

CONSOLIDATED PLAN TEMPLATE

Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan

Maryland State Department of Education

200 West Baltimore Street
Baltimore, Maryland 21201

Deadline

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

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Instructions

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

LocalESSAConsolidated.msde@maryland.gov.

For questions or additional information, please contact:

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Cover Page (1 page)

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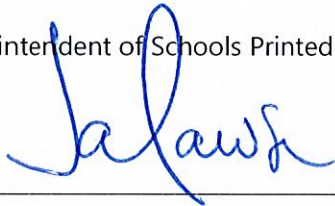
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Jeffrey A. Lawson, Ed.D.

Superintendent of Schools Printed Name



Superintendent of Schools Signature

12.12.22

Date

12.12.22

Date

Executive Summary (2 pages)

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

***Our Vision:* To educate and empower every Cecil County learner through equitable opportunities to build and strengthen our community.**

Our Mission: CCPS serves equitably through positive relationships in a safe, collaborative community. We will ensure all learners acquire the knowledge, skills and qualities to be responsible and caring citizens.

Cecil County Public Schools seeks to continuously enhance our understanding of how to support students, both academically and behaviorally, through equitable, proactive, culturally responsive and trauma-informed practices. The existence of the CCPS Multi-Tiered System of Supports (MTSS) framework is based upon the understanding that all students are capable of learning and that some students will need and benefit from additional layers of support and intervention in order to achieve their personal best. CCPS MTSS takes a systematic, integrated approach to supporting student success in the areas of academics, behavior and social-emotional learning. This framework requires collaboration among all stakeholders and a commitment among educators to intentionally make use of data and universally designed instruction to ensure equitable access to rigorous and appropriate learning for all students through evidence-based teaching strategies.

The primary function of the CCPS MTSS process is to:

- Ensure that a common-language and common-understanding exists around the rationale for and the purpose and expected outcomes of implementation
- Clearly identify who has the responsibility for the supports/interventions that will be implemented
- Provide sufficient support to ensure that implementation plans and timelines can be achieved
- Identify implementation expectations of school based teams
- Develop a systemic support system for the development, implementation and monitoring of school-based MTSS plans.

Cecil County Public Schools has selected Literacy, Mathematics and Special Education as areas of focus.

Literacy: According to Acadience benchmark data in reading, there is a pronounced difference in pre- and post-pandemic scores, particularly in grades 1 and 2.

Acadience BOY benchmark data for Grade 1:
 18-19 - 54%
 19-20 - 57%
 20-21 - 69%
 21-22 - 70% (84% are students w/ disabilities, 67% are students without disabilities)
 22-23 - 68% (65% are students w/ disabilities, 87% are students without disabilities)

Acadience BOY benchmark data for Grade 2:
 18-19 - 46%
 19-20 - 45%
 20-21 - 57%
 21-22 - 58% (85% are students w/ disabilities, 52% are students without disabilities)
 22-23 - 58% (74% are students w/ disabilities, 55% are students without disabilities)

In the state of Maryland, 46% of first grade students were identified as “At Risk.” In Cecil County, that number is 69%. Students with disabilities and those who are economically disadvantaged have not demonstrated the same growth in literacy achievement as other groups.

In our secondary schools, a particular area of concern is sixth grade reading performance, as measured by the NWEA MAP assessment. Pre and post pandemic differences in data are most pronounced, and teacher turnover has

occurred in five out of six of our middle schools. NWEA scores from Fall 2019 to Fall 2022 have declined by an average of 3 points. The average Fall score for SWD is 188, twenty-two points below the national norm of 210. However, this disparity is consistent with pre-pandemic data. Learning loss is evident in African American RIT scores (2019-202; 2022-199) and students who are economically disadvantaged (2019-202; 2022-199).

Root causes have been identified as loss of instructional time during the pandemic, teacher turnover, the increased need to provide social/emotional support that may take time away from curriculum implementation, access to grade level instruction as a result of lowered expectations for student learning/participating and changes to instruction (e.g., teachers have been using an interactive read aloud structure rather than evidence-based practices such as choral and partner reading in the elementary classrooms and PALS and reading guides in the secondary classrooms).

Mathematics: Data sources, including NWEA MAP assessment scores, MCAP scores and Acadience benchmark data indicate the need to continue to prepare all students for the next level of mathematics, while maintaining focus on targeted groups demonstrating the largest gaps. As of Fall 2022, 37% of fourth and fifth graders were below the national average in their RIT score, while 40% of third graders fell in that range. Similarly, the Fall 2022 Acadience Math benchmark, which measures readiness to learn subsequent grade level standards, indicates a similar need with 42% of 5th graders and 51% of 4th graders scoring below average. The analysis of the Spring 2022 MCAP raw score data indicates that we are at or slightly below the state average.

Secondary mathematics will also use historical data. Based on the historical MCAP data, local assessment data, and MAP (NWEA) data, most of our students receiving specialized services, our students with limited English language proficiency, and our struggling learners, were not reaching proficiency.

The root cause is largely attributed to the interrupted learning that occurred due to the pandemic. However, there have been inequities in student data prior to the pandemic. Upon further analysis, several other factors impact student achievement. These factors include student absenteeism, lack of support at home, especially in schools with large percentages of students qualifying for FARMS, and teacher efficacy in teaching mathematics. Additionally, the language of mathematics has been a barrier for children to become proficient at mathematics, particularly in schools with large groups of EL students and those who are economically disadvantaged.

Special Education: Analysis of MCAP data supports special education as an area of focus. Students with disabilities consistently underperform the system average for proficiency, and the percentage of students achieving proficiency levels of 4 and 5 is significantly less than the system average. On the 2019 administration of the MCAP test, SWD under-performed non-disabled peers. In ELA in grades 3-5, 15% of SWD achieved a proficient rating. For grades 6-8 in ELA, 18.9% achieved a proficient rating and in Grade 10, 19.1% achieved proficiency. In Math, 16.5% scored at the proficient level in grades 3-5. In grades 6-8, 14.8% of SWD achieved proficiency and on the MCAP Algebra assessment, 20.6% achieved a proficiency rating. These scores are well below the county average and justify special education as an area of focus.

Root causes have been identified as fidelity of implementation of evidence based reading and math interventions, lack of accuracy on student IEPs regarding present level of performance, students entering school with a lack of background knowledge and foundational skills, and special educator teacher retention/turnover.

Needs Assessment

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

Needs Assessments for each of the entitlement grants were completed. Common themes emerged, including the need for supporting academic performance, college readiness, enrichment, social/emotional well-being, new teacher support and teacher retention. Our disaggregated data indicate disproportionality in academic performance in reading and math, particularly for students with disabilities, English Learners' performance in mathematics, and African American reading scores. Disproportionality is also evident in the identification of elementary and middle school students as Gifted/Talented, and enrollment of high school students in Honors and Advanced Placement courses.

In non-academic areas, data indicate disproportionality among most demographics in regards to chronic absenteeism, Office Disciplinary Referrals and suspensions from school.

Teacher retention rates have been reviewed and data indicate that the schools with the highest teacher turnover are likely to be Title I schools with higher non-tenured and conditional teachers.

Cecil County Public Schools has dedicated entitlement funds and Maryland Leads funds to address these areas of need.

Evidence of Impact

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

When looking at historical data and instructional programming, growth on NWEA MAP Growth scores, peaked from Fall of 2016 to Fall of 2017. Grade 2 scores increased 14 RIT points (170 to 184) and Grade 3 scores increased 26 RIT points (170 to 196). Two variables changed during the 2016 - 2017 school year: curriculum and coaching support. Elementary transitioned to Bookworms 2017 and contracted curriculum based coaching support through the Professional Development Center of University of Delaware.

The third grade class experienced the largest amount of growth over time up until eighth grade on NWEA MAP, whereas the second and first grade classes were unable to sustain comparable growth over time. The third grade teachers received three years of curriculum-based coaching and four years of face-to-face county and school based professional development with one year of face-to-face writing PD from Towson University. The second and first grade classes over time had lesson coaching and face-to-face professional development.

During the first two to three years of implementation, three 45 minute blocks of tier 1 instruction was provided with few interventions. Over time, competing priorities have impacted the 45 minute blocks of time and students have received more intervention program instruction where students are removed from grade level core literacy instruction.

In order to accelerate learning, three 45 minute literacy blocks--shared reading, English Language Arts, Differentiated Reading Instruction--must be a part of each school's Master Schedule. In person professional

development with curriculum-based coaching support must be provided and appropriate tiered supports provided for students at risk, including students with and without disabilities, while tiered supports for students with disabilities must be prioritized.

Across grade levels (6-8) Winter NWEA scores peaked in 2018 and 2019. During the 2017-18 school year, CCPS rolled out a new curriculum that emphasized reading volume and evidence based practices. Furthermore, highly effective teachers were strategically scheduled in 6th grade to provide students with a solid foundation for middle school. Since then, pandemic related learning losses have resulted in decreased scores across grade levels, and especially in 6th grade (Winter 2018- 216; Winter 2022- 209).

Declines in Fall data from 2018 to 2022 influence Winter data because the growth target for 6th graders is 3 points, regardless of where they start in the Fall. During the first year of curriculum implementation (2017-2018), sixth graders receiving free and reduced meals had an average RIT score of 206 in the Fall and 212 in the Winter. In the Fall of 2021, the average RIT score for FARMS students was 199, and the Winter score was 203.

Because Fall scores are lower, both across the 6th grade population and among subgroups, we must look to what worked to improve student learning in the past (2017-18) to accelerate student learning in the present. Teachers tend to focus on a 3 point growth target because that is the standard by which they will be evaluated (SLOs). We need to refocus on consistent implementation of evidence based practices to ensure that all sixth grade students are capable of grade level expectations. Furthermore, 6th grade teachers need opportunities to collaborate, both within buildings and across the district, to share best practices and maintain high expectations for all students. District leaders may encourage building leaders to evaluate their sixth grade teams and make sure that their strongest teachers are assigned to this grade level.

In mathematics, it will be critical for data informed instruction to occur. To facilitate this the elementary math coordinator and elementary principals and assistant principals have scheduled data days for teacher teams. These days are utilized to review formative and benchmark student data as well as student work and make appropriate adjustments to instruction.

There is gathering evidence to support the increase in student achievement when working with tutors. As a result of hiring additional tutors in each of our elementary schools, the county has taken a more active role in their success, including training and observing. The Instructional Coordinator for Elementary Mathematics and the Elementary Math Instructional Coach also meet with tutors more frequently than previous years. We have learned that not interacting with tutors will not achieve the results for students we need.

Professional development has centered on math content-specific instruction. As a system, we are focusing on Marzano's strategies as a focal point for county and school-based professional development. Cecil County continues to focus on the use of learning trajectories to assist with Tier 2 instruction. The use of learning trajectories allows us to narrow our focus to the major content standards that are foundational to algebraic success.

Lastly, we have purchased supplemental math materials to be used with our neediest students. We know that moving slower in grade level content without attacking missing skills is not successful. Our goal is to use these materials to address those gaps.

We are using the following to measure and address learning loss at the secondary level:

Spiral review themes: Each marking period will address 2 to 3 key underpinnings from prior learning necessary for success in the current unit(s). County assessments will measure the success. Last year, students were extremely successful in catching up and keeping up. Teams this summer made a few adjustments to make this year even better.

Waggle Math: A Tier 2 intervention for grades 6-8. We plan to have approximately 15% of students in this intervention. The adaptive program has various growth measures. Last year, the program had success at 2 schools and mixed success at 4 others, so this, we only are using it in the two schools that showed growth.

Ascend Math: The Tier 2 intervention for 9th grade students in Ascend Math. Currently, there are 208 9th grade students in this intervention. We also use this to help students accelerate learning in middle school. Last year, over 70 students were able to use Ascend in middle school to accelerate learning and jump ahead in their math progression. We think it is important that we also address the needs of “average” learners, who are often overlooked in these types of reports.

We note that these have worked in terms of pass rate and MAP improvements, but we do not yet know the data with respect to MCAP.

Prioritizing Educational Equity

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

Focus Areas, Goals, and Outcomes

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

Focus Area #1: Literacy
Goal #1: Elementary: Decrease the number of students identified as “at risk” in grades 1 and 2 as measured by the Acadience grade level progress monitoring and benchmark proficiency levels.
Measurable Outcome: The number of students in grades 1 and 2 identified as “at risk” in reading will decrease by 5% as measured by the end of year Acadience benchmark assessment.
Goal #2: Elementary: Build capacity of grade level teachers and interventionists through the completion of standardized data reporting (universal screener, diagnostic, progress monitoring) and MTSS.
Measurable Outcome: 100% of elementary classroom teachers and interventionists will receive professional development on standardized data reporting in the 2022-2023 school year.
Goal #3: Elementary: Improve “Beginning of year” to “End of Year” universal screener benchmark data for subgroups across grade levels.
Measurable Outcome: The number of students in Tier 2 and Tier 3 programs will decrease by 5% as measured by the Acadience grade level progress monitoring and benchmark proficiency levels by the conclusion of the 2022-2023 school year.
Goal #4: Secondary: Provide professional learning to middle school ELA teachers that emphasizes evidence-based practices and curriculum implementation

Measurable Outcome: 100% of middle school ELA teachers will participate in required professional development. Use of evidence-based practices in the classroom will be documented through the teacher observation/evaluation process.

Goal #5: Secondary: Improve Fall to Winter MAP scores for subgroups across grade levels (subgroups include: SWD, African American and FARMS eligible)

Measurable Outcomes:

On the Winter 2023 assessment, subgroups will meet or exceed the average scores as detailed below:

	Fall 2021	Winter 2021	Fall 2022	Winter 2023 Goal
6	SWD: 188 AA: 199 FARMS: 199	SWD:190 AA: 200 FARMS: 203	SWD:188 AA: 199 FARMS: 200	SWD-195 AA-205 FARMS-206
7	SWD:193 AA:203 FARMS:203	SWD: 195 AA: 206 FARMS:207	SWD:192 AA: 209 FARMS: 204	SWD-198 AA- 214 FARMS-210
8	SWD:196 AA: 209 FARMS: 209	SWD: 200 AA: 213 FARMS: 213	SWD:198 AA: 207 FARMS: 208	SWD-204 AA- 214 FARMS-214

**Add more rows if necessary*

Focus Area #2: Mathematics
Goal #1: Elementary Mathematics: Use Acadience Benchmark test to determine students' likelihood to achieve grade level concepts by administering and tracking Acadience math benchmark data three times per year
Measurable Outcome: 100% of students in grades 1-5 will take the Acadience Math benchmark test three times in the 2022-2023 school year.
Goal #2: Elementary Mathematics: Students will receive supplemental intervention in mathematics as determined by the Fall administration of the Acadience benchmark test.
Measurable Outcome: 100% of students identified by through Fall Acadience benchmark testing will receive supplemental intervention in a small group setting in the 2022-23 school year.
Goal #3: Secondary Mathematics: Algebra 1 students will demonstrate proficiency in Algebra I as defined by the MCAP assessment.
Measurable Outcome: 100% of students will demonstrate proficiency on the Algebra I MCAP assessment in the 2022-2023 school year.
Goal #4: Secondary Mathematics: All 11 th and 12 th grade students will be College and Career Ready in mathematics.
Measurable Outcome: 100% of 11 th and 12 th graders will be College and Career Ready in mathematics by the conclusion of the 2022-2023 school year, as evidenced by minimum score requirements on the SAT assessment.

**Add more rows if necessary*

Focus Area #3: Special Education
Goal #1: Students with disabilities will have access to high quality Tier I instruction in ELA and mathematics with embedded instructional supports.
Measurable Outcome: Math teachers, ELA teachers and special education teachers will earn "Effective" or "Highly Effective" scores in the components of the <i>Instructional Strategies</i> domain of the Classroom Teacher Observation Form in at least 85% of formal classroom observations in the 2022-2023 school year.
Goal #2: Students with disabilities will receive appropriate instruction in Tier II and Tier III interventions in the areas of reading and mathematics.
Measurable Outcome: At least 75% of students with disabilities who receive Tier II and Tier III interventions in reading and/or mathematics will meet or exceed their end-of-year RIT growth goals as measured on the NWEA MAP assessment.

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

**Add more rows if necessary*

Title Programs, Equitable Services, and State Fine Arts

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

Title Program	Date Submitted to the MSDE
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	8/30/2022
Title I, Part C: Education of Migratory Children	n/a
Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	n/a
Title II, Part A: Supporting Effective Instruction	9/28/2022
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	9/22/2022
Title IV, Part A: Student Support and Academic Enrichment Grants	10/13/2022
Title IV, Part B: 21st Century Community Learning Centers	n/a
Title V, Part B, Subpart 2: Rural and Low-Income School Program	n/a
Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)	n/a
Equitable Services Report	10/5/2022
State Fine Arts Grant	10/18/2022

ADDITIONAL STATE PROGRAMS

LEAs must complete the charts below for additional state requirements.

Gifted and Talented Education

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

1. The process for identifying gifted and talented students.

Cecil County Public Schools has implemented an identification process that encompasses all students and uses multiple indicators of potential, ability, and achievement to determine a starting point for consideration for Gifted and Talented Services. Early evidence is gathered once students enter school and formal lessons and tracking begin in Kindergarten. Each year, Gifted and Talented teachers use Kingore lesson results, grades, parent and teacher surveys, MAP tests, MCAP tests, grades, CogAt screening information, and ELL ACCESS scores as well as behavior raters and other checklists to determine eligibility. Each of these indicators is provided with an index or weight. Our goal in weighting items is to ensure indicators such as grades are weighted less than more objective indicators such as NWEA, MCAP and CogAt scores. Teams meet to discuss students with potential and levels of service. Some students may be monitored, others will be identified. Identification letters for identified students are sent to families upon identification, which can occur anytime throughout the year.

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

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

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

	GT Status		
Grade	N	Y	Grand Total
3	92.79%	7.21%	100.00%
4	90.17%	9.83%	100.00%
5	87.28%	12.72%	100.00%
6	90.70%	9.30%	100.00%
7	90.05%	9.95%	100.00%
8	90.12%	9.88%	100.00%
9	91.67%	8.33%	100.00%
10	90.36%	9.64%	100.00%
11	90.77%	9.23%	100.00%
12	87.93%	12.07%	100.00%
Grand Total	90.21%	9.79%	100.00%

Fig. 1 Represents Identified students by grade level for grades 3-12.

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

No schools are exempt from identifying students.

- The continuum of programs and services.

Cecil County Public Schools begins to monitor and provide services beyond those normally provided in the curriculum as early as Kindergarten even though formal identification will not occur until 3rd grade. Strategies for students in grades K-5 include those such as differentiation, evidenced based programs, extensions that will accelerate, enrich, or extend instructional content, and strategies that promote differentiating in products to demonstrate student's learning. Evidence Based Programs and extensions in the elementary schools include the use of programs such as Beast Academy and targeted texts based on Lexile and age appropriateness. Additionally, students in Elementary School participate in STEM based Problem Based learning experiences.

The middle school GT experience includes access to Honors courses, as well as differentiated learning experiences provided by the classroom teacher in students' area of interests. Our middle school honors classes in ELA and Math provide accelerated learning opportunities for our students, which allows them to also cover more material. Gifted and talented students are able to participate in learning a second

language beginning in 7th grade. Students in HS also have access to a variety of programs such as AP music theory, AP Art as well as AP and Honors courses in Math, English, Science and Social Studies. Students can also participate in Early College, dual enrollment, the STEM program, mathematics acceleration, Project Lead the Way programs in engineering, biomedical science, and CASE (ag science).

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

Goal: Ensure equitable representation of underrepresented students in our GT population			
Target(s): Ensure GT teachers are kept current on research related to equitable identification	Strategy(ies): Professional development throughout the year with topics identified by our program improvement plan	Timeline(s): 2022-2023 school year	
Target(s): Investigate tools that will assist in developing gifted behaviors of our youngest learners, particularly in our Title I schools.	Strategy(ies): Pilot PTD in targeted grades and classrooms	Timeline(s): Spring 2023	
Goal: CCPS Program Evaluation			
Target(s): Review processes for opportunities for improvement	Strategy(ies): Use MSDE exemplary program document to guide improvement	Timeline(s): 2022-2023 school year	
Target(s): Review processes for identification of students in grades 6-8	Strategy(ies): Review multiple measures of data to determine GT potential	Timeline(s): 2022-2023 school year	
Goal: Curricular updates to develop consistency in reading lessons			
Target(s): Update text lists and lessons	Strategy(ies): Convene a teacher team to review and update lesson plans for small group reading instruction in grades 2-5	Timeline(s): Spring 2023 through Fall 2023	

Target(s)	Strategy(ies)	Timeline(s)

Comprehensive Teacher Induction & Mentoring

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

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

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

Wesley Zimmerman, Director of Education Services

The Director of Education Services ensures that New Teacher Induction Coaches receive necessary training, have access to Instructional Coordinators to be aware of changes and updates to curriculum and/or key strategies teacher will be expected to utilize to deliver the curriculum, and ensures access to school administration to discuss scheduling opportunities with new teachers and to learn about any key school initiatives for the year. He also observes and evaluates New Teacher Coaches.

2. Please provide information on your mentors.

Type of Mentor	Amount
Full Time Mentors	7
Part Time Mentors	0
Full Time Teachers	0
<i>Total Number of Mentors</i>	7

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

Cecil County Public Schools' Comprehensive Teacher Induction program will serve 194 non-tenured teachers in the 2022-2023 school year.

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

28:1

Section B- Comprehensive Teacher Induction Program Training and Supervision

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

Coaches originally received training through MSDE as part of the Educator Effectiveness Academies. The content was centered on goal setting within the coaching cycle and equity in coaching. One of our mentors has presented training for others on supporting teachers with classroom management as part

of the College and Career Readiness Academies. They have also received training through CCPS on SMART, Discovery Education and Schoology for coaches. CCPS is utilizing funds from the Maryland Leads grant to pay for New Teacher Coaches to receive training from the New Teacher Center, with a focus on models for job-embedded coaching and feedback and professional learning experiences for induction, mentoring and ongoing leadership capacity building. This training will occur throughout the 2022-2023 school year.

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

School system administrators are trained on the roles and responsibilities of New Teacher Instructional Coaches before the start of the school year. Training includes a description of the roles and responsibilities of the New Teacher Instructional Coaches, their general schedule and which schools they are assigned, etc. Administrators are given the opportunity to discuss key school or content initiatives for the school year.

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

Mentors are evaluated in several ways. All first year teachers are asked to participate in a Perception Survey in which they rate the level of support they received during their first year and give feedback on this support. In addition, an analysis of the end-of-year evaluations on all first, second and third year teachers is conducted at the conclusion of the school year. Finally, New Teacher Instructional Coaches are evaluated as part of the CCPS Educator Evaluation System in the areas of Planning and Preparation, Service Delivery, Managing the Learning Environment and Related Professional Responsibilities. A minimum of two formal observations are conducted in the evaluation year by the Directors of Education Services, who oversees the Comprehensive Teacher Induction Program.

The New Teacher Center staff will also conduct in-field coaching with New Teacher Mentors, and will provide individualized, job-embedded support and feedback. A program quality survey will also be designed.

Section C- Comprehensive Teacher Induction Program Overview

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

The onboarding process includes 3 days in August supported by Human Resources, school based leadership, New Teacher Instructional Coaches, Instructional Coordinators, and technology. They receive two additional full-day trainings from the induction program. Teachers also receive one-to-one sessions each month, possibly more based on needs that include professional development and individual coaching sessions. Professional learning opportunities are as follows:

Year 1 Non-tenured	Year 2 Non-tenured	Year 3 Non-tenured
3 full orientation days	1 group PD day during	Required consultation with a coach (1:1 available if

		school day	needed)
	2 Group PD days during school year	1-on-1 coaching	1 group PD day during the school year
	1-on-1 coaching	2 substitute release days to work with coach (1:1, small group, visitations, etc.)	1 substitute release day to work with coach (1:1, small group, visitations, etc.)
	3 substitute release days to work with coach (1:1, small group, visitations, etc.)		
	After hours compensation to work with coordinators or coaches (optional)		

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

Throughout the year, Instructional Coaches (including new teacher induction coaches as well as content coaches) offer opportunities for non-tenured teachers to be observed by their non-evaluative mentor. They also receive opportunities to co-teach with their mentor, observe their mentor model teach, and have the opportunity to observe a model teacher once in the county during their first year.

Instructional Coaches schedule at least one observation and feedback debrief session per year. In addition, they set goals with each teacher in an area of their choice. A "[Coaching Menu](#)" is offered for additional support. Many teachers also share administrative observations with Instructional Coaches. The Coaches help to clarify, interpret and analyze that feedback.

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

They provide regular, on-going opportunities for teachers to ask questions and receive feedback both face to face and via email. Instructional coaches also use a [coaching menu](#) to provide teachers voice and choice in setting their own professional learning.

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

Coaches help non-tenured teachers establish on-going personal learning goals through a coaching cycle. As a part of classroom observations, mentor teachers collect behavioral data to help teachers reflect on instruction. In setting goals with teachers, coaches use assessment data to address areas of focus and need. Teachers provide feedback for professional development delivered by mentors. Mentors then use that data to improve professional learning for new teachers. If teachers choose to

share observational data with coaches, that data is used to set goals with teachers.

Section D- Comprehensive Teacher Induction Programmatic Evaluation

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

The New Teacher Induction Program is evaluated in several ways. An analysis is done on the evaluation ratings for all first, second, and third year teachers. For the past three years, less than 1% of our non-tenured teachers have received a rating of less than Effective.

All first-year teachers are asked to complete a Perception Survey that rates the level of support they have received during their first year. The New Teacher Instructional Coaches use this as one of their SLOs and for the past three years they received Highly Effective ratings in this area.

64.4% of teachers in their first three years were retained over the last three years collectively. Thirty-four teachers in their first three years of teaching did not return for this school year, which is a significant increase from typical years.

Through our work with the New Teacher Center this year, we will have an additional data source through their online data collection tool. We will have access to data that highlights the usage of standards and indicators over time to demonstrate growth and effectiveness of instructional practices.

PLANNING TEAM MEMBERS

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

Name	Title	Responsibilities
Jeffrey A. Lawson, Ed. D.	Superintendent	
Jennifer Hammer, Ed. D.	Associate Superintendent for Education Services	
Shawn Johnson, Ed. D.	Executive Director for Elementary Education	
David Foye, Ed. D.	Executive Director for Secondary Education	
Wesley Zimmerman	Director of Education Services Local ESSA Consolidated Strategic Plan POC	
Denise Sopa	Chief Financial Officer	
Michael Fell	Instructional Coordinator for Secondary Mathematics	
Jessica Kubek, Ed. D.	Instructional Coordinator for Elementary Math, Gifted and Talented	

Sherry Eichinger-Wilson	Instructional Coordinator for Elementary language Arts	
Rhonda Asplen	Instructional Coordinator for Secondary Language Arts	
John Roush	Director of Student and School Safety; Educational Equity	
Rebecca Miller	Director of Special Education	
Megan Frunzi	Managing Director of Grant Administration	

**Add more rows if necessary*