancy exists at the time, the employee will be placed in a position for which the unit member is certified until a critical need vacancy becomes available. At the Board's discretion, flexibility and substitute coverage may be provided for travel and class attendance. The Board shall determine participation parameters after conferring with the Association prior to posting said opportunities.
- **Article 18.10 Critical Need Areas—Sabbaticals:**
Bargaining unit members who apply for and are approved by Human Resources Administration may take a paid critical need sabbatical at seventy-five percent (75%) of the unit member's annual pay to complete coursework in an identified critical need area as defined by the Maryland State Department of Education (MSDE). Unit member benefits shall continue as if on full-time status. These individuals must be within one year of completing the unit member's program of studies and make application by way of instructions on the offerings posted on the Board's website. Bargaining unit members who successfully complete the critical need sabbatical will be placed in a critical need vacancy in exchange for committing to a minimum of three years of any subsequent employment with the Board. If no vacancy exists at the time, the employee will be placed in a position for which the unit member is certified until a critical need vacancy becomes available. The Board shall confer with the Association to determine participation parameters prior to posting said opportunities. At reinstatement, the bargaining unit member's salary will be governed by current provisions of Article 23.10 of the Negotiated Agreement ([https://wcpshr.com/sites/wcpshr.com/files/documents/2022-25 Teachers Agreement.pdf](https://wcpshr.com/sites/wcpshr.com/files/documents/2022-25%20Teachers%20Agreement.pdf)).
- WCPS has proposed a Memorandum of Understanding (MOU) to the Washington County Teacher's Association (WCTA) to offer a partially paid leave of absence with full employee benefits and tuition reimbursement for selected employees wishing to pursue careers as speech language pathologists. This MOU is pending. If the program is successful, WCPS may pursue this option for other areas of critical need, such as special education, world language, secondary math, and secondary science.
- WCPS collaborates with institutions of higher education to ensure college classes are scheduled with teachers in mind. WCPS has partnerships with Frostburg State University, University of Maryland, Hood College, and Wilson College. Teachers can take evening and weekend classes. Many courses are hybrid classes that meet in person and have an online component. This provides greater flexibility for WCPS teachers who have commitments beyond the workday.
- In 2023, WCPS and Wilson College developed a cohort that supported teachers in obtaining a MAT degree and supporting National Board Certification attainment within the



same time period. WCPS will continue working with current and future partners in higher education institutions to ensure that college classes are scheduled with teachers in mind.

- Mount St. Mary's University has a WCPS cohort for employees who wish to pursue a MS in Applied Behavior Analysis. The cohort for WCPS employees will begin in fall 2023. Employees interested in becoming a BCBA may register through Frontline (our Employee Management System) and attend a virtual meeting on March 27, 2023 (*artifact: MSMU BCBA*).
- WCPS and Hood College are offering an Educator Leadership Program for current teachers with a qualifying master's degree from an accredited college or university. Through this cohort, teachers could earn an Administrative Certificate in 2 years. This program also prepares future leaders to take the School Leaders Licensure Assessment (SLLA).

Linked Artifacts:

MSMU BCBA
ELP Hood College

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 Office of Professional Learning works with local college and universities to establish cohort programs. This ensures alignment between course content and our MD College & Career Readiness standards. Since most of our partnerships are with local universities in Maryland, many are already aware of and aligned to these standards. In addition, WCPS staff members serve in adjunct roles with several Maryland, Pennsylvania, and West Virginia universities, allowing them to provide direct feedback and recommendations on current and future trends and how these should inform course offerings. WCPS has longstanding partnerships with local and regional colleges/universities as well as with several online and national school. WCPS will continue to nurture these partnerships and develop new partnerships to meet the district's needs and ensure that coursework and programs align.
- In 2022-2023 and 2023-2024, WCPS Human Resources, Division of Curriculum, and Senior Leadership are meeting with institutions of higher education to ensure that coursework and degree programs are aligned with the WCPS curriculum and meet the standards of college and career readiness for students.

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?

- In the 2022-2023 school year, WCPS has 2,380 student course enrollments in dual credit courses. Out of the 2,380 enrollments 1,825 enrollments are taking place in WCPS high schools with WCPS staff. Current 10th and 11th graders have started selecting their courses for the 23-24 school year. Currently, we have over 6,000 student course enrollments for just these two grade levels currently scheduled for our high schools next year. The biggest increase in dual credit courses has occurred in English, math, science, social studies, and world languages departments.
- WCPS has dual enrollment opportunities for our students through a Memorandum of Understanding and partnership with Hagerstown Community College (HCC). WCPS is updating our MOU with HCC to establish more consistent guidelines on who can teach dual credit classes. In most cases, teachers with a master's degree or equivalency will be able to teach dual credit courses. WCPS and Hagerstown Community College are planning additional professional learning opportunities for WCPS and HCC staff to collaborate in the summer and fall of 2023. The purpose of these learning opportunities is to build collaboration between WCPS teachers and HCC faculty, and to best align instruction and instructional practices congruent with one another so that students enrolling in a course and taking the course at their home school and those taking the course at HCC will have the same or similar experience.
- HCC will provide a stipend of \$360 per class of six students, plus \$60 per student above six up to \$1,800, to participating WCPS faculty teaching College courses in the high schools. Dual enrollment faculty are required to: use the syllabus developed by the full-time faculty at Hagerstown Community College; cover the same material and core content developed by the full-time faculty at Hagerstown Community College; attend meetings and orientations led by Hagerstown Community College faculty/divisions in the discipline to ensure that content and methods of instruction are equivalent.

Linked Artifacts:

Draft HCC WCPS MOU
HCC Adjunct Teacher Memo
Adjunct Faculty Minimum Requirements

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*

- The colleges below have partnerships through WCPS, and teachers receive discounts by attending these colleges/universities. The office of Professional learning maintains an updated website and sends out regular communication to all staff.
- Frostburg State University offers courses and opportunities to work with student interns. The M. Ed. Program at FSU offers six concentrations: Curriculum and Instruction, Educational Leadership, Interdisciplinary Studies, Literacy Education, School Counseling, and Special Education.
- Hood College started an administrative certification program in WCPS in May 2022. Hood College plans to begin another cohort in May 2023 (10 participants required).
- Mount Saint Mary's has many programs that teachers can earn either a Masters degree or Certification. Teachers were provided with the following fliers: Instructional Leadership Certificate, Instructional Leadership Masters of Education, Master of Arts in Teaching: Elementary & Secondary, Reading Certificate in Advanced Study, Reading Master of Education Technology Facilitation Certificate, Tech Facilitation Master in Education, and the Newest Graduate Programs Overview Flier (*artifacts*).
- Shepherd University offers options for WCPS employees for certification. Shepherd offers continuing education courses and information can be found on their website (<https://www.shepherd.edu/>).
- University of Phoenix offers options available on their Programming and Coursework webpage (<https://www.phoenix.edu/colleges/college-of-education.html>).
- Wilson College offers opportunities. There is a current cohort that began in summer 2022. The next opportunity to join a cohort through Wilson College to earn a MA degree will be in Spring 2025. The Wilson College cohort students also have the opportunity to attain National Board Certification while working on their Master of Arts in Educational Leadership degree.
- WCPS will continue to provide tuition reimbursement as outlined in the response to question 48.

Linked Artifacts:

[Instructional Leadership Certificate](#)
[Instructional Leadership-Master of Education](#)
[Master of Arts in Teaching: Elementary & Secondary](#)
[Reading Certificate in Advanced Study](#)
[Reading Master of Education](#)
[Technology Facilitation Certificate](#)
[Technology Facilitation Master of Education](#)
[Newest Graduate Programs Overview Flyer](#)



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 overtime 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 reprioritizations or reallocation of resources that may need to occur.

- WCPS, collaboratively with the Washington County Teacher's Association, has worked proactively to meet the requirements of the Blueprint since the passage of the interim bill (SB1030 of 2019). Due to the collaborative efforts, funding from SB1030 was utilized to significantly elevate the starting wages of certified teachers, pushing the entry level salary for first year certificated teachers from \$45,834 to \$55,174 in one year. WCPS anticipates that we will achieve the 10% scale increase by July 1, 2023, and the \$60,000 starting salary by July 1, 2024 (*artifact: Allocation of Resources Towards 10% and \$60K*).
- The increases in pension rates have been, and will continue to be, a struggle for WCPS. WCPS received the required contribution in the maintenance of effort calculation of \$4.84M from the Washington County Government in FY2016 to cover pension costs (Senate Bill 1301 of 2012). The FY2016 contribution is the last contribution WCPS has received for pension costs. In FY2023, WCPS MSRPS pension costs are approximately \$8.1M, which is a 67.3% increase since FY2016.
- As staff members work to allocate expenses to each of our funding sources, the WCPS team is operating from the premise that full costs of the pension system are attributable to the various funding sources in the same way as salary (teacher salary charged to foundation in the school in which they work also includes costs for benefits and pension). If this assumption is not accurate, then the 25% of Blueprint funds allocated to administration must be used to absorb these growing costs

Linked Artifacts:

Allocation of Resources Towards 10% and \$60K

[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
2%	3%	4%	4%	5%	8%	6%	7%	12%	8%	10%	13%	10%	12%	15%
20.38 %	3.8%	3.8%	21.58 %	4.84%	6.13%	23.10 %	6.15%	7.46%	24.33 %	7.21%	14.03 %	29.93 %	12.04 %	19.16 %

Linked Artifacts:



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.

- WCPS, collaboratively with the Washington County Teacher's Association, has worked proactively to meet the requirements of the Blueprint in this area since the passage of the interim bill (SB1030 of 2019). Due to the collaborative efforts, funding from SB1030 was utilized to significantly elevate the starting wages of certified teachers, pushing the entry level salary from \$45,834 to \$55,174 in one year.
- WCPS anticipates achievement of the 10% scale increase by July 1, 2023, and the \$60,000 starting salary by July 1, 2024 (*artifact for question 52*).

Linked Artifacts:

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.

N/A

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
Career Ladder Development Committee	WCPS established a Career Ladder Development Committee in February 2023 that will begin meeting March 29, 2023. Membership of the WCPS Career Ladder Development Committee includes various stakeholders, including teachers, administrators, members representing the Washington County Teachers Association, Inc., and community members. WCPS's Blueprint Implementation Team will collaborate with the Committee in the development of the WCPS Career Ladder. This collaboration will lead into negotiations with WCTA to implement the Career Ladder in 2024-2025 (FY25).	Monthly
Hagerstown Community College	Created MOU to expand dual credit opportunities to students (including the TAM program), Worked with WCPS staff to hire WCPS teachers to teach dual credit classes.	Two times a month for the past 18 months



Frostburg State University	Maryland Accelerates partner, MA program for teachers, working with WCPS to build a grow your own program for aspiring teachers.	Two times a month for the past 12 months
P20 Council	The P-20 Council serves as the information platform to share and discuss issues and trends relevant to current reform initiatives and their impact on education programs.	Quarterly
Washington County Teachers Association	Helped author pillar 2 and provided feedback	1-2 times a month
WCPS Blueprint Focus Groups	In addition to their contributions in their areas of focus, the focus groups had access to the draft Blueprint plan and provided feedback during the editing process	Most groups met monthly from July-December and have had access to the draft documents during the process.
Community stakeholder (parents, guardians, community members, staff, and students)	Completed survey and provided feedback on initial draft plan.	One time, with additional surveys planned for the future

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.



- Prior to 2022, WCPS did not have a comprehensive literacy plan grounded in the Science of Reading. In the summer of 2022, 60 stakeholders including elementary and secondary teachers, paraprofessionals, administrators, special educators, and district leaders engaged in a two-day session to develop a Literacy Vision and comprehensive literacy action plan. Day one included instruction from The New Teacher Project (TNT) (<https://tntp.org/>) on the Science of Reading and collaboration to draft a vision statement. Day 2 included tuning the drafts and coming to consensus on a final literacy vision statement. Participants also drafted steps necessary to include in a comprehensive literacy plan to achieve the vision. The ELA district leadership team used the information to draft a comprehensive literacy action plan. Principals reviewed the draft at leadership council and provided feedback. The ELA district leadership team used the feedback to revise the comprehensive literacy action plan (*artifact: WCPS Comprehensive Plan*). The document is fluid and will be used to guide continuous improvement to achieve the bold vision of WCPS.
- WCPS began a contracted partnership with TNT on July 28, 2022, which will continue through September 30, 2024. TNT is an approved partner for use of MD Leads funds. TNT will support WCPS in the following:
 - Phase 1: Set an SOR-aligned vision and design an evidence-based implementation strategy to realize the vision.
 - Phase 2: Train teachers and leaders on reading foundational skills acquisition and evidence-based practices that undergird Washington County's vision for literacy instruction.
 - Phase 3: Ongoing professional learning focused on implementation.
 - Phase 4: Progress monitoring and program evaluation for the implementation plan.
- TNT's support will be mentioned throughout this section of questions. This partnership is designed to build sustainability within WCPS. As their partnership phases out in 2024, the systems and structures established will continue with the leadership within WCPS.
- Information on the elementary ELA curriculum for parents and guardians can be found on the WCPS website: <https://wcpsmd.com/english-language-arts/elementary-curriculum>.

Linked Artifacts:

WCPS Comprehensive Literacy Plan

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

- WCPS vision for literacy instruction: All WCPS students have the right to be successful and confident readers and writers. Instruction, grounded in systematic, explicit foundational skills and complex texts, promotes thinking and builds knowledge so students communicate their ideas in the classroom and beyond.
- WCPS mission for achieving the vision: We are committed to continuously improving our implementation strategy to help us make progress over time toward our vision for



excellence at scale for all students. We will measure our progress toward this vision with the following goals and measures and celebrate growth and success at every step.

Goals:

- Skills Goal: Provide professional learning to ensure all leaders, teachers, and supporting educators are aligned with the purpose behind the essential elements of effective literacy, as well as the best practices for reading instruction based on the Science of Reading.
- Incentives Goal: Provide time, psychological safety, and consistent culture that embraces change around the vision for literacy.
- Resources Goal: Provide equitable tools and research-based resources to support the WCPS vision.
- Outcome: All WCPS students are successful and confident readers and writers. This will be measured by:
 - 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
- The action steps for each goal are defined in the play for district leaders, school leaders, lead teachers, and teachers. Goals are also included for secondary (artifact: question 57).

[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	11%	43%	43%	3%	10%	40%	44%	5%	10%	40%	44%	5%
M	13%	46%	39%	2%	13%	45%	38%	4%	13%	45%	38%	4%
F	9%	39%	48%	4%	7%	35%	49%	9%	7%	35%	49%	9%
NB	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
ED	18%	56%	25%	NA	25%	25%	50%	0%	18%	25%	52%	5%
EL	19%	69%	NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
SE	37%	49%	14%	NA	%	%	%	%	%	%	%	%

Column Headers

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

Row Headers

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



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	11%	43%	43%	3%	8%	41%	47%	5%	5%	38%	49%	8%
AI	NA	NA	NA	NA	10%	47%	38%	5%	10%	47%	38%	5%
A	NA	24%	63%	NA	0%	20%	70%	10%	0%	16%	72%	12%
B	14%	50%	34%	NA	10%	47%	38%	5%	5%	42%	43%	10%
H	11%	50%	38%	NA	7%	44%	44%	5%	4%	40%	46%	10%
NH	NA	NA	NA	NA	6%	40%	47%	7%	4%	36%	50%	10%
2+	10%	38%	48%	4%	10%	45%	38%	7%	7%	41%	42%	10%
W	14%	50%	33%	NA	7%	33%	52%	8%	5%	27%	58%	10%

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												
M												
F												
NB	Information not required for March 2023 submission											
ED												
EL												
SE												

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												
AI												
A												
B	Information not required for March 2023 submission											
H												
NH												
2+												
W												

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)*



Shifting from Balanced Literacy to Structured Literacy grounded in the Science of Reading will require WCPS to provide adequate training to develop the skills necessary to achieve the WCPS vision.

- As outlined in our WCPS Comprehensive Literacy Plan, the goal is for 100% of teachers (pre K-5 classroom teachers, intervention teachers, special education, EL) and elementary administrators to complete the TNTP Science of Reading (SoR) Course. This is a 10-module course grounded in the Simple View of Reading, Scarborough's Rope, and current research on how to learn to read and respond to students who are struggling to read. The course includes information on foundational reading skills as well as language comprehension to support teachers in instruction focused on skills and knowledge. The course is monitored using our WCPS Teachable platform which provides documentation and analytics of course completion, including the competency quizzes at the end of each module. Elementary principals are facilitating job-embedded professional learning and coaching at the school level. This course was purchased from TNTP, giving WCPS unlimited use even after the partnership has ended.
- Existing staff: Considering that this is a shift in instructional practice, WCPS identified that all Pre-K-5 classroom teachers need to engage in training on the Science of Reading. All existing staff were invited to engage in the SoR course during the 2022-23 school year. WCPS is using Teachable to track participation and completion.
- New to the teaching profession and/or school system: The ELA district leadership team works closely with the Teacher Induction leadership team. New hires for 2022-23 were also invited to participate in the SoR course. Mentor teachers supported the new teachers in this process. New hires for the 2023-24 school year will be invited to participate in the course. This will continue for new hires each year. All new hires will complete the course within three years of employment. New hire participation and completion of the course will be tracked through Teachable.
- WCPS will use spring 2023 survey data collected from School Leaders, Lead Teachers, and teachers with consultation from TNTP to determine the need for additional training and support.
- All elementary teachers, including new hires, will engage in curriculum embedded professional learning using the HQIM to apply the learning from the SoR course to instructional practices. This strategically provides the why, what, and how of implementation aligned to the Science of Reading.

[Linked Artifacts:](#)



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	67	0	66	50%	66	100%
Kindergarten Teachers	74	0	74	50%	74	100%
1 st Grade Teachers	75	0	78	50%	78	100%
2 nd Grade Teachers	80	0	79	50%	79	100%
3 rd Grade Teachers	76	0	80	50%	80	100%
Pre-K-3 Special Education Teachers	73	0	76	50%	76	100%
Pre-K-3 ESOL Teachers	22	0	22	50%	22	100%
Pre-K-3 Principals	25	0	25	50%	25	100%
Other Relevant Staff						

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

Linked Artifacts:

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
All teachers	1-3	TNTP Science of Reading Course	Ongoing	25	Nov 22-June 24
All teachers	Pre-K-5	Curriculum based professional learning using newly adopted HQIM	initial	20	Aug -June
Special Education Case Managers/ Teachers	Pre-K-12	Supporting struggling readers with evidence and research-based strategies	ongoing	15	Aug -June
Lead Teachers	Pre-K-12	Coaching teachers using evidence and research-based strategies	ongoing	17	Aug-June
Principals	Pre-K-12	Coaching and evaluating teachers using evidence and research-based strategies	ongoing	17	Aug -June
Assistant Principals	Pre-K-12	Coaching and evaluating teachers using evidence and research-based strategies	ongoing	4	Aug-June
ENG Department Leaders	6-12	Using evidence and research-based strategies to meet the needs of all learners, including supplemental instruction	ongoing	20	Aug -June
Special Educators	Pre-K-12	Wilson Reading Intervention	initial	18	June-Aug

Linked Artifacts:

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*
- The ELA district leadership team developed and shared Literacy Commitments with all elementary teachers and school leadership teams to communicate practices that should no longer be used and research-based practices that should be used in literacy



instruction. As ELA content specialists and supervisors visit schools, they look for evidence of the recommended research-based practices using the WCPS literacy commitment tool. This tool is used to give feedback to school leadership teams on strengths and areas for improvement in follow-up conversations at the conclusion of the visits. The WCPS literacy commitments were developed to outline the clear shift to Structured Literacy grounded in the Science of Reading. The Science of Reading is the research on how people learn to read and ways to help people struggling to read. According to this research, instruction should be systematic and sequential with explicit instruction in foundational skills and knowledge building with complex texts. The first draft of the WCPS Literacy Commitments was shared in 2020-21 and has been refined each year to best align with current and relevant research (*artifacts*). This qualitative data informs the focus of professional development provided for school administrators during monthly leadership council meetings, Lead Teachers (LT) during monthly LT meetings, and teachers during monthly school-based sessions. Each school has one or two teachers who serve as Lead Teachers who serve as instructional coaches and facilitators of professional learning.

- Ultimately, the impact on student achievement provides data on teachers' mastery of the literacy training content. In addition to the qualitative data described above, quantitative data from assessments is used to determine the focus of these professional learning opportunities. Required county-level assessments include Pre-K Phonemic Awareness screener, DIBELS 8, Reading Inventory (eRI), WCPS Interims. Data from these assessments, as well as the MCAP, is housed on the WCPS data dashboard, SchoolNet. District leadership analyzes data at the district level and school level. Principals, Lead Teachers, and Teachers analyze data at the school and student level. In addition to these county level required assessments, schools have access to diagnostic assessments that provide more detailed information on student achievement on decoding, encoding, fluency, comprehension, and writing. The literacy diagnostic assessments are the Informal Decoding Inventory (IDI), Spelling Inventory, 3 Minute Fluency Assessment, and the WCPS Interims.

Linked Artifacts:

Literacy Commitments 20-21
Literacy Commitments 21-22
Literacy Commitments 22-23

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*



- Lead Teachers (Pre K-12) and English Department Leaders (6-12) facilitate job-embedded professional learning and collaborative planning during the school day. At the elementary level, meetings occur four times each quarter, minimally. At the secondary level, meetings occur weekly. The Lead Teachers and Department Leaders use resources provided by the district curriculum and instruction team to plan and facilitate professional development.
- During the 2022-23 school year, all high school schedules were adjusted county-wide to an eight-period structure. This provides consistency across the county for each teacher to have two planning periods each day with four planning periods each week designated for collaborative planning and job-embedded professional learning. The professional learning is facilitated by the lead teachers and Department Leaders, as described in the first bullet.
- The middle school schedules will be adjusted for the 2023-24 school year to operate on an eight-period day to provide four planning periods each week designated for collaborative planning and job-embedded professional learning as described above.
- A team of five English content specialists and two Literacy Achievement Coordinators engage in walk-throughs that include observations, debriefs, and plannings that guide school and county-level support. The frequency and intensity of this support is determined using data. For example, walk-throughs at the TSI schools minimally occur each quarter.
- A team of 14 District Literacy Lead Teachers (DLLT) provide model lessons, resources, and professional development as expert practitioners. The DLLTs meet monthly to learn, reflect on practices, and recommend or develop resources to support teachers. The linked artifact is an example of feedback from a PD session the elementary DLLTs facilitated for teachers in Teacher Induction. The secondary DLLTs facilitate quarterly meetings focused on improving literacy instruction and is open to any secondary teacher.
- Special Education Specialists at each level (elementary, middle, and high) support case managers in planning for, and supporting, specialized instruction. Case managers meet with the specialists monthly. See the attached artifact for an example agenda from a secondary case manager meeting.
- School leaders (pre K-12) visit schools within their cohort each month to observe instruction, debrief, and plan next steps. The 26 elementary schools are divided into 5 cohorts based on similar demographics. The 16 secondary schools are divided into four cohorts based on similar demographics. These monthly visits are led by the directors of elementary and secondary education. See the attached artifact (*Cohort 1 Notecatcher 2022-2023*) as an example evidence collection document from an elementary cohort. Visits are concluded with a summary of the celebrations and considerations for continuous improvement.
- During the 2021-22 school year, all elementary Lead Teachers participated in LETRS training to develop their understanding of the Science of Reading. This training included four in-person meetings (Sept 2, Oct 6, Nov 4, and Dec 1) facilitated by Nancy Perkins from MSDE. The Lead Teachers participated in the additional hours of on-line training and Bridge to Practice required by the course.



- During the 2021-22 school year, all secondary Lead Teachers and building level principals participated in monthly sessions during the school day. During the full day monthly meeting, a primary focus has been on supplemental instruction, including the why, what, and how to support students reading below grade level targets by providing effective supplemental instruction in our middle and high schools. See the linked artifact (*Supplemental Instruction Lead Teacher Presentation*) for an example session on supplemental instruction.
- During the 2022-23 school year, all elementary Lead Teachers are participating in training with TNTP on curriculum-based professional learning to support their coaching and professional learning opportunities at the school level. The training includes facilitating unit preparation protocols to support the implementation of the adopted high quality instructional materials, CKLA. The unit preparation protocol is linked to question 71. The protocol will be used during the 2023-24 school year to support full implementation of CKLA.

Linked Artifacts:

DLLT PD Feedback
Case Manager Meeting
Cohort 1 Notecatcher 2022-23
Supplemental Instruction Lead Teacher Presentation

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*
-
- The structures and supports include strategic staffing to provide Lead Teachers at every school (Pre-K-12), Department Leaders at every school (6-12) in the four core content areas, District Literacy Lead Teachers in each grade level and content, and Special Education Specialists for elementary, middle, and high.
 - Lead Teachers and Department Leaders are certified teachers at each secondary school (Lead teachers are also at all elementary schools, however; due to elementary teachers being generalists, there are no content Department Leaders at the elementary level). They participate in monthly training at the county level and support lesson planning, co-teaching, coaching, and professional learning within our job-embedded professional learning structure.



- District Literacy Lead Teachers (DLLT) were identified through the application and interview process as the most effective literacy teachers at each level. Structures are in place for teachers to visit the DLLTs to observe their instruction and collaborate in planning. The DLLTs work directly with the ELA Content Specialists and Literacy Achievement Coordinators at the county-level to improve the Essential Curriculum, develop and facilitate professional learning sessions, and provide videos to model high impact strategies that accelerate student learning.
- As stated in question 64, the high school and middle school schedules have been adjusted county-wide to support collaborative planning and professional learning.
- A team of elementary principals are working to determine ways to provide increased collaboration time for teachers within our elementary school schedule. Elementary teachers currently have a minimum of 50 minutes daily for planning with four planning sessions each marking period designated for Classroom Focused Improvement Planning process.

See response in question 64 for additional details.

[Linked Artifacts:](#)

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*
-
- WCPS currently uses a teacher-created curriculum with various resources. WCPS began the process of selecting high quality instructional materials (HQIM) in the summer of 2022.
 - Teachers (K-grade 5) engaged in informational sessions to learn more about HQIM resources on the MD Leads approved partners list.
 - After teacher feedback, the list was narrowed to two resources and 60 teachers chose to pilot one of the two resources being considered.
 - A team of 8 Pre-K teachers joined the process with three HQIM resources.
 - A total of 68 teachers representing every grade level and 17 of 26 elementary schools engaged in a field experience, including a full day of training from the vendor, 9 weeks of



planning and implementation of the lessons, observations from district leadership team, collaboration sessions, and ongoing feedback. See *artifact: email to field experience teachers* for an example of communication with the teachers.

- The district leadership team, including the Supervisor of ELA and Social Studies, two elementary ELA and Social Studies Content Specialist, and one elementary Literacy Achievement Coordinator, met with four district/school leaders from school systems in Maryland, Delaware, and Pennsylvania implementing the materials being considered to learn about the impact on teaching and learning.
- Feedback was also collected from EL and GATE teachers to gather information on how the resources supported teaching and learning with their students.
- Surveys were shared with teachers and lead teachers to collect feedback on the final two HQIM in the selection process. The HQIM feedback form is linked as an artifact. A total of 75 surveys were submitted at the conclusion of the 9 weeks with 90% of the Core Knowledge Language Arts (CKLA) users recommending CKLA.
- A press release was shared to notify the public of the recommendation to purchase CKLA, inviting the community to three information nights. Each session was held from 6:00 p.m. - 7:00 p.m. (December 12, 2022: Clear Spring Elementary, December 14, 2022: Ruth Ann Monroe Primary School, and December 15, 2022: Rockland Woods Elementary School). At these information nights, parents, guardians, and community members had the opportunity to review the resources, learn from WCPS staff, and ask questions. These information nights were open to all Washington County community members (*artifact: parent meeting for CKLA*). The resources were also displayed in the Center for Educational Services lobby for review by the community during the day and a demo account was shared for parents, guardians, and community members to review the CKLA resources digitally.
- WCPS Board of Education members were invited to visit classrooms to see the HQIM in action. Four BOE members and one County Commissioner engaged in visits on December 9, 2022, and January 9, 2023 at Pangborn Elementary and Salem Avenue Elementary to see CKLA being taught with elementary students.
- The WCPS Board of Education voted to approve the purchase of CKLA on January 17, 2022.
- All Pre K-grade 5 teachers will have the option to begin using CKLA in the spring of 2023, with full implementation beginning in the fall of 2023.

Linked Artifacts:

Email to Field Experience Teachers
HQIM Feedback Form
Parent Meeting for CKLA

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.

WCPS used the Curriculum Support Materials rubrics from MSDE to determine if materials are high-quality, content-rich, aligned to the science of reading, and meet expectations in all five areas of reading.

- The WCPS elementary Content Specialists observed each teacher during the pilot and collected evidence from both resources using the rubric (*artifact: HQIM Rubric*).
- The teachers involved in the pilot provided feedback using the rubric.
- Qualitative feedback was also collected to ensure the materials provided the resources needed in all five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension.
- The WCPS ELA curricular team prioritized having one cohesive set of materials for all five purposes, rather than multiple resources for each purpose for consistency in instruction for teachers and students.
- CKLA met expectations in all five areas of reading using the Curriculum Support Materials rubrics.
- Teacher feedback included: “this resource can pair nicely with our Science & Social Studies units and can really help our kids build those strong connections with concepts that help them go beyond the classroom.”
- Ed Reports were also used and indicate that CKLA meets expectations with a green rating.

Linked Artifacts:

HQIM Rubric

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?

- Materials are assessed and selected by the teacher review committee (including grade level classroom teacher, EL, Special Education, and GATE teacher representation) using the Maryland Curriculum Support Materials (CSM) rubric, which includes criteria for culturally responsive and equitable teaching practices. The criteria include:
 - Free from stereotypes, generalization, misrepresentations, or negative portrayals of any group.
 - Provides opportunities for students to share or learn about each other's differences.



- Presents opportunities to recognize and value differences between the home cultures of students and the culture of the classroom or school.
 - Promotes diverse voices and perspectives of different groups.
 - Provides relevant background knowledge when needed and/or opportunities to research aspects of a culture to learn more.
- CKLA met expectations for being culturally responsive using the CSM rubrics from MSDE. In addition, the selection process included collecting qualitative data from various teachers to ensure the materials were culturally responsive.
- EL teachers provided feedback on the impact of the HQIM on learning with their students (artifact).
- Teacher feedback indicated the resources met the cultural needs of the students. A teacher described the impact on students, “They have LOVED the units we have explored together and have made so many connections to different content areas and their own personal lives. They have seen how the diverse texts in here can be windows, mirrors, and sliding glass doors. They also have on their own, made so many connections and powerful discussions centering on our social emotional competencies.”

Linked Artifacts:

EL Feedback

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?

- Refer to question 66 for staff included in the selection process – including Special Education staff and English Learner staff.
- Refer to components of the HQIM Rubric referenced in question 67 (and the linked artifact), including differentiation, accommodations/accessibility, and reliable measures.
- Additional components in support of Tiers 2 and 3 supplemental instruction are also reviewed during material selection. Components that are reviewed include universal screening tools to identify students at-risk for reading difficulties, resources for providing targeted instruction; including, but not limited to, Targeted Instruction, Stepping Stones, Sound Partners, Lexia Core 5, Benchmark Phonics Intervention, Read Naturally, Wilson Reading System, and Just Words (Tiers 2 and/or Tier 3).
- The ELA and Special Education departments collaborate to determine ways to best meet the needs of students to ensure they reach grade level expectations.
- The ELA and EL departments collaborate to determine students eligible for scaffolded assessments. Beginner and intermediate scaffolded versions of ELA assessments are provided for ELs to take grade level, end-of-unit assessments.



Linked Artifacts:



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)
CKLA	Amplify	Pre-K-5	Tier 1 and 2	Adopted
Collections	HMH	6-12	Tier 1	Adopted and implementing
Reading Apprenticeship Academic Literacy	West Ed	6-12	Tier 2	Adopted and implementing

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.

- The HQIM vendor, Amplify, supports teachers in professional learning to effectively use CKLA.
- TNTP provides snapshots for every unit in each grade level and processes to internalize and collaboratively plan for students to meet the learning goals (*artifact: CKLA Snapshot Example*).
- WCPS worked collaboratively with TNTP using the tools provided by CKLA to develop a Pre-K-5 Knowledge Unit Prep Protocol to support teachers to internalize the materials from CKLA to plan effective instruction (*artifact: Pre K-5 WCPS Knowledge Unit Prep Protocol*).
- TNTP is working with district leadership in 2022-23 to train the Lead Teachers at each elementary school to support curriculum-based professional learning using CKLA.



- Walk-through feedback is provided using the WCPS literacy commitments, aligned to the Science of Reading (*question 63 artifact: Literacy Commitments*).

Linked Artifacts:

CKLA Snapshot Example
PRE-K-5 WCPS Knowledge Unit Prep Protocol

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*

- School schedules are structured to include collaborative progress monitoring sessions four times each marking period to analyze data using the 4As process (assess, analyze, act, adjust) and make instructional decisions.
- The Literacy 4As Process for Supplemental Instruction (*artifact*) provides a framework for analyzing literacy data to determine instructional supports and tools for monitoring progress.
- WCPS provides an assessment calendar as a guiding document for county-wide assessments and timelines to monitor the progress of students in ELA.
- WCPS provides Pearson SchoolNet as a data dashboard and warehouse for monitoring district, school, and disaggregated student data.
- Professional development is provided monthly to principals and lead teachers to support implementation, analysis, and action planning using the School Improvement Process and WCPS action planning template. School improvement teams meet to adjust the action plans



based on data. District ELA teams support schools with their individual action plans as well as use the data to plan professional learning opportunities.

- Special education: Progress on goals for students with IEPs and/or Customized Learning Plans (CLPs) is monitored regularly through collaboration of the implementers, including special educators and general educators. Professional learning and support are provided to ensure that the monitoring is relevant and data-based to inform goal setting and instruction. The progress monitoring data is reviewed collaboratively at IEP meetings to set appropriate goals and objectives and target instruction accordingly. The data is reviewed collaboratively by the school team – both specific student-focused and school-wide focused – through the comprehensive school review process to ensure that processes and practices are in alignment for growth trajectories for students with needs in reading.

Linked Artifacts:

WCPS Testing Calendar
Action Planning Template
Literacy 4As Process

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
K-3	DIBELS	Universal Screener	3 times per year	Identify students at risk for reading difficulties
Pre-K	Phonemic Awareness	Universal Screener	2 times per year	Identify students at risk for reading difficulties
2-5	WCPS ELA Interim	Formative	3 times per year	Assess proficiency of recent grade level learning
2-5	eRI	Universal Screener	3 times per year	Identify students at risk for reading difficulties
K-5	Informal Decoding Inventory	Diagnostic	As needed	Reading Comprehension and Writing
K-5	Spelling Inventory	Diagnostic	As needed	Encoding: Phonemic Awareness and Phonics
Pre-K	Scaffolded Writing	Diagnostic	As needed	Initial sound/spelling correspondence
1-12	3 Minute Assessment	Diagnostic	As needed	Fluency, comprehension, vocabulary

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)
DIBELS 8 Composite Score	Students at risk are identified for needing supplemental instruction	K-3
Electronic Reading Inventory (eRI) Lexile Levels	Students at risk are identified for needing supplemental instruction	4-12
MCAP	Students who are not proficient (PL1 and 2) are identified for needing supplemental instruction.	3-10
KRA	Students not demonstrating readiness are identified for additional screening	K

Linked Artifacts:

Identifying Students for Supplemental Instruction/Tutoring Reading

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)**

- See question 74: Measures of Success for how students are identified for interventions.
- See question 73: Assessments and question 72 linked artifact: Literacy 4As process for Supplemental Instruction for the additional diagnostic assessments used to identify students' specific strengths and areas in need of growth.
- Correlation between how students are identified during progress monitoring and the type of intervention the school system provides (*artifact: WCPS Literacy If/Then*).
- Classroom teachers, reading tutor paraprofessionals, intervention teachers, and special education case managers provide supplemental instruction for a minimum of 15 minutes, two days a week.
- High dosage tutoring is a minimum of 20 minutes, five days a week.
- When a student meets grade level targets, a plan is established to exit the student from the supplemental instruction while continuing to monitor progress.
- Assessments within the interventions are used to monitor progress.
- Method for evaluating the effectiveness of interventions: DIBELS and/or Lexile (eRI).

Literacy Areas	IF a student has this learning need:	THEN try (elementary):	THEN try (secondary):
Phonemic Awareness Instruction in phonemic awareness (PA) involves teaching children to focus on and manipulate phonemes (sounds) in spoken syllables and words. As determined by: <ul style="list-style-type: none"> • Pre-K Phonemic Awareness 	Phonological Awareness: Identify parts of spoken words in bigger parts of sentences <ul style="list-style-type: none"> • Words • Syllables • Onset/rime • Phonemic Awareness 	Tier 2 Supports: Essential Curriculum Reading Foundational Skills Developmental Progression Targeted Instruction Template High Impact Literacy Practices Tier 3 Supports:	Tier 3 Supports: Reading Foundational Skills Developmental Progression Speech High Impact Literacy Practices:



<ul style="list-style-type: none"> DIBELS 8 		<p>Stepping Stones (K-2)</p> <p>Benchmark Phonics Intervention (1-5)</p> <p>Sound Partners (K-2)</p> <p>Foundations (K-3)</p> <p>Targeted Reading Intervention (K-5)</p>	
<p>Phonics The primary focus of phonics instruction is to help beginning readers understand how letters are linked to sounds (phonemes) to form letter-sound correspondences and spelling patterns and to help them learn how to apply this knowledge in their reading.</p> <p>As determined by:</p> <ul style="list-style-type: none"> Informal Decoding Inventory Spelling Inventory 	<p>Decoding/encoding</p> <p>Blending/segmenting</p>	<p>Tier 2 Supports:</p> <p>Essential Curriculum</p> <p>Reading Foundational Skills Developmental Progression (Pre-K-5)</p> <p>Targeted Instruction Template</p> <p>High Impact Literacy Practices</p> <p>Tier 3 Supports:</p> <p>Sound Partners (K-2)</p> <p>Benchmark Phonics Intervention (1-5)</p> <p>Foundations (K-3)</p> <p>Lexia Core 5 (2-5)</p> <p>Wilson Reading (2-12)</p> <p>Just Words (beginning at Grade 4)</p> <p>Targeted Reading Intervention (K-5)</p>	<p>Tier 3 Supports:</p> <p>Lexia Power Up (6-12)</p> <p>Wilson</p> <p>Targeted Instruction Template using Reading Foundational Skills Developmental Progression</p> <p>High Impact Literacy Practices</p>



<p>Vocabulary The focus of vocabulary is to know a wide range of word meanings, each connected to a web of other word meanings; additionally, know word part meanings.</p> <p>As determined by:</p> <p>3 Minute Assessment</p> <p>WCPS Interims</p>	<p>Using the knowledge of words and word meanings to comprehend texts, speak, and write</p>	<p>Tier 2 Supports:</p> <p>Essential Curriculum</p> <p>High Impact Literacy Practices</p> <p>Reading Foundational Skills Developmental Progression</p> <p>Tier 3 Supports:</p> <p>Benchmark Phonics Intervention (1-5)</p>	<p>Tier 2 Supports:</p> <p>Essential Curriculum</p> <p>Vocabulary Notebooks</p> <p>Concept Definition Map</p> <p>Survival Words</p> <p>Tier 2 Supports:</p> <p>Vocabulary work through Odell Curriculum</p>
<p>Fluency Fluency is defined as the ability to read with speed, accuracy, and proper expression. In order to understand what they read, children must be able to read fluently whether they are reading aloud or silently.</p> <p>As determined by:</p> <p>3 Minute Assessment</p>	<p>Reading rate, automaticity, and expression:</p> <p>Number of words read per minute</p> <p>Number of uncorrected errors</p> <p>Accuracy rate</p> <p>Expression</p>	<p>Tier 2 Supports:</p> <p>Essential Curriculum</p> <p>High Impact Literacy Practices</p> <p>Tier 3 Supports:</p> <p>Read Naturally (2-12)</p> <p>Lexia Core 5 Passages</p> <p>Achieve the Core Fluency</p>	<p>Tier 2 Support:</p> <p>Achieve the Core Fluency</p> <p>Fluency Practice with Texts from EC</p> <p>Tier 3 Supports:</p> <p>Read Naturally (2-12)</p>
<p>Comprehension Comprehension is the understanding and interpretation of what is read. To be able to accurately understand written material, children need to be able to (1) decode what they read; (2) make connections between what they read and what they already know; and (3) think deeply</p>	<p>Make meaning of a text:</p> <p>Determining the central or main ideas in an informational text</p> <p>Determining the central message, lesson, or moral and/or theme in a literary text</p> <p>Reading closely to differentiate between the explicit and implicit details</p>	<p>Tier 2 Supports:</p> <p>Essential Curriculum</p> <p>High Impact Literacy Practices</p> <p>Tier 3 Supports:</p> <p>Benchmark Phonics Intervention (1-5)</p> <p>Wilson Reading (2-12)</p>	<p>Tier 2 Supports</p> <p>Reading Apprenticeship Strategy List</p> <p>Reading Closely Protocol</p> <p>Questioning Texts</p> <p>Odell Core Literacy Proficiencies (6-12)</p> <p>RAAL Curriculum (Reading</p>



about what they have read. As determined by: 3 Minute Assessment WCPS Interims	Distinguishing between relevant and irrelevant details Analyzing the development of events in a literary or nonfiction selection		Apprenticeship) (6-9)
Writing Writing is a complex process that requires a wide range of skills- a strong vocabulary; an understanding of genre, text structure, and voice; basic mechanical skills (grammar and punctuation); organizational skills; and higher order thinking. As determined by: WCPS Interims	Producing clear and coherent writing: Basic writing skills Text generation Writing processes Writing knowledge	Tier 2 Supports: Essential Curriculum High Impact Literacy Practices Verbal Pathways Tier 3 Supports: Occupational Therapists	Tier 2 Supports: Essential Curriculum Scaffolds for the Writing Process Stages Forming Evidence Based Claims Evidence Based Claims Deconstructing the Prompt

Linked Artifacts:

WCPS Literacy If/Then

• **Middle School (6-8)**

- MCAP and Lexile (eRI) are used to identify students for interventions.
- See Measures of Success in question 74 for how students are identified for interventions.
- See Assessments in question 73 and the artifact linked to question 72: *Literacy 4As process for Supplemental Instruction*) for the additional diagnostic assessments used to identify students' specific strengths and areas in need of growth.
- Correlation between how students are identified during progress monitoring and the type of intervention the school system provides (*artifact above in elementary: WCPS Literacy If/Then table*).
- Classroom teachers, reading tutor paraprofessionals, intervention teachers, and special education case managers provide supplemental instruction for a minimum of 15 minutes, two days a week.



- High dosage tutoring is a minimum of 30 minutes, five days a week.
- When a student meets grade level targets, a plan is established to exit the student from the supplemental instruction while continuing to monitor progress.
- Assessments within the interventions are used to monitor progress
- Method for evaluating the effectiveness of interventions: Lexile (eRI).

Linked Artifacts:

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

- MCAP and Lexile (eRI) are used to identify students for interventions.
- See Measures of Success in question 74 for how students are identified for interventions.
- See Assessments in question 73 and the artifact linked to question 72: *Literacy 4As process for Supplemental Instruction* for the additional diagnostic assessments used to identify students' specific strengths and areas in need of growth.
- Correlation between how students are identified during progress monitoring and the type of intervention the school system provides (*artifact above in elementary: WCPS Literacy If/Then table*).
- Classroom teachers, intervention teachers, provide supplemental instruction for a minimum of 15 minutes, two days a week.
- High dosage tutoring is a minimum of 30 minutes, five days a week.
- When a student meets grade level targets, a plan is established to exit the student from the supplemental instruction while continuing to monitor progress.
- Assessments within the interventions are used to monitor progress.
- Method for evaluating the effectiveness of interventions: Lexile (eRI).

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

- **Framework:** The framework is determined by administering a screener that indicates a possible difficulty in learning to read, administering a diagnostic assessment to determine strengths and an area in need of growth, and then using a specific Tier 2 or 3 intervention to close the achievement gap. The details of the framework are described in question 75. See the WCPS Literacy If/Then table included in question 75, as well as the linked artifact for the framework provided to schools for determining the appropriate intervention according to specific reading needs.
- **Staffing:** Staffing includes campus-based Lead Teachers who serve as instructional coaches, intervention teachers, and reading tutor paraprofessionals (funded by TSI aid in grades K-3).
- **Strategic Use of Funding:** TSI aid is used to fund the reading tutor paraprofessionals who support Tiers 2 and 3 interventions. This is described in more detail in question 77.
- **Schedules:** Elementary schedules provide a minimum of 90 minutes of ELA instruction to include Tier 1 instruction, as well as Tier 2 small group instruction. Teachers pull small groups daily to provide the targeted instruction aligned to their needs.

Linked Artifacts:

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?

- Transitional Supplemental Instruction Aid (TSI) is used to fund 16 reading tutor paraprofessionals in 13 elementary schools. The tutors are employees of WCPS who provide in-person tutoring for students in our schools. The reading tutor paraprofessional job description is linked as an artifact. Beginning in 2021-22, WCPS expanded efforts with the provision of reading tutors in middle schools. The tutoring grant is used to fund 6 reading tutor paraprofessionals in 5 middle schools (*artifact: Reading Tutor Paraprofessional Job Description*). The tutors are trained and supported by the elementary and secondary literacy achievement coordinators to provide high dosage tutoring to students during the school day. The program's effectiveness is measured by student outcomes on DIBELS and Lexile, with the goal to support students in achieving grade level targets.
- For the 2022-23 school year, WCPS began a new initiative to support school day tutoring efforts in elementary schools. WCPS utilized funds from the MD Leads Grow Your Own



to hire 31 reading tutor apprentices. The apprentices are WCPS high school students trained in specific reading interventions. The reading tutor apprentices with students a minimum of three hours each day. The linked artifact (*Reading Tutor Apprentice Training Agenda*) is the agenda used for the initial training of the apprentices. Each apprentice works with a mentor teacher at the school. Mentor teachers provide on-the-job training as the tutors support our youngest learners at risk for future reading difficulties.

Linked Artifacts:

Reading Tutor Paraprofessional Job Description
Reading Tutor Apprentice Training Agenda

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	Reading Tutors providing high dosage tutoring	K composite scores increased from 39% meeting at BOY to 43% meeting at EOY	DIBELS data
2020-21	Reading Tutors providing high dosage tutoring	K composite scores increased from 42% meeting at BOY to 49% meeting at EOY. Grade 1 Composite scores increased from 43% at BOY to 50% at EOY.	DIBELS data
2021-22	Reading Tutors providing high dosage tutoring	K composite scores increased from 51% at BOY to 60% at EOY. Grade 1 Composite scores increased from 47% at BOY to 57% at EOY.	DIBELS data
2021-22	Decodable Texts	Teachers reported the resources provided opportunities for student application of phonics skills.	Qualitative Data
2019-22	DIBELS assessments for students in K-3	Students requiring supplemental instruction decreased (see data above)	DIBELS data
2022-23	LETRS training for Lead Teachers	Improved confidence in coaching teachers aligned with SoR.	Artifacts of Learning

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?



- For every student who had an IEP thorough the district during the pandemic, an individual decision-making process (IDMP) was used to determine if there was a regression or lack of progress during the virtual learning period – in comparison to progress prior to the school closure and progress after a return to in-person learning - to determine if compensatory services and/or accelerated learning experiences were needed. Progress continues to be carefully monitored for students with IEPs to ensure they continue to make growth and can successfully interact with the curriculum. If, through this regular data collection and monitoring, it is evidenced that a student is not making progress, the student's IEP team convenes to review the root causes for this lack of progress and develops action steps to address and put the student on the path to academic growth.
- School and District level leaders analyzed universal screening data post-pandemic. WCPS recognized the need to address unfinished learning by increasing the number of reading tutor paraprofessionals in our schools to support underserved student groups. WCPS increased the number of tutors from ten to sixteen. The elementary Reading Tutor Paraprofessionals tutor students in grades K-3 in thirteen elementary schools, based on the greatest number or percentage of students at-risk of reading difficulties as identified on DIBELS, our universal screening assessment (artifact: question 77).
- Balanced Literacy does not meet the needs of underserved student groups. In December 2020, WCPS shifted towards practices aligned with the Science of Reading. We adjusted grade level targets, shifting from Fountas and Pinnell reading levels in grades Pre-K-2. We worked with Dr. Nell Duke and the CCSSO partnership to develop a foundational skill learning progression. This serves as a framework for providing systematic, sequential, and explicit foundational skills instruction in grades Pre-K-2.
- In the fall of 2023, all Pre-K-grade 5 teachers will fully implement the HQIM, CKLA, which will provide access to tier 1 instruction for students with disabilities and English Learners through research-based strategies.
- As WCPS continues to analyze student group data, support will be adjusted accordingly for underserved students. WCPS will provide additional supports for underserved populations while ensuring that all students have access to elective and encore classes. For example, ensuring all students have access to the arts, and that arts are infused in academics when appropriate.

Linked Artifacts:

Individualized Decision Making Process

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.

Concentration of Poverty grant has been utilized to fund three additional Elementary Reading Tutors at two elementary schools to support students during and beyond the school day. Braiding funds from TSI, Elementary and Secondary School Emergency Relief (ESSER) ESSER III and Concentration of Poverty, WCPS has increased the number of reading tutors in our elementary schools from 10 in 20-21, 14 in 21-22, and 16 in 22-23. Funding has also been provided to acquire the reading resources Learning A to Z and Lexia Core 5 to support students during the



school day. In addition to resources being provided to students during the day, materials have been purchased for students to have access to these activities at home with their families. The program's effectiveness is measured by student outcomes, using MCAP and Lexile scores for students in grades 3-5, and DIBELS in grades K-2. Students in grades 3-5 take the MCAP assessment yearly, and Lexile assessment three times a year. Students in grades K-2 take the DIBELS assessments three times a year. All tutors keep track of the amount of time they spend with each student. Principals, lead teachers, and classroom teachers use the data from these assessments to determine if student is making academic progress.

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.

WCPS has multiple methods of engaging parents in their child's academic success.

- For students with IEPs, concerted efforts are made to engage parents and guardians in IEP processes. This includes – but is not limited to – providing accessible copies of all documents to be reviewed at meetings at least 5 days in advance of a meeting; offering multiple options for participation in a meeting (including virtual or in-person); and, most importantly, making regular contact to gain and maintain engagement and communication between home and school. WCPS also maintains a Parent Resource Portal for students of parents with special needs. Additionally, WCPS has a very active Family Support Resource Coordinator who works collaboratively with parents who pursue support in navigating through IEP processes.
- Classroom teachers communicate expectations of grade-level, tier 1 instruction utilizing family letters provided in grades Pre-K through 5 by the core resources. Teachers communicate using a variety of channels including but not limited to physical paper letters, Google Classroom, or School website. Schools communicate details of supplemental instruction with caregivers of identified students to include program/strategy, frequency, progress, and teacher.
- Parents of students receiving support from a Reading Tutor Paraprofessional or Reading Tutor Apprentice are sent a letter from the school/tutor describing the purpose of the intervention, the strategies used, the goal, and duration (*artifact: Reading Tutor Apprentice Parent Letter*).
- Each school has a Student Support Team (SST) to which at-risk students can be referred. For academic intervention, a student may be referred based on quantitative and qualitative data gathered by the teacher(s). Parents are invited to participate in the meetings and are integrally involved in the decision-making process. Child Find may also be an action step in some cases.
- Students enrolled in Community Schools participate in family engagement activities in which reading materials and activities are provided to students and families to engage with at home. At the completion of the activities, students return with proof of parent participation.



- Schools utilize Remind App (<https://www.remind.com/apps>) and email to communicate with families.
- WCPS plans to improve in this area moving forward. WCPS purchased the Multi-tiered System of Support within Synergy (<https://edupoint.com/Products/Synergy-Education-Platform/Synergy-MTSS>) that will increase timely communication with families about supplemental instruction, interventions, and progress monitoring.

Linked Artifacts:

Reading Tutor Apprentice Parent Letter

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.

- Prior to the 2021-22 school year, WCPS had an essential curriculum that was "homegrown" in grades Pre-K-5 mathematics and was grounded in Understanding by Design (UbD). A variety of math instructional materials were provided within the Pre-K-5 Math WCPS Essential Curriculum in lieu of a single core mathematics resource. The approach was a la carte, providing teachers with many excellent instructional resources. There were as many as ten different resources for a classroom teacher to reference and make sense of to most effectively and coherently plan a single unit of study. Elementary teachers were planning for four different content areas daily, averaging 15 minutes of contractual planning time per content.



- One goal of the WCPS math team is for every teacher to know, use, and enjoy mathematics alongside their students. With that goal in mind, in Spring 2021, the WCPS math team worked with a committee of elementary teachers to review and recommend a single, core, high-quality mathematics resource; a core resource that provided teachers with not only the “what”, but also with research-based best practices for “how” to teach mathematics and the instructional adjustments to meet the needs of all learners.
- With a goal to ensure that learners are College- and Career-Ready and that every secondary mathematics pathway is available to all students when leaving fifth grade, a core mathematics resource across the county provided access and equity to essential mathematics experiences for all students. Improving the viability of the WCPS Essential Curriculum was necessary to deepen the understanding of mathematics and its relevance and application in the real world and increase student mathematics proficiency.
- The WCPS comprehensive plan for elementary Pre-K through 5 mathematics was revised through coordinating the purchase of core curriculum resources in July 2021.
- The plan was developed using the core curriculum resources as a guide, and in coordination with classroom teacher groups by grade level. By way of the high-quality curriculum resources selection process (described in Questions #90-95), we are confident that our plan fully addresses the focus, rigor, and coherence of the standards because the core resource has been given the stamp of approval by EdReports, earning perfect scores in the areas of Focus & Coherence and Rigor & Mathematical Practices. The standards address both the content by grade level and the mathematical practices. The vertical development of the mathematical practices across not only grades Pre-K-5, but also through grades 6-12 provides the coherence and avenue necessary for each student to become effective problem solvers and thinkers of challenges yet unseen, preparing each to be college and career ready.
- The Comprehensive Plan is updated annually (Spring) based on teacher feedback. Teacher feedback is gathered throughout the school year by way of professional development surveys. If/When revisions are necessary (for clarity of content, timing adjustments, etc.), the Elementary Math Content Specialists work with classroom teachers gather to make collaborative decisions and adjustments based on the feedback provided. Any adjustments are shared with teachers in August of each new school year, ensuring that all teachers can effectively implement any changes and understand the purpose.
- Each grade level plan fully addresses the Maryland College and Career Ready Standards – this can be viewed on each grade level's “Year At-A-Glance” internal WCPS document. In addition, each grade level plan addresses the standards by sequential units and subunits over four marking periods – this can be viewed on each grade level's internal WCPS “Proficiency Map.” Information for families is available on the curriculum page for mathematics: <https://wcpsmd.com/mathematics/elementary-curriculum>.
- Professional development focused on content and implementation strategies is provided by grade level across a year. The professional development provided is described in more detail in questions 85-89.
- A similar plan exists in grades 6-12, each one in coordination with a high-quality curriculum resource and each highly rated on EdReports.

Linked Artifacts:

WCPS Comprehensive Mathematics Plan



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

WCPS mathematics vision: An excellent mathematics program that infuses daily opportunities for meaningful learning and ensures a deep understanding of mathematics for all learners.

WCPS mathematics mission: We are committed to continuously improving our implementation strategy to help us make progress over time toward our vision for excellence at scale for all students. We will measure our progress toward this vision with the following goals and measures and celebrate growth and success at every step.

WCPS mathematics goals:

- Goal 1 - Improve math proficiency for all students by providing excellent initial instruction; a guaranteed tier 1 math classroom experience that is planned and implemented through components of acceleration (teacher-student relationships, teacher clarity, feedback, scaffolds), while using the formative assessment process to ensure students reach the desired results.
- Goal 2 – Improve academic performance of those students who need additional support, including special education, EL, and FARM students. All students will be provided a guaranteed tier 2, systematic response of targeted, supplemental instruction when demonstrating a struggle with the mathematical content or practices.

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	27%	35%	36%	3%	22%	30%	41%	8%	17%	25%	46%	13%
M	27%	35%	36%	3%	22%	30%	41%	8%	17%	25%	45%	13%
F	26%	35%	35%	3%	21%	30%	40%	9%	16%	25%	45%	13%
NB	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ED	43%	38%	18%	NA	27%	35%	33%	5%	20%	34%	38%	8%
EL	36%	40%	24%	NA	35%	35%	25%	5%	25%	35%	32%	8%
SE	56%	30%	12%	NA	40%	35%	20%	5%	30%	32%	30%	8%

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	27%	35%	36%	3%	17%	35%	44%	7%	17%	24%	49%	10%
AI	NA	NA	NA	NA	25%	40%	30%	5%	20%	30%	40%	10%
A	NA	NA	60%	NA	10%	30%	50%	10%	5%	20%	60%	15%
B	36%	40%	24%	NA	25%	35%	35%	5%	20%	30%	40%	10%
H	34%	39%	25%	NA	24%	35%	36%	5%	20%	30%	40%	10%
NH	NA	NA	NA	NA	20%	30%	40%	10%	20%	30%	40%	10%
2+	37%	31%	31%	NA	25%	35%	35%	5%	20%	30%	40%	10%
W	21%	34%	41%	4%	17%	30%	45%	7%	15%	25%	50%	10%

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												
M												
F	Information not required for March 2023 submission											
NB												
ED												
EL												
SE												

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												
AI												
A												
B	Information not required for March 2023 submission											
H												
NH												
2+												
W												

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												
M												
F												
NB	Information not required for March 2023 submission											
ED												
EL												
SE												

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												
AI												
A												
B	Information not required for March 2023 submission											
H												
NH												
2+												
W												

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)*

WCPS uses the following systems to identify employee need for mathematics training:

- Analysis of state and local student achievement math data throughout each school year to identify content and pedagogy-specific professional learning needs in response to areas of weakness, need, or challenge. For example, local data gathered during the 2021-22 school year demonstrated grade 5 student math performance lower than grades 3 and 4, including only 48% of students proficient and one-third of students at-risk for math deficiencies, according to our universal screener. When surveying grade 5 teachers and school leaders, it was determined that grade 5 teachers had a need for content-specific professional learning. In response, WCPS developed and is currently implementing a yearlong (2022-23) MSDE course dedicated to the grade level math content of grade 5. Additionally, ongoing, professional learning has been provided over the 2022-23 school year (for each unit of instruction) for any grade 5 teacher to join single or multiple professional development opportunities.
- Identification of teachers who are new to the profession and those new to the school system through the hiring and onboarding process. The Math Leadership Team works closely with the Teacher Induction Leadership Team. Mentor teachers and Math Content Specialists support the new teachers over the school year through ongoing professional development (as described in question 86) and coaching through informal classroom visits and/or through the formal observation process.
- When a teacher is hired mid-year, an individualized onboarding plan is collaboratively designed with the school, county mentors, and Content Specialists to ensure the teacher receives the necessary content-related training in order to plan for and implement the WCPS curriculum effectively. Mentor teachers and Math Content Specialists continue to support the new teachers over the school year through ongoing professional development (described in Question #86) and coaching through informal classroom visits and/or through the formal observation process.
- Staff who are new to a position or grade level assignment (Pre-K-5) are identified each Spring during the school-based scheduling process. These teachers have opportunities during the Summer and during county-wide professional development to receive content-specific professional learning.
- All current staff are provided with ongoing, optional, content-based professional learning throughout each school year and during the summer. WCPS uses Frontline as a management system to house professional development offerings. Teachers can search by training topic and number of hours. This system also gathers feedback from teachers, which is used to further identify future training needs.



Linked Artifacts:

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
Classroom Teachers	Pre-K-5	Elementary Mathematics Essential Curriculum Updates and Planning for Unit 1, including EL and UDL supports	Initial	2	August
Classroom Teachers	Pre-K-5	Grade Level Elementary Mathematics Units 2-9 Planning, including strategies for UDL, EL students, and supplemental instruction	Ongoing (optional)	15	September-May
Non-Tenured Teachers	Pre-K-5	Elementary Mathematics Essential Curriculum Implementation	Initial and Ongoing	3	August, November, February
Math Tutor Paraprofessionals	2-5	Building Math Fact Fluency Intervention	Initial and Ongoing	50	August-June
Special Education Case Managers	Pre-K-5	Case Manager Mathematics Interventions and Supports	Ongoing	10	August-May
Special Education Teachers	Pre-K-5	Special Education Interventions and Supports	Initial	3	August
Principals	Pre-K-5	Leadership in Mathematics – Planning for Continuous School Improvement	Ongoing	17	August-June
Assistant Principals	Pre-K-5	Leadership in Mathematics – Supporting Continuous School Improvement	Ongoing	4	August-June
Lead Teachers	Pre-K-5	Mathematics Coaching for Continuous School Improvement	Ongoing	17	August-June
Classroom Teachers, Lead Teachers, School-based Administrators	2-5	Constructed Response Scoring Calibration: Modeling and Reasoning	Ongoing	4.5	November, January, March



District Mathematics Lead Teachers (DMLT)	Pre-K-5	The Problem Based Math Classroom	Ongoing	20	August-June
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Linked Artifacts:

Grade Level Elementary Mathematics Unit Planning

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*

- There is a systemic Professional Development Course Evaluation (*artifact*) that is aligned to the Title II Evaluating Professional Development program requirements and includes assessment of the execution, participant reactions, participant learning, and participant plans for use of new knowledge and skills based on the professional learning experience. This tool is used at the completion of each training session provided at the district level. District Mathematics leaders use this information to assess the participant learning and make any adjustments to future professional learning based on feedback provided. In addition to the Course Evaluation being completed, teachers also submit artifacts that provide evidence of planning for implementation, evidence of implementation itself, and/or evidence of student learning outcomes (*artifact: Grade Level Elementary Math Unit Planning*).
- A WCPS K-5 Elementary Reflection Tool (*artifact*) for walk-throughs and teacher self-assessment is used at the school level in coordination with the 4 A's process (Assess, Analyze, Act, Adjust) to assess the implementation of the WCPS Essential Curriculum. The observable indicators are used to set goals, track progress, and make adjustments as part of a continuous school improvement process. In addition, this tool is used by District Mathematics Leaders in collaboration with school-based administrators and Lead Teachers.

Linked Artifacts:

Professional Development Course Evaluation
Grade Level Elementary Math Unit Planning
Elementary Reflection Tool

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*

- Reference question 86 for ongoing, county-level professional development provided by the WCPS Mathematics Department.
- Lead Teachers (pre K-12) and Mathematics Department Leaders (6-12) facilitate job-embedded professional learning and collaborative planning during the school day. At the elementary level, meetings occur four times each quarter, minimally. At the secondary level, meetings occur weekly. The Lead Teachers and Department Leaders use resources provided by the district curriculum and instruction team to plan and facilitate professional development.
- During the 2022-23 school year, all high school schedules were adjusted county-wide to an eight-period structure. This provides consistency across the county for each teacher to have two planning periods each day with four planning periods each week designated for collaborative planning and job-embedded professional learning. The professional learning is facilitated by the lead teachers and Department Leaders, as described in the bullet above.
- The middle school schedules will be adjusted for the 2023-24 school year to operate on an eight-period day to provide four planning periods each week designated for collaborative planning and job-embedded professional learning as described above.
- Ongoing school-based, job-embedded professional learning is provided based on staff needs as aligned to meeting the math achievement goals in the school-based School Improvement Plans (SIP). This may include, and is not limited to, the classroom focused improvement process (CFIP), collaborative planning by grade level or department based on upcoming content and aligned pedagogy, and/or book study of effective math teaching practices vetted by the WCPS Math Department. Mathematics resources are provided by the WCPS Math Department to support school-based Lead Teachers with the implementation of coaching cycles. These coaching cycles occur with individual or small groups of teachers based on identified content and/or pedagogy needs as identified by data from the school-based teams and their SIP. These cycles include goal setting, observations, and evidence collection, debriefs, and collaborative planning.
- A team of three Elementary Mathematics Content Specialists (district level) provide job-embedded support across grades Pre-K-5 by strategically dividing the 26 elementary schools between the three specialists to focus support and provide math professional learning based on the needs and goals of each school and grade levels within each school. The content specialists engage in walk-throughs that include observations, debriefs, and planning that guides this school-level support. The frequency and intensity of this support is determined using data. For example, walk-throughs at the TSI schools minimally occur each quarter. Additionally, individualized school support may include, but is not limited to, model teaching, co-planning, instructional coaching of teacher and leadership staff, and math skill and/or practice-specific learning.
- A team of seven District Math Lead Teachers (DMLT), one teacher at each grade level, Pre-K-5, provides model lessons, resources, and professional development as expert



practitioners of the problem-based mathematics classroom and effective math pedagogy. The DMLTs meet monthly to learn, reflect on practices, and recommend or develop resources to support teachers. The DMLTs provide job-embedded support through model teaching (in person and video), model lesson plans, co-planning, and instructional coaching for teachers and leaders who visit their classrooms. For example, each first-year classroom teacher can visit a DMLT classroom. The teacher works with their school-based leadership to determine a focus for the visit based on formal observation and student achievement data. The teacher then visits the DMLT classroom along with a school-based coach and engages in a reflection on the experience, followed by goal setting and action planning for next steps and implementation in their own classroom. (*artifact: DMLT Visit Process Form.*)

- Special Education Specialists at each level (elementary, middle, and high) support case managers in planning for, and supporting, specialized instruction. Case managers meet with the specialists monthly (*artifact: Secondary Case Manager & SEC Agenda*).
- School leaders (Pre-K-12) visit schools within their cohort each month to observe instruction, debrief, and plan next steps. The 26 elementary schools are divided into 5 cohorts based on similar demographics. The 16 secondary schools are divided into four cohorts based on similar demographics. These monthly visits are led by the directors of elementary and secondary education. The visit is concluded with a summary of the celebrations and considerations for continuous improvement.
- During the 2021-22 and 2022-23 school years, all secondary Lead Teachers and building level principals participated in monthly professional learning sessions during the school day. During the full day monthly meeting, a primary focus has been on supplemental instruction, including the why, what, and how to support students performing below grade level targets in mathematics by providing effective supplemental instruction in our middle and high schools (*artifact: Session on Supplemental Instruction*). WCPS intends to continue to support school leaders and teachers with effectively implementing practices of supplemental instruction in mathematics.

Linked Artifacts:

DMLT Visit Process Form
Secondary Case Manager & SEC Agenda,
Session on Supplemental Instruction

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*



The structures and supports include strategic staffing to provide Lead Teachers at every school (pre K-12), Department Leaders at every school (6-12) in the four core content areas, District Math Lead Teachers in each grade level (pre K-High School), and Special Education Specialists for elementary, middle, and high.

- District Math Lead Teachers (DMLT), one at each grade level in Pre-K-High School, are identified in the county (through an application, vetting, and selection process by the CES Math Department) as effective and model math teachers. Structures are in place for teachers to visit the DMLTs to observe their instruction and collaborate in planning. The DMLTs work directly with the Math Content Specialists at the county-level to improve the Essential Curriculum, develop and facilitate professional learning sessions, and provide videos to model high impact strategies that accelerate student learning.
- A team of three Elementary Mathematics Content Specialists (district level) provide job-embedded support by strategically dividing the 26 elementary schools between the three specialists to observe instruction, provide timely feedback, model lessons, co-plan, and coach teachers and school-based instructional leaders. Each specialist is an expert in one grade band's content, pedagogy, and assessment (Pre K-1, 2-3, or 4-5) and is responsible for facilitating county-wide professional learning for their respective grade band. Each specialist is also an expert in an assigned math intervention resource and is responsible for providing county-wide professional learning and job-embedded coaching for implementation.
- As stated in question 88, the high school and middle school schedules have been adjusted county-wide to support collaborative planning and professional learning.
- A team of elementary principals are working to determine ways to provide increased collaboration time for teachers within our elementary school schedule. Elementary teachers currently have a minimum of 50 minutes daily for planning with four planning sessions each marking period designated for Classroom Focused Improvement Planning (CFIP) process.
- See question 88 for additional details.

[Linked Artifacts:](#)

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*



WCPS uses the Request for Proposal (RFP) process to recommend core instructional materials for purchase to the elected WCPS Board of Education. (note: this is not the same process that was used for selecting the instructional materials for ELA. ELA's materials had been pre-determined by the MD Leads grant). The process includes:

- An RFP is issued by WCPS that includes the requirements and criteria necessary to provide a proposal.
- Vendors submit proposals to WCPS.
- All proposals are reviewed by a district mathematics content specialist team and a subset is determined to move forward as determined by ratings on Ed Reports and by a rubric (Maryland Rubric for Reviewing Curricular Support Materials for Mathematics; CSM rubric)
- A committee of teachers reviews each finalist resource and uses the resources in their classroom.
- The teacher committee provides a rating and feedback according to the provided CSM rubric for math.
- A collaborative decision is made by the teacher committee regarding the one core math resource to recommend for purchase to the WCPS Board of Education.
- The recommended resource is presented to the WCPS Board of Education for review and approval.
- The resource is made available through the Central Office for public review and comment for 30 days prior to any final WCPS Board of Education approval and purchase.

The teacher committee consists of volunteer teachers representing a variety of schools across the county, a range of teacher experience levels, and teachers from each grade level. The teacher committee also consists of special educators, English Language teachers, and GATE teachers.

For example, this very process was initiated in January 2021 to recommend a high-quality, content-rich instructional core resource for both elementary and high school mathematics; each one implemented in the Fall of 2021. The process is currently being used from December 2022-May 2023 to recommend a core mathematics instructional resource for middle school mathematics for Fall 2023 implementation. (*artifacts: RFP Middle School Math Core Resource, K-5 Mathematics Core Resource Adoption*).

Linked Artifacts:

RFP Middle School Math Core Resource
K-5 Mathematics Core Resource Adoption

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.

- An instructional material must “meet expectations” on Ed Reports before further review is conducted. For example, the current HQIM for elementary mathematics, K-5, is Illustrative Mathematics by Imagine Learning which “meets expectations” in all areas of focus and coherence, rigor and mathematical practices, and usability.
- Once identified as “meeting expectations” through Ed Reports, WCPS then uses the Maryland Rubric for Reviewing Curricular Support Materials (CSM) for mathematics. The rubric for math includes detailed review of the following: Alignment to MCCR Math Standards, Evidence-based practices in math, culturally responsive and equitable teaching practices, UDL / Differentiation for diverse learners, Differentiation for English Learners, Formative assessment practices, Summative assessment components, and Implementation support (*artifact: Mathematics Core Resource Evaluation*).

Linked Artifacts:

Mathematics Core Resource Evaluation

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?

Materials are assessed and selected by the teacher review committee (including grade level classroom teacher, EL, Special Education, and GATE teacher representation) using the Maryland CSM rubric for mathematics, which includes criteria for culturally responsive and equitable teaching practices. The criteria include:

- Free from stereotypes, generalization, misrepresentations, or negative portrayals of any group.
- Provides opportunities for students to share or learn about each other's differences.
- Presents opportunities to recognize and value differences between the home cultures of students and the culture of the classroom or school.
- Promotes diverse voices and perspectives of different groups.
- Provides relevant background knowledge when needed and/or opportunities to research aspects of a culture to learn more.

The current WCPS Elementary School HQIM resource, Illustrative Mathematics by Imagine Learning, and our current High School HQIM resource, Into AGA by Houghton Mifflin Harcourt, meets expectations for being culturally responsive according to the Curriculum Support Materials rubric from MSDE. The middle school review process is currently underway, and each product will be reviewed using the same rubric for cultural responsiveness. If materials are high-quality but not culturally responsive, the school system will work with various groups (i.e., EL Supervisor,



Equity Supervisor, classroom teachers) to collaboratively determine adjustments and/or supplemental materials necessary to ensure that we meet the cultural needs of students (*artifact: Culturally Responsive Math*).

Linked Artifacts:

Culturally Responsive Math

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?

- Refer to question 90 for staff included in the selection process – including special education, English Learner, and GATE staff.
- Refer to components of the CSM Rubric referenced in question 91 (*artifact: Mathematics Core Resource Evaluation in question 91*), including UDL/Differentiation for Diverse Learners and Differentiation for English Learners.
- Additional components in support of Tier 2, supplemental instruction, are also reviewed, including universal screening tools to identify and group at-risk students, and leveled learning experiences based on student need which will support targeted small group instruction, including but not limited to: Critical prerequisite skills (prior and within grade level) support connected to grade-level, tier 1 instruction; Re-teaching; Enrichment; and Intensive, research-based intervention (Tiers 2 and/or Tier 3).
- The mathematics and EL departments collaborate to determine students eligible for supplemental language resources (i.e., Spanish workbooks) and those who may take WCPS math interim assessments in another language (grades 3-5). In addition, there are beginner and intermediate scaffolded versions of math assessments for ELs to take grade level, end-of-unit assessments in Algebra 1.

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 Math	The Math Learning Center	Pre-K	1, 2	Adopted & implementing
Illustrative Mathematics	Imagine Learning	K-5	1, 2	Adopted & implementing
Do the Math	Houghton Mifflin Harcourt	2-5	3	Adopted & implementing
Building Math Fact Fluency	Stenhouse Publishers	2-5	2	Adopted & implementing
Into AGA (Algebra 1, Geometry, Algebra 2)	Houghton Mifflin Harcourt	9-12	1, 2, 3	Adopted & implementing
Math Techbook	Discovery Education	6-8	1	Adopted & implementing
iReady Math	Curriculum Associates	6-12	3	Adopted & implementing
Hands on Standards	Hand2Mind	6-8	2	Adopted & Implementing

Linked Artifacts:

- 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.



- WCPS follows the recommended vendor training for initial implementation. This initial training is intentionally purchased as a part of the core materials selection process. For example, with the 2021 purchase of Imagine Learning, Illustrative Mathematics, K-5 curriculum, the vendor recommended 12 hours of initial curriculum and planning training from Illustrative Mathematics-certified facilitators, plus an additional 3 hours of training by Imagine Learning facilitators on the functionality of the digital platform. WCPS guaranteed these trainings in year 1 of implementation to every elementary teacher of mathematics to ensure an effective launch of the newly purchased resources. The initial curriculum training included: The problem-based lesson structure, lesson components, key mathematical ideas, and progressions within and across grade levels, instructional routines, and strategies, assessing student understanding, progress monitoring toward learning goals, the role of centers and fluency resources, and navigating the digital platform.
- Reference question 86 for ongoing professional learning.

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*
- School schedules are structured to include collaborative progress monitoring four times each marking period to analyze data using the 4 A's process (assess, analyze, act, adjust) to make instructional decisions.
 - WCPS provides an assessment calendar as a guiding document for county-wide math assessments. This calendar (*artifact: WCPS Testing Calendar*) provides schools with timelines to monitor the progress of students in Math. WCPS provides Pearson



SchoolNet as a data dashboard and warehouse for monitoring district, school, and disaggregated student achievement.

- **Professional Development:** A train-the-trainer model is used to provide professional development monthly to principals and Lead Teachers to support implementation, analysis, and action planning by way of the School Improvement planning process and WCPS action planning template (*artifact: Sample Action Plan*). Principals and Lead Teachers use their learning to provide support to specific teachers / teacher teams based on the action plan. School Improvement Teams (SIT) meet to adjust the action plans based on the data. The district math team supports schools with their individual action plans, as well as use the data to plan professional learning opportunities.
- **Special Education:** Progress on goals for students with IEPs and/or CLPs (customized learning plans) is monitored regularly through collaboration of the implementers, including special educators and general educators. Professional learning and support are provided to ensure that the monitoring is relevant and data-based to inform goal setting and instruction. The progress monitoring data is reviewed collaboratively at IEP meetings to set appropriate goals and objectives and target instruction accordingly. The data is reviewed collaboratively by the school team – both specific student-focused and school-wide focused – through the comprehensive school review process to ensure that processes and practices are in alignment for positive growth trajectories for students with needs in mathematics.

Linked Artifacts:

WCPS Testing Calendar
Sample Action Plan

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	WCPS Pre-K Math Interview	Diagnostic	2 times per year	Identify individual student needs at grade-level and growth in mathematics
K	Math Inventory	Universal Screener	2 times per year	Identify students at risk of falling behind in math; Measures growth across time
1-5	Math Inventory	Universal Screener	2-3 times per year	Identify students at risk of falling behind in math; Measures growth across time
1-5, 6-8, Algebra 1, Geometry, Algebra 2	WCPS Math Interim	Formative	3 times per year	Assess proficiency of recent, grade-level learning
K-5	Sub-Unit Check-points and End-of-Unit assessments	Formative (sub-unit) Summative (by unit)	Bi-weekly	Assess grade-level learning by sub-unit or unit



Linked Artifacts:

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)
Math Inventory – score Basic or Below Basic in the Spring prior to current school year AND score Below Basic or below 10 th percentile on any given screener during current school year	Students scoring Basic or Below Basic on this normed assessment are at risk and are multiple years below grade level and in need of additional support to reach grade-level learning targets.	K-5
Kindergarten Readiness Assessment (KRA) - Students not demonstrating readiness	Students identified as emerging or approaching are not yet demonstrating readiness at grade level and need additional support.	K
MCAP for Mathematics – Performance Levels 1 and 2	Grade level proficiency is performance level 3. Student scores below level 3 are not on track for CCR and need additional support.	3-5
WCPS Pre-K Math Interview – score of 15 points out of 60 or below	Students scoring a target goal of 48 out of 60 points demonstrate end-of-year proficiency. Students scoring 15 points or below are at risk and in need of additional support to reach grade-level learning targets.	Pre-K

Linked Artifacts:

Measures of Success

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)**

See question 98 for how students are identified during progress monitoring.

WCPS uses an RTI, acceleration-focused approach to implement evidence-based models for tier 2 and tier 3 instruction in math. The type of intervention provided begins with the least intensive and moves to more intensive based on individual student needs and ongoing progress monitoring. Interventions below are listed in order of least to most intensive and can also be viewed on the artifact titled, "Tier 2 and Tier 3 Intervention":

- Tier 2 – Students receiving tier 2 math intervention participate in an evidence-based acceleration-focused model of instruction. This instruction consists of use of the "Essential Curriculum, 30-minute Small Group resources", including fluency, additional practice (differentiated centers, games), and/or most-critical prerequisite skills for current tier 1 instruction. Instruction is facilitated by classroom teachers, paraprofessionals, and/or intervention teachers. Students participate in small group instruction weekly in increments of 10-20 minutes based on student need as determined by sub-unit and end-of-unit assessments, WCPS Math Interims, and Math Inventory. This form of tier 2 instruction is fluid, based on ongoing progress monitoring by subunit.
- Tier 2 – Students receiving tier 2 math fluency intervention is determined by a proficiency score of Below Basic on Math Inventory. Acceleration-focused small group instruction using "Building Fact Fluency" supports grade-level computational fluency in addition/subtraction or multiplication/division using tool talks, image talks, real-world tasks, and games. This intervention is facilitated by elementary math tutor paraprofessionals. Students participate daily for 15-20 minutes as determined by ongoing formative assessments within the intervention and the overall Math Inventory growth. Students exit when they demonstrate 80% proficiency on a math fact fluency post-assessment.
- Tier 3 – Do the Math Intervention is used by Case Managers and/or Paraprofessionals to support implementation of a student's IEP math goal(s). Instructional content includes Number Core, Addition and Subtraction, Multiplication and Division, and Fractions, and includes various levels of systematic and explicit instruction. Each instructional sequence



consists of approximately 20 lessons designed to take 30 minutes each. Student progress is monitored every fifth lesson. Evaluation of effectiveness occurs through a growth measure from the pre- to the post-assessment. This information is used to determine student success toward meeting IEP math goals and objectives. A comprehensive review is conducted of student performance to determine if a student no longer requires this intervention.

- Tier 2 or 3 – Foundations of Early Number includes a research-based approach to assessing children's early numerical strategies and knowledge as related to the developmental progressions for early number. The resource provides high-yield strategies that support students in developing the three domains of early number: number words and numerals, structuring, and early counting which includes addition and subtraction. Classroom teachers, case managers, intervention teachers, and/or paraprofessionals work with students in 10–15-minute increments based on student need. When students achieve the grade level expectation for the identified domains (based on built-in assessment measures), students no longer require this intervention.

Linked Artifacts:

Tier 2 and Tier 3 Intervention

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

Not Required for March 2023 Submission

Linked Artifacts:

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

Not Required for March 2023 Submission

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



- Framework for intervention – Reference question 99 and the linked artifact.
- Staffing – Each school has access to a school-based math intervention teacher(s), case manager(s), and/or paraprofessional(s) to support intervention services. In addition, each school is staffed with 1-3 instructional coaches (Lead Teachers) who provide job-embedded professional development and instructional coaching, when needed. Three county-level Elementary Math Content Specialists support ongoing professional learning, coaching, model teaching, and co-planning for schools.
- Funding – WCPS uses the Transitional Supplemental Instruction (TSI), ESSER III, Tutoring, and COP funds to provide seventeen elementary math tutor paraprofessionals to ten elementary schools to address the math fluency needs of struggling learners.
- Schedules – The mathematics instructional block in all elementary schools for grades K-5 is ninety minutes every day. The structure of the 90-minute block is: 60 minutes of tier 1 instruction and 30 minutes of tier 2/3 intervention, small group, and/or one-on-one tutoring.
- In addition, there are school structures in place to review data and collaboratively plan with grade level colleagues to determine students' instructional needs, student grouping, and ongoing progress monitoring.

Linked Artifacts:

Math Tutor Paraprofessional Posting

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?

- Reference question 100 for a description of the school schedule and structure of the elementary math block, including 30 minutes of daily targeted instruction.
- Reference question 99 for a description of the various resources, strategies, and supports provided to classroom teachers, case managers, and intervention teachers.
- There are seventeen Elementary Math Tutor Paraprofessionals currently tutoring students in grades 2-5 in high-needs schools.
 - This acceleration-focused small group (1-3 students) instruction using In a Building Fact Fluency (by Graham Fletcher and Tracy Zager, Stenhouse Publishers) supports grade-level computational fluency in addition/subtraction or multiplication/division using tool talks, image talks, real-world tasks, and games.
 - Students participate daily for 15-20 minutes as determined by ongoing formative assessments within the intervention and overall Math Inventory growth.



- Students exit when they demonstrate 80% proficiency on a math fact fluency post-assessment.
- Effectiveness is evaluated based on growth of one performance level on Math Inventory (universal screener) and/or attaining proficiency on WCPS Math Interims.
- The Math Tutor Paraprofessionals are provided with explicit training during the five days in August, prior to students returning, and are provided with ongoing professional learning in each marking period, as well as job-embedded coaching by the district-level Elementary Math Content Specialists.

Linked Artifacts:

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?
2019-2020	Salary for 10 Elementary Math Tutor Paraprofessionals	600 students received tutoring, each demonstrating progress toward fluency in early number, addition, and/or subtraction. In addition, all students improved their overall Math Inventory (universal screener) scale score.	Math Inventory universal screener to measure growth in fluency
2019-2020	"Do the Math" intervention materials (Houghton Mifflin Harcourt)	See above	Formative and Summative assessments within the intervention
2020-2021	Salary for 10 Elementary Math Tutor Paraprofessionals	600 students received tutoring, each demonstrating progress toward fluency in early number, addition and/or subtraction. In addition, all students improved their overall Math Inventory (universal screener) scale score.	Math Inventory universal screener to measure growth in fluency
2021-2022	Salary for 8 Elementary Math Tutor Paraprofessionals	450 students received tutoring, each demonstrating progress toward fluency in early number, addition, and/or subtraction. In addition, all students improved their overall Math Inventory (universal screener) scale score.	Math Inventory universal screener to measure growth in fluency.
2021-2022	"Building Fact Fluency" intervention materials (Stenhouse Publishers)	See above.	Formative and Summative assessments in the intervention
2022-2023	Salary for 6 Elementary Math Tutor Paraprofessionals	Approximately 300 students are currently receiving tutoring, each demonstrating progress toward fluency in addition and subtraction. Results TBD.	Math Inventory universal screener to measure growth in fluency

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?

- For students with special needs in mathematics there was an increased risk of maintained or widened basic skill gaps, as well as increased potential difficulty with applying said skills in the classroom. Therefore, for every student who had an IEP thorough the district during the pandemic, an individual decision-making process (IDMP) was followed to determine if and what lack of or regression in progress occurred to determine compensatory services and/or accelerated learning experiences needed. Progress continues to be carefully monitored for these students to ensure that they continue to make growth and can successfully interact with the curriculum.
- After analyzing data post-pandemic, WCPS recognized the need to address unfinished learning by increasing the number of math tutor paraprofessionals in our schools to support underserved student groups, including an increase from 10 to 17 tutors in our elementary schools.
- There are seventeen Elementary Math Tutor Paraprofessionals currently tutoring students in grades 2-5 in all seven Title I schools, and in an additional three schools, all based on greatest number of students at-risk of being behind in mathematics on our universal screening assessment. Reference question 101 for a description of the role of the math tutor paraprofessional.
- For English Learners in grades 3-5 who are new to country within the past two school years, Spanish student math workbooks, assessments, and district-level assessments are provided to eliminate the barrier of language to access grade-level mathematics.
- The mathematics core resource, Illustrative Mathematics, K-5, provides access to tier 1 instruction for students with disabilities and English Learners through research-based strategies (i.e., UDL strategies, scaffolds, Math Language Routines).
- Reference question 92 for information regarding the cultural responsiveness of the K-5 mathematics core resource.
- As WCPS continues to analyze underserved student group data, any needed adjustments will be made to supports for underserved students based on analysis of the data.

Linked Artifacts:

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.

- The Concentration of Poverty grant has been utilized to fund additional tutors and staff to support students during and beyond the school day. In addition to resources being provided to students during the day, materials (math games and fact fluency centers)



have been purchased for students to have access to these activities at home with their families.

- During the 2022-2023 school year, four Elementary Math Tutor Paraprofessionals were funded through the Concentration of Poverty Grant at two elementary schools. Reference question 101 for a description of the role of the math tutor paraprofessional and how their effectiveness is evaluated.

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.

- For students with IEPs, every effort is made to engage parents and guardians in IEP processes. This includes but is not limited to providing accessible copies of all documents to be reviewed at meetings at least 5 days in advance of a meeting; offering multiple options for participation in a meeting (including virtual or in-person); and, most importantly, making regular contact to gain and maintain engagement and communication among home and school.
- Classroom teachers communicate expectations of grade-level, tier 1 instruction utilizing family letters provided in grades Pre-K-5 by the HQIM resources. Teachers communicate using a variety of channels including but not limited to physical paper letters, Google Classroom, or School website. Schools will communicate details of supplemental instruction (tiers 2 and 3) with caregivers of identified students to include program/strategy, frequency, progress, and teacher.
- Students receiving Elementary Math Tutor Paraprofessional services receive a letter from the school/tutor describing the purpose of the intervention, the strategies used, the goal, and duration (*artifact: Math Tutor Family Letter*).
- Each school has a Student Support Team (SST) to which at-risk students can be referred. For academic intervention, a student may be referred based on quantitative and qualitative data gathered by the teacher(s). Parents are invited to participate in the meetings and are integrally involved in the decision-making process. Child Find may also be a next-step for parents, depending on the individual circumstances.

Linked Artifacts:

Math Tutor Family Letter



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)	987	222	213	1077	539	700	1161	807	789
All Students (Percentage)	55%	12%	12%	60%	30%	29%	65%	45%	44%
% Female	64%	12%	12%	64%	30%	29%	65%	45%	44%
% Male	46%	13%	12%	56%	30%	29%	65%	45%	44%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	41%	6%	6%	50%	20%	19%	55%	30%	29%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Asian	74%	30%	30%	77%	45%	44%	80%	55%	55%
% Black/African American	38%	3%	3%	46%	21%	20%	55%	38%	36%
% Hispanic/Latino	44%	7%	7%	48%	23%	22%	55%	38%	36%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Two or More	47%	7%	6%	50%	23%	22%	57%	38%	36%
% White	61%	15%	15%	65%	33%	30%	67%	48%	46%
% English Learner	0%	3%	0%	10%	15%	13%	15%	20%	18%
% Special Education	11%	2%	1%	15%	10%	9%	20%	15%	14%

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)	790	456	382	987	222	213	1077	539	700
All Students (Percentage)	51%	29%	25%	55%	15%	12%	60%	30%	29%
% Female	55%	31%	26%	64%	15%	12%	64%	30%	29%
% Male	47%	28%	23%	46%	15%	12%	56%	30%	29%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	41%	15%	13%	41%	7%	6%	50%	20%	19%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Asian	65%	NA	48%	74%	31%	30%	77%	45%	44%
% Black/African American	37%	13%	10%	38%	4%	3%	46%	21%	20%
% Hispanic/Latino	37%	16%	14%	44%	8%	7%	48%	23%	22%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Two or More	42%	21%	16%	47%	8%	6%	50%	23%	22%
% White	56%	34%	29%	61%	16%	15%	65%	33%	30%
% English Learner	4%	0%	0%	0%	4%	0%	10%	15%	13%
% Special Education	7%	1%	1%	11%	3%	1%	15%	10%	9%

**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)	125	676	78	790	456	382	987	222	213
All Students (Percentage)	7%	40%	5%	51%	29%	25%	55%	15%	12%
% Female	9%	41%	5%	55%	31%	26%	64%	15%	12%
% Male	6%	39%	5%	47%	28%	23%	46%	15%	12%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	2%	5%	1%	41%	15%	13%	41%	7%	6%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Asian	20%	65%	16%	65%	NA	48%	74%	31%	30%
% Black/African American	7%	16%	2%	37%	13%	10%	38%	4%	3%
% Hispanic/Latino	4%	24%	1%	37%	16%	14%	44%	8%	7%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Two or More	10%	25%	5%	42%	21%	16%	47%	8%	6%
% White	7%	47%	5%	56%	34%	29%	61%	16%	15%
% English Learner	0%	0%	0%	4%	0%	0%	0%	4%	0%
% Special Education	0%	0%	0%	7%	1%	1%	11%	3%	2%

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

On/Off Track to Graduate	2021-2022		2022-2023		2023-2024	
	On	Off	On	Off	On	Off
All Students (Number)	1198	725	1048	565	1118	480
All Students (Percentage)	62%	38%	65%	35%	70%	30%
% Female	63%	37%	65%	35%	70%	30%
% Male	61%	39%	65%	35%	70%	30%
% Nonbinary	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	47%	53%	50%	50%	53%	47%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA
% Asian	91%	9%	91%	9%	91%	9%
% Black/African American	55%	45%	58%	45%	65%	35%
% Hispanic/Latino	54%	46%	54%	46%	65%	35%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA
% Two or More	46%	54%	50%	50%	65%	35%
% White	67%	33%	67%	33%	70%	30%
% English Learner	48%	52%	50%	50%	65%	35%
% Special Education	46%	54%	50%	50%	65%	35%

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)	305	89	1529	226	113	1290	191	143	1271
All Students (Percentage)	16%	5%	80%	14%	7%	80%	12%	9%	80%
% Female	13%	5%	81%	11%	7%	81%	9%	9%	81%
% Male	18%	4%	78%	16%	6%	78%	14%	8%	78%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	25%	6%	69%	23%	8%	70%	19%	11%	70%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Asian	2%	0%	98%	2%	0%	98%	2%	0%	98%
% Black/African American	21%	6%	73%	19%	8%	73%	17%	10%	73%
% Hispanic/Latino	22%	5%	73%	20%	7%	73%	18%	9%	73%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Two or More	23%	8%	69%	21%	8%	69%	19%	11%	70%
% White	13%	4%	83%	11%	6%	83%	10%	7%	83%
% English Learner	23%	6%	71%	21%	8%	71%	19%	10%	71%
% Special Education	27%	6%	67%	23%	9%	68%	19%	11%	70%

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)	249	158	1498	177	129	1274	159	127	1303
All Students (Percentage)	13%	8%	79%	11%	8%	79%	10%	8%	82%
% Female	10%	8%	82%	10%	8%	82%	10%	8%	82%
% Male	17%	8%	75%	15%	8%	75%	13%	7%	80%
% Nonbinary	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	20%	13%	67%	18%	13%	69%	16%	13%	70%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Asian			95%			95%			95%
% Black/African American	20%	10%	70%	18%	12%	70%	14%	11%	75%
% Hispanic/Latino	15%	15%	70%	13%	17%	70%	11%	14%	75%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA	NA	NA	NA
% Two or More	16%	10%	73%	14%	12%	73%	14%	11%	75%
% White	11%	6%	83%	11%	6%	83%	11%	6%	83%
% English Learner	24%	13%	63%	22%	13%	65%	17%	13%	70%
% Special Education	25%	12%	63%	23%	12%	65%	17%	13%	70%



107. Freshmen on Track Projections

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

Attendance Rate	2021-2022		2022-2023		2023-2024	
	≤ 90%	91%+	≤ 90%	91%+	≤ 90%	91%+
All Students (Number)	632	1291	516	1097	400	1200
All Students (Percentage)	33%	67%	32%	68%	25%	75%
% Female	34%	66%	34%	66%	25%	75%
% Male	32%	68%	32%	68%	25%	75%
% Nonbinary	NA	NA	NA	NA	NA	NA
% Economically Disadvantaged	47%	53%	47%	53%	45%	55%
% American Indian/Alaska Native	NA	NA	NA	NA	NA	NA
% Asian	7%	93%	7%	93%	7%	93%
% Black/African American	39%	61%	39%	61%	30%	70%
% Hispanic/Latino	41%	59%	41%	59%	30%	70%
% Native Hawaiian/Pacific Islander	NA	NA	NA	NA	NA	NA
% Two or More	50%	50%	50%	50%	40%	60%
% White	28%	72%	28%	72%	22%	78%
% English Learner	40%	60%	40%	60%	30%	70%
% Special Education	45%	55%	45%	55%	30%	70%

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.

- Students who are identified as potentially struggling with the transitions to high school are invited to a ninth-grade summer transition program prior to entering high school where literacy, other academic skills, and relationship building are incorporated into the activities.
- Schools track student's academic data through our student information system and analytics program.
- All high school Algebra I classes are 90 minutes with a built in 30-minute supplemental instruction block.



- Select schools offer a 90-minute English 9 class with a built in 30-minute supplemental instruction block for students who are reading at least 2 grade levels below the grade nine Lexile target.
- After school tutoring is available.
- Summer school opportunities are available to retake courses failed during the ninth-grade year.

Linked Artifacts:

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*
-
- Beginning fall 2023, WCPS will implement brand new CCR Support Courses in English and mathematics that students are concurrently enrolled in while taking grade level, credit-bearing courses.
 - Prior to 2023, these courses did not exist. WCPS recognizes the need to support students in meeting the CCR standard. WCPS will create the specific curriculums for these support courses during Summer of 2023 and will include culturally responsive lessons, project-based and problem-based pedagogy, and/or varied instructional timing.
 - In addition to Support Courses during the school day, schools will provide opportunities for students to participate in after-school and/or summer tutoring. The tutoring will be based on individual student needs utilizing the sub-scores provided by the Math and English MCAP (i.e., content, modeling, or reasoning for math).



Specific to Mathematics:

- The course description for the CCR support course, Math Support, is: “The Math Support course is a semester-long mathematics course designed to hone skills developed in Algebra I, Geometry, and/or Algebra II. Students will review and build upon priority algebra or geometry concepts for success in the next course.” This course is designed to be semester-long, 45-minute per day tier 2 support to students striving to meet CCR while concurrently enrolled in a grade-level, credit-bearing mathematics course. If Math MCAP achievement does not meet CCR standards, a student can access the Math Support course more than once. Each time, the student’s learning will be individualized to student skill gaps in mathematics as determined by the MCAP sub scores (content, modeling, and reasoning) and additional formative assessment data gathered by the math teacher. A collaborative decision as to which Math MCAP (Algebra 1, Geometry, or Algebra 2) on which a student will work toward proficiency will be determined by the student, parent/guardian, math teacher, and any additional relevant stakeholders (i.e., special educator, EL teacher, administrator).
- WCPS is currently seeking HQIM resources to support the curriculum development for the Math Support course. WCPS is using Ed Reports as a guide, as well as working with other Maryland counties to determine best approaches and resources that will be culturally relevant, and/or project/problem-based.
- WCPS will continue to explore and design curriculum in collaboration with the local community college and/or other Maryland counties to address the varying needs of students in high school mathematics beginning in Summer 2023.

Specific to English:

- In 2022-23, high schools provided an ELA support class for ninth and tenth grade students reading two or more grades below Lexile targets. Reading Apprenticeship Academic Literacy (RAAL) was provided as the curriculum resource. The secondary Literacy Achievement Specialist has used qualitative data (observation, feedback) and quantitative data (Lexile levels) to determine ways to improve the curriculum support for these classes.
- During the spring of 2023, a core group of teachers are piloting Odell resources that are rated meets expectations in Ed Reports to better meet the needs of students not yet meeting CCR. The focus of these ELA Support Course is to provide explicit instruction in vocabulary, fluency, comprehension, and writing to support students in achieving CCR expectations.
- The course description for the CCR support course being offered in 2023-24 is Literacy Acceleration. This course is a semester-long English course designed to improve comprehension of complex text. This class is a 45-minute per day tier 2 support designed for students striving to meet CCR while concurrently enrolled in a grade-level, credit-bearing ENG course. A student can access the Literacy Acceleration course more than once, in an effort to achieve CCR status.
- WCPS will continue to explore and design curriculum in collaboration with Hagerstown community college and/or other Maryland counties to address the varying needs of students in high school English beginning in Summer 2023.

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.

- During the school year 2022-23, anticipating the need for all students to meet CCR expectations, WCPS began adding support classes in high school to support all students in achieving CCR. During school year 2023-24, WCPS is adding specific support classes for students who do not meet the CCR standard. These classes will be offered during the school year and/or summer. Students will take these classes while beginning to access the post CCR opportunities available to all students.
- In mathematics, students taking Algebra 1 for the first time (beginning in the 2022-23 school year) will engage in Algebra 1 for 90 minutes per day for the entire year, providing the opportunity for 60 minutes of daily tier 1 instruction as well as 30 minutes of daily supplemental instruction. This course and timing of this course supports a proactive approach to meeting CCR, as the typical student enrolls in Algebra 1 in grade 9.
- If a student has passed both the Algebra 1 and Geometry courses, but failed the corresponding MCAP assessment(s), the student will have the following options for CCR support:
 - Enroll in year-long, 45-minute/day Algebra 2 course along with a Fall semester, 45-minute/day elective Math Support course focused on critical Algebra 1 skills needed to be successful in Algebra 2. The student will re-take the Algebra 1 MCAP during the Fall testing block and will take the Algebra 2 MCAP during the Spring testing block, as needed.
 - Enroll in 90-minute/day Fall Semester Algebra 2A course and 90-minute/day Spring Semester Algebra 2B course to allow for 60 minutes of daily tier 1 instruction as well as 30 minutes of daily supplemental instruction. The student will take the Algebra 2 MCAP during the Spring testing block.
 - Enroll in a 45-minute/day semesterized dual-credit Statistics, dual-credit Quantitative Reasoning, or Financial Literacy course along with a 45-minute Fall semester elective Math Support course focused on critical Algebra 1 skills needed to be successful in those courses. The student will re-take the Algebra 1 MCAP during the Fall testing block.



- Beginning in 2023-24, students who do not meet the CCR standard in English will enroll in a semesterized Literacy Acceleration course and retake the ENG MCAP during the Fall of 2023 testing block. See question 109 for details on this course. The students will simultaneously take ENG 10, 11, or 12 depending on their credit needs.
- If a student has a challenge to embed the Math and/or English support courses into their regular school day, then the student can engage with the course(s) over the Summer or in an after-school setting, all while continuing to take the appropriate grade-level courses during the school day/year. Given that the pre-requisite requirements are met for any given CTE or dual credit course, students will have access to all such courses while still working to meet the CCR standard.

[Linked Artifacts:](#)

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 will be provided additional support through classes offered during the school year and/or summer. Students will have the opportunity to re-assess on the math and/or English MCAP during the fall and/or spring testing blocks as appropriate (based on timing of support courses taken).
- Math: For reassessment opportunities in math, reference the math portion of the response to question 110. Additionally, given that currently the CCR determination for mathematics can be through proficiency on the Algebra 1, Geometry, or Algebra 2 MCAP, a collaborative decision as to which Math MCAP (Algebra 1, Geometry, or Algebra 2) a student will prepare to retake will be determined by the student, parent/guardian, math teacher, and any additional relevant stakeholders (i.e., special educator, EL teacher, administrator).
- English: Students who do not meet the CCR standard will enroll in a semesterized Literacy Acceleration course and retake the ENG MCAP in fall and spring testing blocks.
- Summer opportunities to prepare and re-take an MCAP math and ELA assessments will be provided based on the availability of a summer MCAP window.

- [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.



WCPS currently partners with Hagerstown Community College (HCC) on opportunities for various post-CCR pathways.

- There is currently not a program for students in grades 11 or 12 who are not demonstrating progress in meeting the CCR readiness standard by the end of grade 10.
- WCPS is exploring opportunities through HCC to collaborate on additional support pathways for students who are not yet CCR in math and ELA. For example, WCPS is reviewing the MAT98 and MAT99 remedial courses offered through HCC for possible partnership opportunities to further support 11th and 12th grade students in becoming CCR.
- WCPS will collaboratively evaluate implementation with HCC using student achievement data (Math and English MCAP as the CCR determinants) and teacher feedback gathered through surveys.

[Linked Artifacts:](#)

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 considerations for student service groups such as Special Education, English learners, and Economically Disadvantaged.

The general process for developing individualized plans is:

- Step 1: Identify students at risk for reading and/or math difficulties using Universal Screener/MCAP.
- Step 2: Diagnose specific areas of strength and areas in need of improvement using additional diagnostic assessments in math and English.
- Step 3: Develop an individualized plan for Tier 2 or 3 support using WCPS research-based recommendations and determine frequency of support needed by a certified teacher, teaching assistant, or other trained professional. The support will be delivered during the school day (Math or English Support Courses referred to in questions 109 and 110), after school, or during the summer.
- Step 4: Monitor Progress using county-level assessments and adjust plan as needed. Data and plans will be housed and monitored through an MTSS.
- Step 5: Reassess student with the appropriate math and/or English MCAP during the provided testing window(s).
- Repeat the process as needed based on MCAP results.



In addition, plans will include designing a student's school day schedule, inclusive of before/after school and/or summer school opportunities, to maintain a pathway toward CCR and graduation. The plan will be customized for each student at the end of each semester, after MCAP scores are received.

Considerations for student service groups:

- The WCPS Post-Secondary Transition Specialist works with IEP teams to ensure that each student 14 and older with an IEP has a plan that includes goals, activities, and appropriate agency linkages to guide the student toward success with post-secondary outcomes and/or career goals. This includes providing district-wide training to case managers monthly. It also includes quarterly monitoring of State Performance Plan (SPP) Indicator 14, done through random sampling by the Transition Specialist, with targeted individualized follow-up. There is also an online transition portal with resources for students, families, and service providers, as well as an annual transition services expo and public agency informational events. (*artifact: Individualized Plans informational Slides*).
- For the economically disadvantaged students, transportation will be provided when needed, as well as culturally responsive lessons.

WCPS is working to Increase co-teaching opportunities with content and EL teachers and plans to provide professional development on effective co-teaching. The collaborative instructional cycle includes planning, teaching, assessment, and reflection. The design for co-teaching will include:

- Designing unit goals, lesson objectives, or learning targets for ELs.
- Gathering resources and materials that supplement and support instruction.
- Designing differentiated units and lessons with ample scaffolding.
- Collaboratively analyzing student data.
- Monitoring student progress in both language development and content attainment, adjusting interventions as needed.

Linked Artifacts:

Individualized Plans Informational Slides

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.



- Team leaders will include an assistant principal and school counselor who will facilitate a plan to support a tracking process for all students to monitor CCR and graduation criteria in alignment with individual student's post-secondary plans. Additional team members may include: Math/English teacher, Math/English Department Leader, Lead Teacher, Special Educator, EL Teacher.
- Training and support will be provided to school-based leadership teams in Fall 2023 based on the processes and MTSS system (to be implemented in Fall 2023).
- Training and support will be provided to certified teachers, teaching assistants, or other trained professionals on county-level Tier 2 and 3 resources. The training will be provided by the WCPS Math and English Departments during the Summer of 2023 and ongoing throughout the school year by way of job-embedded opportunities such as classroom visits, walkthrough feedback, and collaborative planning.
- Teachers providing literacy supplemental instruction will be trained in the Tiers 2 and 3 interventions listed in question 75.
- Plans will be revised as progress is monitored throughout the school year (minimally, each marking period) using formative assessments as aligned to the student's goal(s). Plans will be housed, and data will be collected, using the Synergy MTSS system.

[Linked Artifacts:](#)

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?

- Schools will communicate details of the individualized student plan with parents/legal guardians of identified students to include program/course/strategy, frequency, progress, and teacher.
- School staff will send letters home to families when students are struggling to meet CCR standards. Families will be invited to meetings to discuss the concerns and for the school to offer support for the student. Support may include academic and/or behavioral health support at the school, in addition to behavioral health support through community partners. School staff will meet with the student on a consistent basis to provide additional support and encouragement to meet academic and CCR standards. In addition, the benefits of college and career readiness and post-high school opportunities (college and career counseling) will be shared with the student and family.

[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.*
-
- Students in grades 6 through 12 participate in lessons utilizing Naviance to explore interests, strengths, career clusters, careers and colleges with information provided based on each individual student's responses. Information and transition nights are provided for students entering grade 6 and 9 for parents and students to gain information about career and college opportunities. Each year in high school, back to school nights and spring information nights regarding scheduling and opportunities are held.
 - An annual college fair, that is advertised to parents and students (*artifact: WCPS College Fair*), is held in partnership with our local community college that has trade schools, 2- and 4-year college representation, and military representatives (typically 100 – 150 post-secondary representatives attend).



- Students in 7th grade explore local careers through collaboration with local business partners and the chamber of commerce. School counselors and school-to-career liaisons work with all students through classroom lessons and individual sessions to discuss post-CCR opportunities and interests.
- All high school students have the opportunity to meet with college, military, and trade school representatives at their school, as well as meeting with local business partners. This enables students to learn about opportunities available in their fields of interest.
- All students have the opportunity to attend open house at our technical high school and our school for the arts in the evening with their parents. Additionally, students have opportunities to visit our technical high school during the school day with their counselor to explore a variety of career programs.
- Students will have the opportunity to take CTE courses in high school to explore areas that relate to future careers. Through our partnership with HCC, high school students will have the opportunity to take additional coursework to explore a variety of career areas and lead to further educational opportunities.
- WCPS is in the process of finalizing an MOU with the Western Maryland Consortium that would provide career coaching to support each student in choosing one or more post-CCR pathway such as: college prep program, dual enrollment, or CTE/apprenticeship (*artifact: Draft WMC MOU*).

Linked Artifacts:

WCPS College Fair 2022
Draft WMC MOU

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.

- All WCPS secondary students receive lessons on career exploration and interests that match with strengths as explored across all grade levels. In middle and high school, students take individual assessments and surveys through our career program software that assists in matching with career clusters and pathways for their future.
- All WCPS secondary students meet with their school counselor annually to discuss educational goals which align with their career goals. The school-to-career liaison supports this work in middle and high school with students to further explore their career interests and discusses pathways for this.



- The CTE department, in collaboration with the school counseling department, offers apprenticeship opportunities to high school students and additional opportunities through CTE programs to support student's career interests. These opportunities are developed with our local business partners and the chamber of commerce.
- Students have the opportunity to explore various courses at the local community college as part of our agreement.
- WCPS staff met with the local workforce development board on 2/23/2023 and are currently in the process of developing an MOU and exploring potential supports through the MOU.

[Linked Artifacts:](#)

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.

WCPS IB Diploma Programme® is at North Hagerstown High School.

- The challenges associated with this program include training for staff, retaining qualified staff, scheduling, ensuring full enrollment of courses, scheduling test proctors, and funding the program.
- To overcome these challenges, WCPS maintains detailed records of staff professional development and the costs associated with training. WCPS is purposeful in prioritizing training needs and planning for potential staffing changes, as well as training needs due to any new curriculum. The master schedule needs to be strategically developed to allow IB® students to earn an IB Diploma® and meet the state requirements. Staff from the central office as well as the other IB Programme® Coordinators from the campus assist with test administration. WCPS prioritizes retaining teachers. To ensure full enrollment in courses, the IB Diploma Programme® has enhanced the student recruitment process by having the IB® Coordinator visit each middle school prior to the application deadline to meet with 8th graders so they are aware of the IB Programme® as well as the application process.



- IB® information and application is shared through the WCPS and Office of Advanced Learning social media sites (twitter, Facebook), and WCPS Smore (sent via email to all middle and high school families). In reflecting on this prompt, WCPS staff realized the only communication means we don't currently leverage for sharing the IB® application is our website. We will work with our public information office to add the IB® application to our WCPS website.

Linked Artifacts:

IB® Courses Offered
Training Record
DP Invoice
IB® Open House Presentation

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.

WCPS does not currently have the Cambridge AICE Diploma program and does not plan to launch a new one.

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.

- WCPS currently has a wide range of options for AP® courses across all content areas including art, music, and world languages (*artifact: AP® Courses offered*). In the 2023-2024 school year, WCPS will also be offering AP® Precalculus and English 10 AP® Seminar. The AP® Capstone Diploma Program is offered as a magnet program at Clear Spring High School. WCPS is also considering adding this program to an additional high school.
- Some challenges associated with this program include scheduling and ensuring full enrollment of courses. Scheduling challenges include having single sections of classes in the master schedule which can lead to scheduling conflicts and fewer students enrolled. Schools work to craft a master schedule that minimizes these conflicts. Smaller high schools also find it challenging to have enough students interested in an AP® course for it to be offered. We will also be offering AP® Pre-Calculus as well as AP® English 10 Seminar which will make AP® coursework accessible to more students.
- Additional challenges include training for staff, retaining qualified staff, and funding the training.
- To overcome these challenges, WCPS maintains detailed records of staff professional development, including a list of all AP® teachers, what training they attended, and the last date of training (*artifact: AP® training list*). WCPS Supervisor of Advanced Programs



works with principals to prioritize AP[®] teacher training needs to ensure they attend training every five years. WCPS is also purposeful in ensuring teachers attend training at AP[®] Summer Institutes that are affordable, close in proximity, and have quality instruction. This year, WCPS is working to get low-cost training from College Board for AP[®] Pre-Calculus and AP English 10 Seminar since they are new AP[®] courses.

- We anticipate competition between AP[®] courses and Dual Enrollment Courses. Teachers will need to recruit students to take AP[®] coursework so that WCPS can sustain enrollment.

Linked Artifacts:

AP[®] Courses offered

AP[®] Training list

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?

- A physical copy of the WCPS Program of Studies (*artifact*) is shared with every WCPS middle and high school student by end of January of each school year for the following school year. In addition an electronic copy is emailed to all parents and is posted on the school website. The Program of Studies outlines all of the college preparatory programs offered through WCPS. Every middle and high school student meets yearly with their school counselor to do course selections for the following school year. WCPS school counselors utilize Naviance, beginning in middle school, to support students in career interests and college and CTE opportunities beyond graduation.
- Beginning in the 2023-2024 school year, every WCPS middle and high school student will have at least one career counseling session with a WCPS career coach, so they are aware of our college prep and CTE programs.
- Each fall, WCPS holds an information open house (*artifact: High School Information Night Presentation*) to provide insight to all 8th grade families about opportunities available at high schools including magnet programs and CTE programs. This night allows families to see presentations about various programs, meet the coordinators, and find out about application processes. An email and text went out to all 8th grade parents to promote the event and direct families to program details on the WCPS website (*artifact: High School Information Flier*).
- The Coordinator from the IB Diploma Programme[®] hosted an open house specifically for IB[®] (*artifact: IB[®] Open House Presentation*). The coordinator visited each feeder middle school and met with all 8th graders to ensure they knew about the program. The coordinator visited the remaining county middle schools and met with groups of 8th graders.
- All students, including students with disabilities, EL students and students who may be economically disadvantaged, receive information as part of transition nights held at each middle and high school annually to support students transition from elementary to middle and from middle to high school. Information is shared regarding opportunities at each of our schools, including Upward Bound programs, AVID programs, AP[®] courses, IB[®] courses, CTE programs and other opportunities at each of the middle and high



schools. All students and their families receive information to be able to participate in this evening event at their respective school.

Linked Artifacts:

WCPS Program of Studies
High School Information Flier
High School Information Night Presentation
IB® Open House 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?

- All 8th grade students in WCPS have the opportunity to apply to the IB Diploma Programme®, and may also enroll in AP® courses. Students who have not met the CCR standard may still participate while receiving support to meet the standard. AP® courses are offered in every high school with open enrollment. The 8-period day adds flexibility for students to enroll in an AP® course and a support class such as Academic Skills. Most AP® teachers offer before and after school tutoring. Students can also participate in a double period of English or math.
- WCPS offers transportation via a magnet bus for students enrolled in programs at other buildings. Scheduling challenges are addressed through the school counseling office in conjunction with school administration on a case-by-case basis
- Counselors meet with students annually to discuss their educational and career goals and align their academic schedule to support their goals. Students are offered a variety of opportunities in coursework and support for individual student needs and are offered a College Readiness Programs Summary (*artifact*).
- The Division of Curriculum reviews enrollment data for college level courses twice a year and works with principals to ensure program participants are representative of the school system's demographics. WCPS is increasing enrollment by offering more college level classes in each high school. For example, in the 2023-2024 school year WCPS will offer dual enrollment credit for English 101 in every high school.
- WCPS stakeholders have access to the Office of Advanced Programs Website (<https://sites.google.com/wcps.k12.md.us/advancedprograms/home>), for additional information.

Linked Artifacts:

College Readiness Programs Summary



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.

- WCPS has a partnership with our local community college, Hagerstown Community College (HCC). Currently, students can take dual credit courses taught in high school. Upon successful completion of a dual credit course, students will be awarded both high school and college credit, and the grade is calculated in the high school GPA. In the 2022-2023 school year, WCPS has 2,380 student course enrollments in dual credit courses. Out of the 2,380 enrollments, 1,825 enrollments are taking place in WCPS high schools with WCPS staff. Current 10th and 11th graders have started selecting their courses for the 23-24 school year. Currently, course requests for 2023-2024 for WCPS reflect over 6,000 student course enrollments for these two grade levels. Of the 6,000 enrollments, 4,200 were selected for school-based dual credit courses. The most significant increases in dual credit courses has occurred in English, math, science, social studies, and world languages departments.
- One challenge is making sure WCPS staff can teach dual credit courses. WCPS is overcoming this challenge by updating our MOU with HCC to establish more consistent guidelines on who can teach dual credit classes. In most cases, teachers with a master's degree or equivalency will be able to teach dual credit courses. WCPS and Hagerstown Community College are planning additional professional learning opportunities for WCPS and HCC staff to collaborate in the summer and fall of 2023. The purpose of these learning opportunities is to build collaboration between WCPS teachers and HCC faculty, and to best align instruction and instructional practices congruent with one another so that students enrolling in a course and taking the course at their home school and those taking the course at HCC will have the same or similar experience.
- HCC will provide a stipend of \$360 per class of six students, plus \$60 per student above six up to \$1,800, to participating WCPS faculty teaching College courses in the high schools. Dual enrollment faculty are required to: use the syllabus developed by the full-time faculty at Hagerstown Community College; cover the same material and core content developed by the full-time faculty at Hagerstown Community College; attend meetings and orientations led by Hagerstown Community College faculty/divisions in the discipline to ensure that content and methods of instruction are equivalent.



- All dual enrollment information is in the WCPS Program of Studies (*artifact in question 121*).
- Additional challenges associated with dual credit classes include scheduling, and a comprehensive systemic communication plan to ensure consistency of information communicated to the community, staff, students, school counselors. WCPS will overcome these challenges by providing additional professional learning to administrators and counselors who build the master schedules in each high school.

Linked Artifacts:

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.

- WCPS currently collaborates with Hagerstown Community College (HCC) to provide the HCC Early College program (<https://www.hagerstowncc.edu/earlycollegedegree>). Students in the program attend Early College on campus at HCC. Students in the program take dual credit courses that apply toward their diploma and a college diploma.
- Although HCC has an Early College program for those students who enroll (and take all courses on campus), all WCPS Students will have access to all Associate of Arts and Associate of Science degrees offered through HCC. Students will be able to take many of their core classes in a WCPS high school. Some courses will require a student to attend HCC or take the class virtually. This may be a challenge for some students who may not have internet or a transportation to the community college. To overcome this challenge HCC has offered for their staff to teach the college courses at WCPS high schools. In addition, high school principals are scheduling open labs during the school day where high schools students can enroll in college courses virtually.
- Other challenges are similar to challenges listed in our response to question 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 WCPS Program of Studies (*artifact in question 121*) includes detailed information on dual enrollment and middle/early college programs.
- WCPS School Counselors individually meet with each student in middle and high school to discuss school scheduling options. They also share information from the Program of Studies regarding dual enrollment and middle college opportunities. Additionally, high school counselors visit middle schools to speak with rising ninth graders (in classes, not



1:1) and also do classroom visits/presentations to students in high school to present information on opportunities for earning college credit while enrolled in high school through these opportunities. Each student must have a post-secondary graduation plan, and during that time these opportunities are discussed. School counselors also collaborate with service group staff (e.g. special education case managers, EL teachers, AVID teachers, etc.) to ensure these opportunities are shared through their 1:1 work with students as well as parent/family communication.

- Community College representatives come to each high school to share information about dual enrollment courses and middle college opportunities. This is offered to every high school student through classroom presentations and/or learning sessions that students may sign up for. Follow up for these presentations is offered by school counseling staff during the annual scheduling process.
- Every student, met with individually to ensure they have a post-secondary graduation plan and during that time these opportunities are discussed. Students are encouraged to explore courses that support these plans. School system staff collaborate with service group staff (e.g. special education case managers, EL teachers, AVID teachers, etc.) to ensure these opportunities are shared.

Linked Artifacts:

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.

- Dual enrollment programs are offered at each high school as well as through attendance at the local community college, Hagerstown Community College. WCPS students have the opportunity to concurrently enroll in courses and receive both high school and college credits.
- All WCPS juniors and seniors, regardless of CCR status, may enroll in dual credit courses. Students may opt to take dual credit courses on their high school campus, at Hagerstown Community College, or virtually (when offered) through Hagerstown Community College. All WCPS high schools offer instructional help classes where students can receive extra help if needed. In addition, WCPS provides high school principals with additional funds to provide tutoring before and after school.



- WCPS School counselors and Career Coaches will work with students and families to collaboratively plan and match the program to the needs of the student and to ensure proper supports for student success. Each High school student enrolled in dual credit courses at Hagerstown Community College will have the opportunity to schedule with college staff. Students will receive academic advising and guidance for course selection, scheduling, and transfer questions. They can also connect students with resources on and off campus, which can include mental health counseling and other community and financial assistance.

[Linked Artifacts:](#)

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.).

WCPS plans to use the funding to pay for AP®, IB®, apprenticeships, industry recognized certifications, and dual credit courses available in our high schools and at Hagerstown Community College. WCPS anticipates the spending to be significantly more than \$1,000 per student.

[Linked Artifacts:](#)

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.



- When adding a program, WCPS consults with the local advisory committee, business partners, business community, and review job data in the community through the local economic development commission to determine if and what additional programs may be added. In the 2022-2023 school year WCPS added a Diesel Technology program due to the national and local shortage of certified diesel technicians. This program was added as Boyd J. Michael III Technical High School to ensure all students could access the program (*artifact: CTE Completers by School & Industry*) WCPS is adding the transportation pathway, and expansion of Project Lead the Way aerospace program with inclusion of the AOPA curriculum for the 2023-2024 school year at Williamsport High School since they are approved for Project Lead the Way. This program will help meet national and local needs for additional pilots and licensed drone operators. WCPS is expanding the allied health in two additional high schools. Students will have the opportunity to earn CNA and GNA certifications before they graduate high school. WCPS decided to add the programs because of local need and student demand (*artifacts: Transportation Pathway and Allied Health Pathway*).
- WCPS current CTE programs are listed in question 129. WCPS has worked diligently to enhance CTE programs and ensure robust opportunities for students. WCPS offers CTE opportunities (classes such as Foundations of Technology, Foundations of Computer Science, Agriculture Education, and Digital Art) at each of our seven middle schools and CTE programs at each of our seven comprehensive high schools as well as the Boyd J. Michael III Technical High School. WCPS has updated CTE programs to align with MSDE requirements and to include industry certifications and/or college credit.
- To ensure Perkins and local funding resources are equitably distributed, WCPS evaluates each program by reviewing MSDE heatmap data and making additions to program equipment and/or classroom materials to ensure students are provided programs that meet the industry standard.
- Challenges associated with implementing and with starting new programs range from recruitment and retention of teachers, renovations of current school space, and installation of equipment, and procuring materials in a timely fashion to start the program. The biggest challenge WCPS faces with implementing and starting new programs is recruitment of teachers, because individuals with the skillsets and expertise don't want to come out of the industry and work in a school environment due to pay and work environment/scheduling restrictions.
- WCPS plans to overcome these challenges by:
 - Meeting with school principals to discuss programing throughout the year: formally and informally.
 - Meeting with local advisory council, which includes the representatives from the local community college and local business partners, twice a year (*artifact: LAC Agenda*).
 - Working collaboratively with the CTE and Human Resources departments to recruit new staff.



- Working with the purchasing department to follow WCPS purchasing procedures and with equipment suppliers to appropriately outfit each CTE program (*artifact: WCPS CTE Purchasing Procedures*).
- Meet with facilities and maintenance monthly to renovate current areas to bring the space up to industry standards.
- Work with the Superintendent of Schools, Local Advisory Committee, business partners, school principals, and WCPS Board of Education to support the addition of new programs.

Linked Artifacts:

CTE Completers by School & Industry
Transportation Technology Pathway
Allied Health Pathway
LAC Agenda
WCPS CTE Purchasing Procedures

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	4	Y	3	Y	Y
Arts, Media & Communication	Computer Game Development & Animation	1	Y	3	Y	Y
Arts, Media & Communication	Photography & Cinematography	1	Y	3	Y	Y
Arts, Media & Communication	Audiovisual Communications, Broadcast & Sound Engineering	3	Y	3	Y	Y
Business Management & Finance	Software Specialist	5	Y	6	Y	Y
Business Management & Finance	Finance & Accounting	2	Y	3	Y	Y
Business Management & Finance	Marketing	3	Y	3	Y	Y



Construction & Development	NCCER Carpentry	5	Y	0	Y	Y
Construction & Development	Construction Design & Management	2	Y	0	Y	Y
Construction & Development	Electrical Construction	1	Y	0	Y	Y
Consumer Services, Hospitality & Tourism	Food & Beverage Management	2	Y	3	Y	Y
Consumer Services, Hospitality & Tourism	Hospitality & Tourism	1	Y	3	Y	Y
Consumer Services, Hospitality & Tourism	Culinary Arts	1	Y	3	Y	Y
Consumer Services, Hospitality & Tourism	Cosmetology	1	Y	0	Y	Y
Education, Training & Child Studies	Early Childhood Child Development	4	Y	0	Y	Y
Education, Training & Child Development	Academy of Teaching Professions	5	Y	12	Y	Y
Education, Training & Child Development	Child Development Associate (CDA)	1	Y	3	Y	Y
Environmental, Agriculture & Natural Resources	Natural Resources	1	Y	0	Y	Y
Environmental, Agriculture & Natural Resources	CASE Natural Resources	2	Y	6	Y	Y
Environmental, Agriculture & Natural Resources	Horticulture	3	Y	0	Y	Y
Environmental, Agriculture & Natural Resources	Environmental Agriculture Science Academy (Animal Pathway)	1	Y	3	Y	Y
Environmental, Agriculture & Natural Resources	Environmental Agriculture Science Academy (Environmental Pathway)	1	Y	3	Y	Y
Environmental, Agriculture & Natural Resources	CASE Agriculture Engineering Pathway	1	Y	6	Y	Y
Environmental, Agriculture & Natural Resources	Power Mechanics	2	Y	0	Y	Y
Environmental, Agriculture & Natural Resources	CASE Plant Science Pathway	1	Y	6	Y	Y
Health & Biosciences	Academy of	1	Y	6	Y	Y



	Biomedical Sciences (Project Lead the Way)					
Health & Biosciences	Academy of Health Professions	1	Y	6	Y	Y
Health & Biosciences	Allied Health Professions – Sports Medicine	2	Y	6	Y	Y
Information Technology & Computer Science	Computer Science	7	Y	3	Y	Y
Information Technology & Computer Science	AI & Cloud Computing	1	Y	3	Y	Y
Information Technology & Computer Science	CISCO Networking Academy	1	Y	6	Y	Y
Law, Government, Public Safety & Administration	Homeland Security & Emergency Preparedness	3	Y	12	Y	Y
Law, Government, Public Safety & Administration	Homeland Security – Law Enforcement (Academy Preparedness)	1	Y	3	Y	y
Law, Government, Public Safety & Administration	Fire & Rescue Academy	1	Y	3	Y	Y
Manufacturing, Engineering & Technology	Mechanical, Manufacturing & Automation Engineering Academy	1	Y	3	Y	Y
Manufacturing, Engineering & Technology	Engineering Academy (Project Lead the Way)	1	Y	6	Y	Y
Manufacturing, Engineering & Technology	Computer Integrated Manufacturing	1	Y	3	Y	Y
Manufacturing, Engineering & Technology	Aerospace	1	Y	6	Y	Y
Transportation Technologies	Collision Repair	1	Y	0	Y	Y
Transportation Technologies	Automotive Technology	1	Y	0	Y	Y
Transportation Technologies	Diesel Technology	1	Y	0	Y	Y
Other	Apprenticeship Maryland	8	Y	0	Y	Y
Other	Career Research & Development	7	Y	0	Y	Y



Linked Artifacts:

Career Cluster	Program Name	Year of Implementation	Number of Schools	Coherent Sequence of Courses (Y/N)	Planned		
					Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)
Transportation Technologies	CDL	2023-24	1	Y	6	Y	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?

- In the 2021-2022 school year, WCPS had 72 students participate in apprenticeships. WCPS currently has 135 students participating in the 2022-2023 school year and anticipate over 200 for the 2023-2024 due to a thriving apprenticeship program that is supported by the business community in Washington County. Recruitment for 2023-2024 begins the week of March 13 and will be a rolling admission, so students may be added to apprenticeships any time during the school year, as long as we can match students to an approved site and they can achieve the 450 hours. Students, families, and stakeholders can access information on our WCPS Apprenticeship Website (<https://sites.google.com/wcps.k12.md.us/wcpsyouthapprenticeship/home>).
- WCPS CTE staff attend Washington County Chamber of Commerce meetings, Program Advisory Council Meetings as well as Local Advisory Council meetings to recruit business partners into the apprenticeship program. WCPS currently works with 82 business partners (*artifact: WCPS Current Approved Partners for Apprenticeships*).
- WCPS CTE staff attend the Maryland Youth Advisory council meetings each month to stay current on Maryland Youth Apprenticeship policies and procedures.
- WCPS CTE staff attend apprenticeship workshops for professional development.
- The WCPS CTE office also works with Western Maryland Consortium to support needs of students going into specific career programs (for example, if a student needs steel-toed boots to work and can't afford them).

Challenges in the process include:



- Transportation of students. WCPS is not able to provide transportation due to the varied scheduling needs and, if we were able to have the vehicles to transport at the right times, we currently have a driver shortage. To overcome this challenge, the office of CTE, through the Maryland Dept of Labor, applied for and received a grant to provide drivers education to current apprentices, WCPS staff also worked with the WCPS Coordinator of Student Services and Transition to provide transportation to students at the identified schools.

Linked Artifacts:

WCPS Current Approved Partners for Apprenticeships

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?

- To continue to increase the number of students earning in-demand industry-recognized credentials, CTE staff met with all CTE teachers in August of 2023 for professional development. During the professional development, CTE staff shared a One Pager (*artifact in question 128: CTE Completers by School and Industry*) that identifies MSDE approved industry certifications in each of our schools. CTE staff stressed with teachers that all students must take the approved industry certification and that the office of CTE funds the certification exams.
- Challenges include: ensuring staff: are trained in the platforms for testing, understand the importance of the test, and have in-depth knowledge of the test. A significant challenge in WCPS is working with programs that do not have industry recognized credentials. Students in programs without industry recognized credentials (i.e. agriculture and career research and development) are counseled into apprenticeship programs so that they can attain a state skills certificate.
- How to maintain the data b/c of how it's collected and because it's lagging data. Data is collected by the teacher filling out a sheet and submitting to the CTE office. We need a centralized system for collecting data for CTE. The reason we haven't had this in the past is because the data goes to the private sector office that manages the industry credentials (for example: cosmetology: students who take the test get the score, WCPS does not, so WCPS calls each student individually to ask if they passed, however there's no way to verify that information because the data doesn't go to the LEA)

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 WCPS school counselors receive the one-pager (*artifact: question 128*), it is shared with parents and students through our website and all CTE program information is in our High School Program of Studies (*artifact:question 121*).
- WCPS provides open enrollment to all students for all programs at their home school. If students are interested in enrolling in a CTE program that is not offered at their school, they may apply for special permission to attend another high school. Historically, special permission has been granted based on available seats in the program. To provide equitable access, WCPS will review procedures for special permission for program access during the 2023-2024 school year.
- All WCPS 10th grade students are provided the opportunity to tour our technical high school and may apply to return for a second visit if they are interested in specific programs offered there. WCPS is currently reviewing the application process for students to attend the technical high school. Beginning in the 2023-2024 school year, this opportunity will be provided to all 8th graders, rather than 10th graders, to promote CTE and afford them the ability to see the programs and goal set.
- During transition nights, held at each middle and high school, students learn about CTE opportunities offered across our school system and about the specific programming offered at our technical high school and our school for the arts. We are working on opportunities for 8th grade students to be able to tour and visit these programs in addition to the evening open house opportunities offered at each of the schools. We anticipate expansion of these opportunities to happen in 23-24 school year.
- WCPS hosted an apprenticeship bash in November 2022 which was a celebration of our business partners, apprentices, and to showcase all CTE programs. Over 300 teachers, current apprentices, past apprentices, Maryland Department of labor, and WCPS staff attended. Over 300 people attended the bash.
- In past years WCPS has held a CTE award night. Beginning in Spring 2023, we will instead host a 'CTE signing day', similar to the college signings our high school counseling departments do for each students who commits to a college. CTE signing day will be centrally located for all current apprentices to celebrate their achievements and, for many, attainment of full-time jobs, with benefits prior to graduation from high school.

Linked Artifacts:

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?



- Students who are not CCR can participate in CTE programs. The high school schedule allows for students to take their CCR support class and still be enrolled in CTE or other post CCR pathways. The office of CTE reviewed the expectations for determining CCR and created a One Page document for each program (*artifact: Sample One-Pager Applied Manufacturing*) that outline a student's high school schedule if enrolled in one of the programs. The One Page document illustrates how students may complete CTE programs and take additional courses if they have not met CCR standards. The documents have been shared with administrators, teachers, counselors, and families to guide scheduling throughout the student's high school career.
- WCPS provides open enrollment to all students for all programs at their home school. If students are interested in enrolling in a CTE program that is not offered at their school, they may apply for special permission to attend another high school. Historically, special permission has been granted based on available seats in the program.
- Beginning in the 23-24 school year all high school students will have the opportunity to meet individually with a high school career coach through a partnership and MOU with the Western Maryland Consortium (*artifact: draft WMC and WCPS MOU in question 116*). The career coach will support students who are interested in becoming and apprentice. WCPS staff will work with students to ensure they have a resume and cover letter. They will assist students with the application process and make sure students have had the necessary coursework or are enrolled concurrently in the appropriate coursework to complete the apprenticeship.
- WCPS has always paid for students to take technical skills assessments in their CTE courses. WCPS is working with CTE teachers to ensure the CTE curriculum is aligned to a technical skills assessment. CTE staff participate in professional learning around Technical Skills Assessments. Due to this training and the curriculum updates students are better prepared for the assessments.

Linked Artifacts:

Sample One-Pager Applied Manufacturing

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?

- In elementary schools students are heterogeneously grouped. WCPS uses a standards-based report card to report academic progress. All students have similar consistent amount of time in their core and encore classes. Elementary students who are not on track to be CCR in Math and English receive supplemental instruction as outlined in previous responses.
- In middle school students are heterogeneously grouped. However, there is an accelerated math pathway that combines four years of mathematic standards into three years. Middle schools also offer merit level English, science, and social studies classes.



At the middle school WCPS will continue to work with schools to support their understanding of, and the need to keep student heterogeneously grouped. WCPS will provide continue to provide professional development for principals, lead teachers, and other specialists.

- At the high school level, students select their courses each year based on graduation requirements and their post-secondary goals. Counselors and administrators determine the number of course sections based on enrollment and staffing. Career coaches and counselors will have the opportunity to meet with each student individually to ensure the student is taking the correct courses that align with their post-secondary goals.

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.

N/A

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	Help to guide CTE programs and implementation	1x/semester
Program Advisory Council	Meet in specific career clusters to guide CTE programs and discuss current industry standards	1x/semester
Hagerstown Community College	Support college programming, specifically dual credit, Partner for career coaches	1x/month
Greater Hagerstown Council	Support college and CTE programming. promote Apprenticeships	1x/month



Washington County Chamber of Commerce	Support college and CTE programming. promote Apprenticeships	1x/month
Western Maryland Consortium	Partner for Career Coaching positions, support students with items they need boots, clothes, tools etc. and businesses with 75% wage reimbursement and all business partners that take on apprentices	Quarterly
Washington County Teachers Association	Collaborator and editor	2x/month
Community stakeholder (parents, guardians, community members, staff, and students)	Completed survey and provided feedback on initial draft plan.	One time, with additional surveys planned for the future
Department of Labor	Supports the Western Maryland Consortium and WCPS with the apprenticeship program	1x/month

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

WCPS has EL families in most of our schools and values their engagement in the education of their students. Do support engagement and share important information with our EL families, WCCPS utilizes the following strategies:

- Telephonic and in-person interpretation & Translation: Language Line Telephonic services is available in more than 240 languages and in-person interpretation in 13 languages are available to every staff member at the district level and school level. Additionally, Ad Astra provides translation services for written notifications, newsletters, records, and documents for school and district documents. Biliterate WCPS staff also translate materials as needed.
- Bilingual facilitators: A WCPS Multilingual Family Liaison Paraprofessional and EL Multiliterate Teacher Family Specialist support multilingual families at the International Welcome Center (IWC). The IWC provides the district and all schools language support, enrollment support, EL service eligibility and community agency connections for students and families Pre K-12. There is also a bilingual Title I Pre-K EL Teacher and Family Liaison.
- English learner parent leadership academies: at the district level, parents are encouraged to use their home language to develop and maintain bilingualism and biliteracy. Families are provided with a copy of *A Guide to School for Families of English Learners (artifact)* at the IWC available in multiple languages. All families, including, Multilingual families, have opportunities to be members of the Special Education Citizens Advisory Committee and Early Childhood Advisory Council. ESL Parent Nights and Family Literacy. At the school level, School-wide parent leadership groups including the PTA, Citizen's Advisory Council, Washington County Early Childhood Advisory



Council, Special Education Citizen's Advisory Council, and Title I Family and Parent Liaisons include EL families.

- Digital communication applications: *Remind* and *Talking Points* are texting applications available to every staff member at the district and school levels. The district and schools also have subscriptions to Smore Newsletters where parents can auto translate into over 100 languages. All district newsletters are translated into Spanish and French.
- English learner parent outreach engagement activities: at the district level EL eligibility, proficiency status, parent notification and training on ACCESS for ELLs in multiple languages are provided at the district level through the IWC and school levels through EL staff. A mobile vaccine clinic was created at the IWC to eliminate barriers to enrollment or attending school. EL Vaccination Clinic for enrollment. At the school level, refer to questions 1, 2, and 147. Additionally, EL families are included in school-wide family literacy nights, extracurricular events, meet the teacher night, open houses, international nights, field trips, and workshops; interpreters are provided.

Linked Artifacts:

A Guide to Schools for Families of EL
Interpretation Request
Translation Invoice
Language Line Telephonic Interpretation
Multilingual Family Liaison Job Description/Posting
English Learner Teacher and Family Liaison Job Description/Posting
Translated District Newsletter Smore

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.

Secondary Long Term ELs (LTELs):

- Offering Accelerated EL courses, an intentionally designed secondary course developed for LTELs. This course integrates high-interest subject-matter content to accelerate English literacy, language development, and academic vocabulary. Students read and respond to multiple genres of text with a focus on comprehension, vocabulary development, and advanced grammatical structures needed to read and write academic, grade-level language.
- Scheduling LTELs in Reading Apprenticeship classes, AVID, and interventions through RTI and MTSS. Students who have missed growth and proficiency targets are recommended for Student Support Teams to determine appropriate scaffolds, interventions, and additional tier 2 and 3 supports.
- Providing collaborative planning time for EL, content area, special education, and specialist educators of LTELs to plan instruction, review student work and performance, monitor student progress, refer to appropriate services, and make placement decisions.



All English Learners:

- Collaborative planning time in schools is available for collaboration between EL and classroom teachers, so they can support explicit language and literacy development throughout the day.
- Educators, support personnel and administrators receive district and school-based professional learning focused on addressing deficit-thinking, co-teaching, explicit language/content teaching, scaffolds and strategies that promote rigorous standards-based language instruction.
- EL teachers co-teaching in English/ELA and Mathematics classrooms to provide job embedded professional development to the content teacher. EL co-teachers will work with ELs in small groups and provide additional scaffolds and instructional support targeted to ELs to accelerate English language development and achievement in the content area. All EL students are mainstreamed into the general classroom with strategic scheduling based on student and teacher strengths and needs.
- The district provides Spanish versions of instructional materials in math, science, and social studies as appropriate; district-wide benchmark assessments are translated into Spanish. WCPS is piloting using Algebra I MCAP paper-based Spanish translations.
- More than 100 scaffolded content assessments in ELA, mathematics, science, and social studies in grades Kindergarten through 12 were created for the 2022-2023 school year for beginner and intermediate EL students.
- All ELs meet with EL teachers to set writing and speaking goals; they conference three times a year to progress monitor, based on MSDE ELP growth and proficiency targets.
- One school is piloting a world language course, *Spanish for Spanish Speakers*, focused on Spanish literacy that may transfer to English and to encourage bilingualism and biliteracy.
- EL tutoring is provided before, during and after the school day to provide supplemental content and academic language support.
- Elementary students receive push in and small group pull out support; each EL teacher designs lessons with the core content area as the content objective and a language objective aligned to WIDA standards.
- Secondary students are enrolled in credit-bearing EL courses tailored to a student's proficiency level. EL courses develop academic English language proficiency through narrating, explaining, arguing, and informing content from English language arts, mathematics, science, and social studies. Guided by WIDA English Language Development Standards and Maryland College and Career-Ready Standards, the EL program adjusts instruction to students' strengths and needs for ELs to communicate effectively in English with cultural proficiency, to achieve in academic subjects, and to fully acquire English. Proficiency in reading, writing, listening, and speaking is measured annually on the MCAP and ACCESS for ELLs assessment.
- All ELs and RELs may take the STAMP proficiency assessment at no cost to students to earn the Maryland Seal of Biliteracy to honor and value multilingualism.



- ELs in Title I Pre-K classrooms are supported by an EL teacher.

Linked Artifacts:

Email to principals about math assessments & scaffolds for EL
EL Professional Development Evaluation
Spanish for Spanish Speakers Curriculum Unit
Guidelines for ELs in accommodations for instruction and assessments

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*

- Adding 22 new highly qualified ESOL teachers and adding paraprofessionals for content and academic language support in schools. A staff increase will provide a lower student/teacher ratio, additional co-teaching time and collaborative planning with content teachers.
- Adding to the district office beyond the current Supervisor of ESOL and World Languages and a Pre-K to 12 EL teacher specialist. These two staff members provide district-wide and school-based coaching, and design professional development, curriculum, instruction, and assessment. An additional district EL teacher specialist will be hired to focus on elementary EL, and the current EL teacher specialist will focus on secondary schools; these positions will increase professional learning opportunities, curriculum development and coaching for EL and content teachers.
- Adding a biliterate secretary and a biliterate family liaison to the IWC to provide additional support to multilingual families at the community, district, and school levels.
- Creating a cohort of teachers to take an ESOL Praxis course with the goal of preparing more teachers to be certified in ESOL.
- Supporting increased translation and interpretation services, including Spanish translation, of student instructional and assessment materials.
- Increasing job-embedded professional development opportunities for content and general education teachers through collaborative planning with EL teachers, co-teaching with EL teachers and co-assessing with EL teachers. Collaborative work is the



heart of job-embedded professional development, evaluating and solving problems of practice to improve teacher quality.

- Providing EL tutoring and extended learning opportunities before, during, and after school and summer school.
- Launching Ellevation, a comprehensive EL program management platform that organizes all EL student data, supports critical meeting and monitoring processes, enables accurate reporting, and supports instructional planning. Currently, teachers use all paper-based materials to create EL plans. Ellevation will generate data reports for families and classroom teachers; it will digitalize goals, Can Dos, EL student plans and progress monitoring. Classroom teachers will have a comprehensive understanding of students' goals, strengths, and needs.

Linked Artifacts:

Ellevation Purchase Order
ESOL Praxis Cohort Participants and Course Description
SIOP EL PD Description and Registrants
EL Tutor Roles & Responsibilities
EL and Immigrant Summer Summit PD Sessions
Co-Teaching PD Series Evaluation

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*

As a district, we have increased opportunities for professional learning for all those involved in the co-development and implementation of specialized instruction. This includes, but is not limited to:

- District-wide opportunities offered to all educators - general educators, special educators, building administrators, paraprofessionals - as part of the summer



professional learning summit, with a focus on applying the elements of acceleration to the co-development and co-implementation of specialized instruction; examples:

- Scaffolds & Co-Development
- Clarity & Co-Implementation
- Sessions on standards and best practices for the development and implementation of specialized instruction provided for elementary administrators, as part of the monthly leadership meetings.
- Individualized needs-based professional learning for teams or team members, as collaboratively identified in partnership with building leadership.
- Provision of tools and resources for professional learning provided to building general education staff by building special education staff, with additional support for implementation – including funding – as needed.

WCPS has increased collaboration between the district-level special education department and the district-level instructional departments to ensure mutual understanding, common language, and consistent implementation of standards and best practices to improve our support of both special education and general education team members in student and school-level processes such as:

- IEP processes, including collaborative development of goals and progress monitoring.
- Student or school-focused improvement teams, including student support team and curriculum-focused improvement teams.

We continue to implement monitoring and related response/action regarding standards and high leverage practices for the development and implementation of specialized instruction, including:

- High Leverage Practices Implementation Tool
- Comprehensive Special Education School Review Process
- MSDE Standards and Best Practices Monitoring Tool

WCPS will continue to expand allocation of time and talent toward collaborative monitoring and analyzing of data regarding implementation of best practices for co-development and high leverage practices for co-implementation of specialized instruction.

Linked Artifacts:

Scaffolds & Co-Development
High Leverage Practices Implementation Tool
Comprehensive Special Education School Review Process

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.

- Initial and ongoing training and support on standards and best practices for the identification of students in need of special education are provided to all team members



who are leaders within special education processes, including school psychologists, special educators, and building administrators.

- WCPS' experienced school psychologists have collaboratively developed and provided professional development related to the identification of students in need of special education services under specific disability codings (*artifact: Eligibility Slides*).
- In light of the impacts of the pandemic, using the tools to review objective criteria in relation to eligibility determinations has become increasingly critical, particularly as it relates to disability codings with social/emotional and communication elements, such as Autism.
- WCPS has developed, and continues to consistently use, eligibility tools for each of the following suspected disabilities: specific learning disability, autism, intellectual disability, other health impairment, speech-language impairment, and emotional disability, to ensure that decisions are objective, data-based, and inclusive of all the elements needed to make sure that under- or over-identification of students does not occur (*artifact: Autism Eligibility Tool*).
- WCPS continues to monitor for potential disproportionality in the identification of students within specific race/ethnicity categories and within specific eligibility categories. When MSDE identifies potential disproportionality through state monitoring of State Performance Plan (SPP) Indicators 9 and 10, as reported on the WCPS report card, WCPS develops and implements an improvement plan to address. The most recent year that this occurred was 2018 (*artifact: Improvement Plan*).
- In June 2018, because of the need for an improvement plan, MSDE contacted WCPS to complete a targeted review of the potentially disproportionate number of African American students identified as having an intellectual disability. MSDE staff (Paula Gonce) worked with our WCPS staff to review 15 files and determined that all students were appropriately eligible for special education services under the coding.
- To ensure that students are not under- or over-identified for the highest level of special education service, WCPS staff monitors the students eligible for alternate programming and assessment. This includes the expectation that the school team follow a set protocol to consider eligibility for alternate assessment for a student. As part of this procedure, the school team submits a packet of information for consideration and consultation to the coordinator of programming for students who are alternately assessed. This person is then involved with the initial determination process. At each annual review of a student eligible for alternate assessment, the team must review and follow the established criteria - with data and documentation – to determine if alternate assessment and/or programming continues to be appropriate for the student. (*artifact: District IEP Consideration Flowchart*).
- Specialists at the district-level regularly collaborate to provide professional learning, modeling, coaching, and resources for key building staff in implementing a comprehensive tiered system of instruction and support for students. This includes both behavioral and academic support. WCPS teams will continue to expand learning – both content and participant groups – related to referral and identification, particularly as it pertains to strategies and supports to implement before considering the need for special education to ensure that under- or over-identification of students does not occur. (*artifact: Tiers of Behavioral Support*).



Linked Artifacts:

Eligibility Slides
Improvement Plan
Autism Eligibility Tool
District IEP Consideration Flowchart
Tiers of Behavioral Support

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*

As a district, WCPS has increased collaboration among our district-level special education department and the district-level instructional departments to ensure mutual understanding, common language, and consistent implementation of standards and best practices to improve our support of both special education and general education team members in these areas:

- appropriately identifying areas of need for specialized instruction/support
- developing curriculum-relevant goals that bridge skill level to grade level expectations
- designing targeted instruction that addresses the development of skills, as well as increased student independence with application and generalization of these skills across the curriculum
- using high leverage practices such as scaffolding, pre-teaching, and vocabulary development
- determining accommodations and supplementary aids and related tools that will enhance student independence and success with both skills and application of skills
- collecting and analyzing student data for the purposes of driving and adjusting instruction to meet needs
- collecting and analyzing building data for the purposes of driving and adjusting school-level processes
- ensuring that all students have authentic and equitable access to high quality initial instruction, including utilization of UDL and differentiation across the curriculum



- effectively and strategically using collaboration processes such as student support team meetings and IEP meetings to collaboratively design and deliver instruction and support for students across the curriculum
- maximizing resources, such as time, staff, curriculum materials, and intervention resources to ensure that needs are being met with the goal of supporting all students receiving special education services to meet the college and career readiness standards by grade 10.

WCPS continues to provide information, training, tools, and real-time support for co-development and co-implementation teams, including, but not limited to:

- monthly case management meetings, which have a half-day case management focus and half-day instructional content focus
- supported collaboration between special education case managers and content teachers, as a result of the school review process - starting with identification of needs and related action items and culminating in a review of the results of the action items
- sessions at district leadership meetings, monthly
- district-wide professional development, including multiple topic-specific Communities of Practice each month
- school-based professional development, as collaboratively identified with building leadership
- supported student-focused and/or school-focused collaboration, as part of IEP and related process
- modeling and coaching for individuals and/or teams, particularly for new staff and/or new students, for – at minimum – the first time handling a new situation/circumstance
- provision of tools and resources for implementation, along with necessary training and support

WCPS will expand efforts to build and maintain teams that can effectively co-implement cohesive and integrated systems of support for each student, thereby giving students access to all of the tiers within the system, including authentic access to excellent curriculum instruction.

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?

WCPS utilizes the following policies and procedures to mitigate discriminatory discipline practices for special education students. These efforts include, but are not limited to:

- All WCPS staff follow the district's discipline policy and regulations which have been revised to align with new Maryland State Board of Education regulations and Maryland law (*artifact: Student Discipline Policy and Regulation*). The Executive Directors of



Elementary and Secondary Education, the Director of Student Services, and the Supervisor of School Counseling provided professional development to all school leaders to then train their staff on implementation of these revisions, including a relationship-focused student discipline model that sets forth restorative approaches. These restorative approaches are utilized to address student conduct. These changes led to the convening of a WCPS discipline workgroup to make changes to the WCPS student misconduct referral (*artifact: Student Misconduct Referral*) and disciplinary guidelines (*artifact: WCPS Disciplinary Guidelines*), to include restorative responses to student misconduct.

- WCPS has a central office disproportionality team that meets at least two times a year. The team's purpose is to review discipline data to identify areas of concern and determine the next steps. This team includes our Associate Superintendent of Administration and Leadership, Local Accountability Coordinator, Executive Directors of Elementary and Secondary Education, Director of Special Education, Supervisor of Equity and Excellence, Supervisor of Title I, Supervisor of Special Education District Programs, Director of Student Services, Mental Health Coordinator, and Supervisor of School Counseling.
- WCPS staff have been using out-of-school suspension and expulsion data to monitor and evaluate disciplinary practices for years. In addition to reviewing and analyzing data reports provided by the MSDE, since August 2019, WCPS developed a digital dashboard, *WCPS Analytics*, to allow school and district administrators to monitor out-of-school suspension disproportionality as well as risk ratios with special education identification, placement, and disciplinary removals by race and ethnicity in real time (*artifact: Disproportionality and Special Education Significant Disproportionality*). All school administrators are trained on the use of this system annually.
- WCPS district leaders, including the Director of Special Education and other special education supervisors, provide annual professional learning to school administrators on both State disproportionality and Federal special education significant disproportionality. WCPS utilizes MSDE's October 2019 *Reducing and Eliminating Disproportionality in School Discipline Guidance Document* (*artifact*) as a resource for school administrators. WCPS leaders provide schools with Discipline Root Cause Analysis (*artifact*) materials to develop their school-based plan of action as they review and analyze MSDE provided disproportionality reports and utilize *WCPS Analytics*. The Executive Directors of Elementary and Secondary Schools require select elementary and all secondary schools have disproportionality goals and action steps in their School Improvement Plan. WCPS principals are encouraged to attend all state webinars regarding disproportionality, including the January 2021 webinar titled *Addressing Disproportionality: A Focus on African American Students and Students with Disabilities*.
- The Director of Special Education holds individual meetings with the principals of all schools to discuss the special education disproportionality list and strategies to eliminate significant disproportionality. The Director of Special Education also developed a Comprehensive Coordinated Early Intervening Services (CCEIS) grant-funded plan to identify and address the root causes of disproportionality for both special education students as well as other groups who have also been affected by discriminatory discipline practices. These include students who qualify for free and reduced-price meals and non-white students.
- WCPS leaders in both the Office of Special Education and the Office of Equity and Excellence provide schools identified as needing support in disproportionality with an Equity Lead Teacher (ELT) assigned to the building (*artifact: Equity Lead Teacher Job Description*). Currently, Springfield Middle School and Williamsport High School share



an ELT. These two schools were identified as having the most disproportionality in achievement and discipline for African American students who receive special education services. The ELT supports teachers in their work with students experiencing behavioral challenges at the point of error, proactively supports students with goal setting, and supports staff with implementing specific strategies and practices individualized for these students and their specific needs. This includes social-emotional strategies and restorative practices. Additionally, schools may choose to have a teacher serve as an Equity Coach (*artifact: Equity Coach Job Description*) to offer professional development to staff related to improving school climate and reducing disproportionality.

- WCPS administers a Social Emotional Learning survey for students and staff to collect data around topics that include, but are not limited to, teacher-student relationships, belonging, and school safety. Data from the survey is analyzed and disaggregated to explore root causes related to student conduct, monitor current practices, and inform school improvement planning. Schools participating in the survey have access to resources to develop school specific plans related to identified needs.
- WCPS provides an array of annual professional learning to staff including, but not limited to implicit bias training, SEL/equity training, resiliency, trauma informed, restorative practices, Adverse Childhood Experiences, Life Space Crisis, Positive Behavior Interventions and Supports, and Crisis Prevention Institute.
- WCPS staff participates with all MSDE sponsored events including the January 2021 *MSDE Regional Disproportionate Discipline Collaborative* and the February 2021 *MSDE Root Cause Analysis II Workshop*.
- In summer 2022, WCPS adjusted the process for students to be placed in the alternative school. A School-Based intervention Pathway was created as an internal document for schools to use to support students. The pathway includes a flow-chart for use by school teams (*artifact*). Home schools can utilize this pathway when students demonstrate chronic, severe behaviors that interfere with the learning environment. The process is initiated at the home school level and is a progressive process that may lead to but does not guarantee enrollment at our alternative school. Interventions, goal setting, data gathering, and meetings are a part of the process and are used by a committee of WCPS staff to make decisions.

Linked Artifacts:

Student Discipline Policy and Regulation
Student Discipline Policy and Regulation-revised
Disciplinary Guidelines
Disproportionality and Special Education Significant Disproportionality
Discipline Root Cause Analysis
Equity Lead Teacher Job Description
Equity Coach Job Description
Reducing and Eliminating Disproportionality in School Discipline Guidance Document
School-Based Intervention Pathway Flow Chart



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)
1701	Bester Elementary School	Y	Y
1002	Eastern Elementary School	Y	Y
2602	Hickory Elementary School	Y	Y
0190	Jonathan Hager Elementary School	Y	Y
2601	Lincolnshire Elementary School	Y	Y
1802	Pangborn Elementary School	Y	Y
0328	Ruth Ann Monroe Primary School	Y	Y
2503	Salem Avenue Elementary School	Y	Y

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.

Currently, WCPS has a full time Community School Specialist in each community school. Success recruiting and staffing these positions is attributed to the following:



- Recruitment through communication with staff within the district regarding the need for Community School Specialists through social media, job posting emails (sent to all staff every time there are job openings), and word of mouth (*artifact: Community Schools Specialist Job Posting*).
- The Human Resources Department communicated the opportunity by first posted internally and then externally. WCPS has recruited successful candidates based on our efforts to effectively communicate the role of Community School Specialist. The communication of the Community School Specialist's role has been shared in WCPS meetings, professional development, and communication efforts in our community schools.
- Staff eligibility criteria were modified through removal of the school counseling endorsement required in the initial postings. As a result of the removal of the endorsement, a greater number of interested candidates were able to qualify for the position.
- WCPS Human Resources Department collaborates with school leaders to best match the candidate to the school. Candidates are interviewed by school staff along and a Central Office staff member. Interview questions were vetted by Human Resources and responses were reviewed and scored by the interview team and then candidate were matched based on school needs and candidate strengths, and subsequently offered the position through Human Resources hiring protocol.
- Community School Specialists take part in monthly professional development opportunities and/or meetings are provided to support staff members as they are acclimated to the school and to ensure compliance with the grant (*artifact: Community Schools Monthly PD*).
- Four of Community School Specialists and two district representatives attended a National Family Engagement Summit presented by the National Association for Family, School, and Community Engagement (NAFSCE) in October 2022 (*artifact: National Family Engagement Summit Certificate*).

Linked Artifacts:

Community Schools Specialist Job Posting
Community Schools Monthly PD 11.11.2022
Community Schools Monthly PD 1.13.2023
National Family Engagement Summit Certificate

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.

Currently, all WCPS community schools have an assigned Registered Nurse (RN) that is available during school hours. When a vacancy occurs, WCPS works with the school health



contractor to provide coverage with an RN until the position can be filled. Activities outside the regular school day are covered through the following process to ensure coverage at extended learning activities and family engagement activities:

- School requests the RN assigned to the school to stay for the additional hours.
- School requests other RNs within the county to cover the activity(s).
- School requests other healthcare personnel such as Licensed Practical Nurse (LPN) or Certified Medication Technician (CMT) to cover the activity(s).

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
Hagerstown Community College	Provide adult education classes for English Learner and GED	Salem Avenue, Hickory, and Pangborn Elementary Schools	K-5	Adults	Existing	2021- Current
Girls Inc of Washington County	Provide programming to students for extended learning activities. Provide transportation to students for extended learning	Salem Avenue Elementary School	Pre-K - 5	Students	Existing	2021- Current
Boys & Girls Club	Provide programming to students during extended learning	Salem Avenue and Pangborn Elementary Schools	Pre- K - 5	Students	Existing	2021- Current

WCPS has additional Community Partners but is unable to list them in this table.
Please see the linked document for the (and just-as-important) partners.



[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.

N/A

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
Marjorie Sharkey	Behavioral Health Services Coordinator	Coordinates existing behavioral health services and referral procedures for behavioral health and wrap-around services for students. Develops plans for the delivery and expansion of behavioral health and wrap-around services. Provides professional development for staff to enhance the well-being of students; support, consultation, and oversight for staff engaged in behavioral health services to students.

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.

WCPS has had a behavioral health coordinator (BHC) on staff since July 2019 (*artifact: Job Posting: Mental Health Coordinator*). The position has been continuously filled with highly qualified professionals.

- When WCPS has a vacancy for this position, or any other administrative position, the WCPS Human Resources Department initiates the recruitment efforts. This includes promptly posting the job opportunity for both internal and external qualified candidates to apply.



- After the posting closes, Human Resources staff arrange interviews with the candidates and create an interview panel that includes key school system personnel.
- Interviews are conducted, the best candidate is selected, and the recommendation for hire is made to human resources, who then proceeds to complete the process and make the offer to the successful candidate.
- Retention strategies include monthly meetings between the BHC and their supervisor, as well as separate monthly meetings with the MSDE Director of School Mental Health Response Program and other BHCs throughout Maryland, to provide opportunity for dialogue, feedback, to discuss successes, and to brainstorm potential solutions for challenges.

Linked Artifacts:

[Job Posting: Mental Health Coordinator](#)

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 challenges WCPS experiences in meeting student's behavioral health needs include: lack of transportation for families to access services, uninsured or under-insured students, limited resources in the community, access to services in school and the community, difficulty recruiting independently licensed/experienced school system clinical staff; stigma; increase in K-5 behavioral health needs; limited level of care options for high risk/ aggressive students; parental involvement; and meeting the continuing training needs of staff. During the summer months, outside providers continue services. If students are referred to Student Services by WCPS staff during the summer due to behavioral health concerns, Student Services staff work with home school staff and family to coordinate outside community resources. An additional challenge is that due to summer schedules, parents/guardians are not always able to consistently follow through with continuity of services.

The strategies WCPS uses to overcome these challenges include:

- Transportation: Grab-a-Ride is a service WCPS funds through the Safe Schools Fund grant to supply transportation for students to mental health appointments. This is particularly important in the summer when students cannot always be seen at school for school-based mental health services.
- Insurance or financial barriers: WCPS has grant-funded behavioral health services available to students without insurance, under-insured or facing other barriers (*artifact: Mental Health Grant Based School Coverage*). Four mental health counseling agencies and one substance abuse counseling agency provide services through grant funding.
- Limited resources in the community: WCPS is actively advocating, meeting with local service providers, taking part in and planning summits with community partners, working



with the Local Addiction Authority (LAA) and the Mental Health Authority (MHA) to determine gaps in care and communicate those to funding and regulatory sources.

- Access to services in school and the community: Maintaining and expanding legal agreements with providers so that students can receive services in school. Current memorandum of understandings (MOU's) encompass mental health counseling, substance abuse counseling, applied behavior analysis (ABA) providers, mobile crisis, case management and mobile treatment. WCPS has twenty-nine active MOU's (*artifact: Approved Behavioral Health MOU List*). WCPS offers wrap-around services, crisis services, substance abuse services, ABA, and mental health counseling. WCPS has worked to increase mental health staff and behavioral programming from 64 staff in 2018-2019 to 84 in 2022-2023 (not including Engage staff, school psychologists, or special education social workers).
- Difficulty recruiting independently licensed clinical staff: WCPS created and hired a social work specialist to provide clinical supervision so staff can achieve a higher level of licensure and increase clinical skills. This position also covers open positions, provides troubleshooting, and delivers professional development.
- Increase in behavioral health needs of K-5 students: WCPS has expanded the Engage Program, added Board Certified Behavior Analysts (BCBA's) and social workers, increased professional development, worked with the MHA to identify, and communicate community resources to referring staff.
- Stigma: WCPS hosts a mental health fair with stakeholder involvement and works with community partners to offer community events supporting needs; school staff who work directly with students have opportunities to engage in professional development to support the understanding of student's needs and how to address those as well as who to direct the student to for support in WCPS. This professional development for staff includes, but is not limited to, Trauma-Informed Care, ACES and Youth Mental Health First Aid (*artifact: Mental Health Fair Flyer*).
- Limited level of care options for high risk/aggressive students: Increased training for staff on safety plans and risk evaluations; advocacy with local and state organizations; increase behavioral health staffing in schools with the addition of social workers and BCBA's.
- Parental Involvement: Staff that target building relationships with parents through phone call, emails, meetings, home visits and events include community school specialists, social workers, counselors, student intervention specialists, pupil personnel workers, and administration.
- Meeting the continual training needs of staff: All staff receive training bi-annually on bullying/harassment prevention and intervention, suicidal ideation prevention and awareness and handle with care. Additional professional development is offered throughout the year after school hours for extra pay on the following topics: Crisis to Calm, De-escalation Strategies, Forward Facing Professional Resilience, Functional Behavior Assessment/Behavior Intervention Plan, Neurodiversity, SafeTALK, Supporting LGBTQ Students, Trauma Education for Professionals, Understanding Adverse Childhood Experiences, Verbal Judo, and Youth Mental Health First Aid.
- The social work specialist, Behavioral Services Coordinator and BCBA's provide on-site collaboration and training. Employees can access robust summer learning opportunities for extra pay funded from grant funds.



- Using the School Health Performance and Assessment System (SHAPE), through the Maryland Center for School Mental Health, to improve services.

Moving forward, WCPS will continue to maintain and establish additional community partnerships to support students and families. WCPS will continue to assess student needs and use that information to plan for professional development opportunities to address the ongoing behavioral health needs of students. WCPS continues to evaluate the need for additional behavioral health. The Director of Student Services, School Health, and School Counseling communicates needs with WCPS senior leadership and job postings are created as needed.

Linked Artifacts

Mental Health Grant Based School Coverage
Approved Behavioral Health MOU List
Mental Health Fair Flyer

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.

WCPS utilizes a variety of methods to identify and respond to a student who has a behavioral health need. These methods include, but are not limited to:

- Counselors and social workers, through parental consent for access and communication forms and releases of information forms, follow up with service providers to ensure services have been provided and if additional services are needed.
- Students can access their school counselor in the school counseling center at each school. Students can also access their school counselor through self-referral form available as a paper appointment request form, through Google Classroom, or a QR code (created by each school for each counseling department and posted throughout the school) (*artifacts: Sample Counselor Request Google Form, Student Counselor Request Paper Form*).
- The Behavioral Health Services Coordinator maintains a mental health and wrap-around tracking document not only to ensure services were received, but to find trends and pinpoint future needs. Surveys monitor the delivery of services from grant providers.
- Through professional development offered to staff (*question 151*), staff are better able to recognize a student may need behavioral health services and refer them to the appropriate school staff.
- Staff can refer a student to the Student Support Team at their school.
- Student Assistance Program (SAP) referral (*artifact: WCPS SAP Referral*) for substance abuse concerns involves a partnership with the local Health Department and SAP teams at every secondary school to identify and respond to students with substance abuse concerns. Students and/or staff may complete a SAP referral for any student enrolled in WCPS.



- Behavior Intervention Plan fidelity checks have been instituted in Engage Programs (Elementary Behavior Support Programs).
- WCPS has staff trained in clinical risk evaluation for threat assessments who can provide additional support and connection to resources for students.
- WCPS has enrolled with the SHAPE system to explore how to conduct more behavioral health screening and needs assessments. The Maryland Center for School Safety and WCPS' Mental Health Committee are exploring how to implement universal screening beyond the systems already in place given the logistical and legal hurdles.
- Parents can request connection to community partnership services through the school counseling departments.

Linked Artifacts:

WCPS SAP Referral
Sample Counselor Request Google Form
Student Counselor Request Paper Form

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.

WCPS has behavioral health services available to students through a several community partners including:

- Grant based mental health counseling: This counseling is funded by WCPS through grants. There are four agencies through these grants that provide mental health counseling year-round to students.
- Grant based substance abuse counseling: WCPS has grant funds that are used to work with one agency that works with students identified as having emerging substance abuse concerns.
- WCPS has twenty-nine MOUs with community partners for the following services: Mental health counseling, substance abuse counseling, mentoring, family support, case management, behavior analysis, mobile crisis, and mobile treatment.

WCPS provides student access to behavioral health services at the school-level through the following:

- WCPS currently employs seventy-one school counselor positions. These staff members provide tier 1 and tier 2 interventions. Every school has at least one full-time school counselor.
- WCPS currently employs thirty-four social worker positions. These staff provide tier 2 and 3 interventions. Sixty percent of the social workers are clinical social workers licensed at the independent level (LCSW-C's).
- WCPS currently employs five Board Certified Behavior Analysts positions who are assigned to clusters of schools and provide tier 2 and tier 3 behavioral support.



- WCPS currently employs ten School Psychologists positions who provide assessments for identified students.

Linked Artifacts:

154. Family Engagement in Supporting Student's Behavioral Health: How does the LEA engage families in identifying and providing behavioral health supports for students?

WCPS utilizes a variety of efforts to engage families with identifying and providing behavioral health supports for students. The efforts include, but are not limited to:

- A mental health fair – both virtual and in-person programming which includes events for students and families. The event includes opportunities for student service-learning, poster contest, service provider tables, prizes, and activities. Students are and will continue to be a part of the event planning process.
- The WCPS Special Education Department hosts a fair for families each year to share services and supports that are available for students with disabilities.
- WCPS has a staffed Family Support Resource Center (<https://sites.google.com/wcps.k12.md.us/special-education-parent-port2/family-support-resource-center>) and an online resource, Special Education Parent Portal (<https://sites.google.com/wcps.k12.md.us/special-education-parent-port2/home>) available to families. Resources available through the center and portal include: behavioral health, birth to K resources, category of services, distance learning, Individualized Education Plan, school records, transition, graduation requirements, and specialized programs.
- The Special Education Department hosts monthly meetings for parents and families through the Special Education Citizens Advisory Committee (SECAC). These meetings provide an opportunity for families to have questions answers, to meet staff, and to learn more about district processes and resources. WCPS is co-hosting a special education fair with the SECAC on March 25 to provide information on supports to families (*artifact: SECAC flier*).
- WCPS has an agreement with our local department of social services that provides a Family Support Specialist who support our elementary schools in working directly with parents/legal guardian and the school to support student, attendance, and behavioral student needs. The specialist also connects parents with community agencies for supports as needed.
- WCPS communicates and collaborates with families through school counselors, clinical social workers, student support teams, and student assistance program staff provide communication with families to support student's behavioral health needs. These systems support linking students and families with community partners based on needs.
- WCPS collaboratively plans community events to support students/families. The events address specific needs of communities and other times address global needs of our community. Events are shared via school and system messaging to invite families and students. The community events cover a variety of topics including hospice support, parent support, mental health awareness, suicide prevention and other topics needed for support.



Linked Artifacts:

SECAC Flier

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.

- WCPS utilizes the Vector Solutions Training Platform that has required trainings for every staff (*artifact: WCPS Vector Trainings 22-23*) This system has an embedded tracking feature that ensures completion of trainings by specified timelines for each employee. Employee supervisors are notified by email when employees have not met their training deadline so the supervisor can follow up with the employee to ensure completion. All staff complete bullying and harassment prevention as well as protocol/procedures if a student reports bullying. All staff complete suicide prevention and education training to support students. The platform also provides training on child abuse and reporting procedures.
- Special education and student services supervisors monitor the completion of specialized trainings such as Crisis Prevention Institute (CPI) and Ukeru. Train the trainer models are implemented whenever possible and since the 2022-23 school year each elementary school with behavioral programming has an employee at each site who is a CPI trainer. Trauma training is a pre-requisite for CPI certification. Employees working with behaviorally challenged students are mandated to complete the training and maintain certification.
- Youth Mental Health First Aid, Adverse Childhood Experiences (ACES), Trauma for Educators Series and other training mentioned in Question 151 and 152 teach staff how to recognize and respond to behavioral health challenges and connect students to professional staff.
- All staff receive annual in-person training and receive training documentation on Suicide Prevention and Awareness, Handle with Care, and Bullying and Harassment Prevention and Awareness.

Linked Artifacts:

WCPS Vector Trainings 22-23



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.

N/A

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
Girls Inc.	Community Partner who provides after school and family engagement supports to our Community Schools.	Weekly
Boys & Girls Club	Community Partner who provides after school and family engagement supports to our Community Schools.	Weekly
WCPS Division of Curriculum	All Instructional Supervisors and Content Specialists review instructional data and provided professional learning to principals, lead teachers, teachers, and instructional paraprofessionals on a monthly basis.	2x/month
Staff from Community Schools	Serving on a team to work to continue to refine and identify supports, strategies, and next steps for supporting students and ensuring they have resources to be successful.	2x/month
Representatives (staff and parents) from non-community schools	Serving on a team to work to continue to refine and identify supports, strategies, and next steps for supporting students and ensuring they have resources to be successful.	1x/month beginning summer 2023
WCTA Board of Directors	Meets quarterly with WCPS Executive Leadership staff to share instructional feedback and provide solutions.	1x/quarter
WCTA and WCPS ESP Representatives	Meet monthly with the WCPS Senior Leadership Team to share instructional feedback and provide solutions.	1x/month
Community stakeholder (parents, guardians, community members, staff, and students)	Completed survey and provided feedback on initial draft plan.	One time, with additional surveys planned for the future

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.

WCPS has Author Teams (*artifact*) comprised of WCPS employees. Input from Blueprint Focus Groups, the WCPS Stakeholder Survey, Lead Teacher meetings, School Principal Leadership Meetings, Information Nights, local businesses, parents, and stakeholders was incorporated in the WCPS Blueprint Implementation Plan. The final authorship was the responsibility of the WCPS Blueprint Committee (listed below). The work of each WCPS Author Team was overseen by members of the WCPS Blueprint Committee.

Linked Artifacts:

[WCPS Author Teams](#)

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
Dr. David Sovine	Superintendent of Schools	
Dr. Gary Willow	Assistant Superintendent for Curriculum and Instruction	
Dr. Jennifer Webster	Assistant Superintendent for Supervision and Leadership Development	
Dr. Jana Palmer	Executive Director for Elementary Education	
Dr. Heath Wilcox	Executive Director for Secondary Education	
Dr. Kara Burhans	Strategic Initiatives Coordinator	
Mr. Matthew Semler	Principal: Jonathan Hager Elementary	
Mrs. Jenny Ruppenthal	Principal: Hancock Middle/Senior High School	



Ms. Amanda Mulledy	Principal: Clear Spring High School	
Mrs. Carol Mowen	Teacher: Boyd J. Michael III Technical High School	
Ms. Sarah Kendrick	Social Worker: Salem Avenue Elementary School	
Ms. Shelby Wallace	Teacher: Western Heights Middle School	
Mr. Neil Becker		Washington County Teachers Association

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.

- WCPS formed five focus groups during the summer of 2022 for input and review of aspects of the plan: Supplemental Instruction, Early Childhood, Pathways, District Courses, and Grading. Each committee had teachers, principals, and community stakeholders in its membership (*artifact: Blueprint Focus Groups*). Additionally, Blueprint information and input on the plan has been solicited at monthly principal and lead teacher meetings, as well as through stakeholder information nights (*artifact*) and a stakeholder feedback survey (*artifact*), stakeholder feedback survey results (*artifact*). Information on the Blueprint and the Blueprint Plan was shared at monthly leadership meetings and in weekly internal information transmittals to all school administrators to then share with their staff.
- Blueprint information was shared regularly at monthly principal and lead teacher meetings (*artifacts: Blueprint LT Meeting, Blueprint Jeopardy, Principals and Teachers*).

Linked Artifacts:

Blueprint Focus Groups
Blueprint LT Meeting 2.8.2023
Blueprint Jeopardy 2.8.2023
Principals and Teachers 12.16.2022

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?

See response for question 159.

Additionally, the Strategic Initiatives Coordinator created a document for all staff and stakeholders collaborating on the plan to reference as a 'one-stop-shop' (*artifact: Blueprint Timeline*). That document included all supporting documents, FAQs, technical assistance, links



to meetings and meeting information, timelines, and templates. The Blueprint Tracking Sheet (*artifact*) was used to internally score, review, and provide feedback to author teams. Deadlines were established and regularly communicated. Regular meetings were held with author teams. Submission for initial draft was due on 1/11/2023. The Blueprint Team listed in question 158 met on 1/13/2023 to review the document and criteria for success and provided feedback. The author teams then reviewed feedback, met, made edits and improvements, and resubmitted the document for internal review on 1/27/2023 prior to submission to AIB and MSDE on 2/3/2023.

Linked Artifacts:

WCPS Blueprint Timeline
WCPS Blueprint Tracking Sheet

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.

- WCPS initially engaged community groups at large during the 2021-2022 school year through sharing at Board of Education meetings and local leadership meetings with principals and county commissioners. When the Strategic Initiatives Coordinator was hired on 7/1/2022. The strategic Initiatives Coordinator published a survey to the entire LEA and stakeholders for applications to work on Blueprint Focus Groups (*artifact and Focus Groups artifact in question 159*). All community members who applied to participate were accepted. All applicants accepted to serve on a focus group received an email with a link to accept or reject serving on the committee (*artifact: Focus Group Acceptance*).
- The WCPS Supervisor of Equity and Excellence, Supervisor of EL, and Supervisor of Special Education were involved in both writing and reviewing the implementation plan. One of the members of the Blueprint Committee (question 62) is a special education teacher.
- The Associate Superintendent for Curriculum and Instruction presented information to Washington County Board of Education Curriculum and Instruction Committee members on January 13, 2023. Members of WCPS senior Leadership and the Strategic Initiatives Coordinator presented to the Washington County Board of Education on February 21, 2023, at a Business Meeting.
- The WCPS team shared Blueprint information with Leadership Washington County, an organization focused on strengthening county leadership and connections (<https://leadershipwashingtoncounty.org/>) on November 2, 2022 (*artifact*).



- WCPS staff were invited to present at a scheduling information session at Clear Spring High School on February 2, 2023, where Blueprint information was shared as well as information on the survey and resources available for more information (*artifact*).
- WCPS solicited stakeholder feedback through hosting information sessions on February 16, 27, 28, 2023 (*artifact*).
- Washington County Public School leaders visited GHC's monthly meeting this February to present and request GHC member feedback on their newly drafted MD Blueprint Implementation Plan. They elaborated on the Maryland Blueprint for Maryland's Future legislation that requires all MD schools to provide their own Blueprint implementation plan by early March. WCPS recently completed their draft plan and are touring the community and asking for citizens feedback on the draft before submitting a final version to the State. (February 24, 2023 website: <https://www.greaterhagerstown.com>).
- WCPS provided a survey to stakeholders. The survey was available for input through March 12, 2023 (the form stated March 3rd, however the link remained open through March 12). The survey link was a banner on the WCPS website from February 16, 2023-March 3, 2023. The link was shared with principals through weekly communication for them to share with communities, was directly emailed to the WCPS Blueprint Focus Group members, was shared on WCPS social media sites, and was referred to in an article by the local newspaper, The Herald Mail. WCPS used feedback from the survey to make final edits to the document. Most of the feedback was already supported by the draft plan, or will be feedback that will be required in future Blueprint submissions (i.e. additional details on Career Ladder).

Linked Artifacts:

Blueprint Focus Group Application
Focus Group Acceptance
Leadership Washington County
Clear Spring High School
Information Sessions
Greater Hagerstown Committee
Stakeholder Feedback Survey
Stakeholder Responses

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 monitoring team is the same as the Blueprint Team in question 158. This team oversees staff that are responsible for working on project management, curriculum, leadership, and communication. The Strategic Initiatives Coordinator will coordinate all aspects of monitoring the Blueprint and overseeing revisions and amendments. WCPS will hold regular meetings to review targets, plans, and management of the Blueprint implementation. Meetings with principals, lead teachers, building level leadership, community groups, stakeholders, and the Board of Education will be held regularly.



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
Dr. David Sovine	Superintendent of Schools	WCPS Senior Leadership
Dr. Gary Willow	Assistant Superintendent for Curriculum and Instruction	WCPS Senior Leadership
Dr. Jennifer Webster	Assistant Superintendent for Supervision and Leadership Development	WCPS Senior Leadership
Dr. Jana Palmer	Executive Director for Elementary Education	Central Office Administration
Dr. Heath Wilcox	Executive Director for Secondary Education	Central Office Administration
Dr. Kara Burhans	Strategic Initiatives Coordinator	Central Office Administration
Mr. Matthew Semler	Principal: Jonathan Hager Elementary	School Based Administration
Mrs. Jenny Ruppenthal	Principal: Hancock Middle/Senior High School	School Based Administration
Ms. Amanda Mulledy	Principal: Clear Spring High School	School Based Administration
Mrs. Carol Mowen	Teacher: Boyd J. Michael III Technical High School	Teacher
Ms. Sarah Kendrick	Social Worker: Salem Avenue Elementary School	Teacher
Ms. Shelby Wallace	Teacher: Western Heights Middle School	Teacher
Mr. Neil Becker	President	Washington County Teachers Association

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 School Board in WCPS is not required to approve the plan. The plan was presented to the Board on 2/21/2023 at a regular meeting (*artifact: BOE Meeting Slides 2/21/2023*). Information on the Blueprint has been shared regularly with the local Board of Education (*artifacts*).

Linked Artifacts:

BOE Meeting Slides 6/21/2022
BOE Meeting Slides 7/19/2022
BOE Curriculum & Instruction Committee Slides 2/17/2023
BOE Meeting Slides 2/21/2023

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.

Over the last year, WCPS has been worked with departmental staff to ensure that all expenses are coded to the building level where the expense is realized. This process will provide the data necessary for the Finance Department to establish building level budgets at the category level and matched to major aid programs.



As the FY2024 budget is being established, senior staff have been analyzing how our current expenses align to the Blueprint funding model and are making modifications so that we can begin to shift funding as required and be fully prepared to be compliant by fiscal year 2025.

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)