



Blueprint for Maryland's Future: Initial Implementation Plan Template

ANNE ARUNDEL COUNTY PUBLIC SCHOOLS

March 2023

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

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

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



Pillar 1: Early Childhood Education



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

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

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

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

AACPS will expand participation in Pre-Kindergarten for eligible Tier 1 and Tier 2 students by **increasing family awareness** of the opportunities to enroll. As we develop our plans for increasing family awareness, we are cognizant of challenges include limited awareness and understanding of Pre-Kindergarten availability and purpose (addressed in question 2), limited English proficiency, and **limited access to technological tools** needed to apply online.

For families that lack internet access or are otherwise unable to apply online, AACPS will offer prioritized, in-person, language-appropriate enrollment opportunities at various dates and times in communities throughout the county. We will utilize other **public facilities, specifically the AA County Library System**, as sites for community information sessions and registration. We will work with other partners, such as **churches, community centers, and housing communities**, to offer other opportunities for onsite information registration for eligible students.

We will use Pupil Personnel Workers (including our McKinney Vento PPW who works with our families experiencing homelessness), Social Workers, Bilingual Facilitators, Community School Program Managers, Judy Center staff, and Preschool Special Education Outreach Facilitators as well as community volunteers to support these off-site information and registration opportunities for families. At these registration events, AACPS staff and community volunteers will help families complete the online registration process. The individuals in these positions have unique relationships with the families of our students who we are most trying to enroll in our current phase of expansion (income-eligible, those with disabilities, those experiencing homeless, and those who are English Learners). The Office of Early Childhood discusses these individuals' role in communicating with families and assisting them with Pre-Kindergarten enrollment and other questions that specifically address each student group.

Previously, families enrolled in Pre-Kindergarten by going to a school site and waiting in line. School staff timestamped the applications, and families gained a spot in Pre-Kindergarten based on the number of seats and when their application was received. To **provide more equitable**



access to Pre-Kindergarten, we will utilize a **centralized registration system** that will eliminate the need for families to physically go to one or more schools in hopes of securing a spot.

Under the new system, families will register online, and then, once their Tier, English Learner, or disability status is verified, students will be assigned a seat. AACPS staff will then assist families with the next steps in the process so that families can submit the required documentation most conveniently. This process will significantly support our families who have limited technology tools that would allow them to upload documents to multiple school systems easily.

Linked Artifacts:

[1 – AACPS Pre-Kindergarten Flyer](#)

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

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

AACPS keeps the **AACPS Early Childhood website** up to date with enrollment windows and the requirements to register for Pre-Kindergarten. AACPS ensures that school-based staff, including school counselors, front office staff, and Community School and Judy Center team members understand the requirements and process to register for Pre-Kindergarten and staff conducts a series of outreach programs to help families learn about the opportunity, requirements, and processes required to register.

In addition to school-based staff, AACPS ensures that the staff in the **International Welcome Center**, knows and communicates essential information and provides support for families who do not speak English in the Pre-Kindergarten process. Additionally, AACPS has developed and shared with **private childcare vendors** a timeline for Pre-Kindergarten enrollment that allows those organizations to apply for and receive grant award notifications before the start of the application window. This helps ensure that all families are aware of Pre-Kindergarten options at the time of enrollment.

Prior to the start of the application window, AACPS engages in a robust communication campaign that includes the **Department of Health**, the **county library system**, the **Department of Social Services**, and others so that families throughout the county are aware of Pre-Kindergarten locations, program requirements, and the application process. AACPS provides each of these agencies copies of a Pre-Kindergarten flyer in English and Spanish, and staff members distribute flyers to families who may qualify for Pre-Kindergarten. AACPS will also create signs to display at community locations, such as grocery stores, urgent care centers, and laundry mats. These signs will be in both English and Spanish.



As the Pre-Kindergarten opportunities continue to grow throughout the district, AACPS team members will increase the outreach opportunities to include geographic areas that may be under-resourced, provide the support needed in those areas and leverage the local communities to spread the word among community members to increase enrollment. The outreach to local communities will include the **Partnership for Children, Youth, and Families**, the **Communities of Hope**, and community organizations and agencies designed to support immigrant and multi-lingual families, including the **Center of Hope**.

Linked Artifacts:

[2 – Screen shot of website for Pre-Kindergarten Enrollment](#)

[2 – Copy of Press Releases for Pre-Kindergarten Enrollment](#)

- 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 Pre-Kindergarten 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.

Currently, and in the next two years, the priority for Pre-Kindergarten enrollment in AACPS will remain Tier I children (financially eligible), students with disabilities, and English learners. AACPS will continue to monitor the supply and demand for Pre-Kindergarten among all students so that we can better prepare for future expansion for Tier II children to enroll in Pre-Kindergarten.

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?

In anticipation of Blueprint requirements and to address best practices research related to Pre-Kindergarten, AACPS has converted **4-year-old Pre-Kindergarten programs to full-day in 61 schools**. This year we launched **3-year-old Pre-Kindergarten in eight schools**. The multi-year approach has allowed AACPS to meet the Blueprint requirements of one certified teacher and one qualified Teacher assistant/Paraprofessional in each classroom. As we continue to expand Pre-Kindergarten opportunities to eligible families, we will adjust operational needs as necessary.

Budget Requests

In FY23, AACPS leveraged ESSER funds to open eight 3-year-old Pre-Kindergarten classrooms. These classrooms are in the Annapolis, North County, Southern, Meade, and Northeast feeder systems. The requested FY24 budget includes \$1.9 million to replace the ESSER funding for these eight sites and \$1.2 million for three new 3-year-old Pre-Kindergarten sites. Upon analysis of our first semester of 3-year-old Pre-Kindergarten classrooms, teachers



and administrators indicated that one teacher and one teacher assistant/paraprofessional in one classroom of three-year-old children is insufficient. Hence, our requested budget includes funding for additional teacher assistants to help push into classrooms and provide additional support throughout the day. If the County Government funds all requested positions, AACPS will have **45 positions** (teacher and teacher assistants/paraprofessionals) devoted to 3-year-old Pre-Kindergarten in FY24.

As AACPS expands the offerings of Pre-Kindergarten classrooms, we have reviewed our current Early Childhood structures related to **special education** services. Currently, AACPS offers **Early Childhood Intervention (ECI)** specialized classes in 16 schools throughout the district. These ECI classes provide young children with intensive instruction and therapy (i.e., speech therapy) in a classroom setting. To ensure more integration of students with and without disabilities, AACPS has requested \$2.3 million to convert four ECI sites to integrated Pre-Kindergarten classrooms that will include a teacher, a special educator, and one or more teacher assistants/paraprofessionals, as required.

In FY23, AACPS offered all income-eligible families, students with disabilities, and English learners who registered for a 4-year-old Pre-Kindergarten placement a seat. AACPS will continue to monitor the demand for 4-year-old Pre-Kindergarten for Tier I students and consider the demand as we plan for the FY25 and future budgets to expand the number of seats as space and certified staff allow.

Planning for Pre-Kindergarten Spaces:

AACPS has surveyed AACPS buildings to identify educationally sufficient space for potential Pre-Kindergarten classroom expansion and we are exploring non-traditional options such as space in middle and high schools and commercial real estate locations for possible expansion. The pre-Kindergarten expansion was also a consideration in our most recent redistricting plan. Once a redistricting plan is approved, we will better project future location sites. Funding for future Pre-Kindergarten expansion will require local and state funding sources. A Kindergarten and Pre-Kindergarten addition fund currently exists for expanding Pre-Kindergarten at our school facilities, but this fund will most likely not meet our future demand needs. We must consider building Pre-Kindergarten centers, leasing, and retrofitting leased facilities, and expanding our capacity in other ways to meet all the Blueprint requirements related to space and expansion of Pre-Kindergarten.

Professional Development and Staffing Supports:

To help our educators best prepare to instruct our 3-year-old students, AACPS has expanded our professional development offerings to focus on the unique needs of these students. Although our Early Childhood teachers have much training and preparation for 4-year-old students, teaching 3-year-old students requires new professional development focusing on curriculum, co-teaching models, best use of teacher assistants/paraprofessionals, Universal Design for Learning (UDL), and Child Development Associate (CDA) preparation. In addition to our Early Childhood Education teachers and paraprofessionals, we have created new professional learning opportunities for our cultural arts teachers (visual arts, physical education, and music), who requested additional professional development to help them meet the needs of these youngest learners.

Linked Artifacts:

[4 – Superintendent Budget Expansion for Pre-Kindergarten](#)
[4 – Enrollment Projections](#)



[4 – Flyer for Cultural Arts Staff](#)

[4 – CDA Information](#)

[4 – Professional Development Offerings for Staff](#)



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)	94	1228	1322	143	1745	1888	229	2251	2480
All Students (Percentage)	7.11	92.89	100	7.57	92.43	100	7.82	92.18	100
% Female	73.40	54.70	53.86	54.55	48.65	47.62	63.98	51.68	52.38
% Male	26.60	45.30	46.14	45.45	51.35	49.10	36.03	48.33	47.62
% Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% American Indian/Alaska Native	0.00	0.08	0.08	0.70	0.63	0.64	0.35	0.36	0.36
% Asian	6.38	4.32	4.46	2.80	4.81	4.66	4.59	4.57	4.56
% Black/African American	48.94	26.30	27.91	39.86	26.42	27.44	44.40	26.36	27.68
% Hispanic/Latino	15.96	29.48	28.52	27.97	29.97	29.82	21.97	29.73	29.17
% Native Hawaiian/Pacific Islander	0.00	0.00	0.00	0.00	0.06	0.05	0.00	0.00	0.03
% Two or More	2.13	6.03	5.75	0.00	0.80	0.74	1.06	3.42	3.25
% White	26.60	33.79	33.28	28.67	37.31	36.65	27.64	35.55	34.97
% English Learners	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
% Special Education	100.00	19.63	25.34	22.38	16.22	16.68	61.19	17.93	21.01
% Homeless	3.19	1.38	1.51	0.70	0.63	0.64	1.95	1.01	1.08

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)	94	1228	1322	143	1745	1888	192	2262	2454
All Students (Percentage)	7.11	92.89	100	7.57	92.43	100	7.82	92.18	100
% Tier I	N/A	N/A	N/A	84.62	79.03	79.45	85.87	79.41	79.89
% Tier II	N/A	N/A	N/A	0.00	15.64	14.46	0.00	15.36	14.13
% Tier III	N/A	N/A	N/A	0.00	5.16	4.77	0.00	5.07	4.66

Linked Artifacts:



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

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

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

AACPS is developing a long-range plan to support the attainment of the distribution of public and private Pre-K slots. AACPS invites all Anne Arundel County childcare providers to our **Childcare Planning Committee and it meets regularly** to listen to their concerns, clarify, and offer viable solutions and strategies to overcome identified barriers. AACPS also meets with other stakeholders who are committed to expanding access to Pre-K in AACPS. These stakeholders include:

Early Childhood Advisory Council
Judy Center Steering Committee
Pillar I Blueprint Committee
AA County Joint Commission to Eliminate the Opportunity Gap
Anne Arundel County Childcare Planning Committee.

These meetings are offered during the day and evening, and a virtual option is always available. AACPS is also collaborating with interested providers to create a **private childcare consortium** in which childcare providers will work together to secure funding, secure a location, hire staff, and select and implement a curriculum (pending legislative approval). A continuous topic at these meetings is attracting private providers to partner with AACPS to align with the Blueprint expectation for private partnerships.

AACPS and private childcare workgroups have **identified several barriers** to a public-private delivery model. These barriers and strategies, when possible, that we are taking to address each includes:

Potential Barrier	Strategy to Address
Hiring qualified assistant staff with the advanced credentials required in Blueprint	<p>AACPS will support current private provider teaching assistants by providing information about the CDA process and supports through MD grant applications and our district partnership with Anne Arundel Community College.</p> <p>AACPS Community Schools will promote earning a CDA in courses available at the Anne Arundel Community College as well as state funding support.</p> <p>AACPS will actively work with and support MSDE in communicating information to providers to support the AIB requirement that MSDE shall: 1) work with private providers to develop plans for Pre-K</p>



	teachers to achieve certification by the beginning of the 2025 – 26 school year; and 2) work with public and private providers to develop plans for Pre-K teaching assistants to earn CDA or associate degree prior to the beginning of the 2025 – 26 school year.
Lack of space in private provider buildings	<p>AACPS has surveyed all county childcare providers to determine who has available space. Providers who responded indicated that they are at 100% capacity.</p> <p>AACPS will encourage private providers to consider finding new spaces to allow for expansion in anticipation of being able to enroll students in the future as a funding source to help off-set the space challenge.</p>
The requirements to remove religious symbols and not teach religion	Most Anne Arundel County potential private providers are religiously affiliated. AACPS will make sure that these providers know that if they do agree to remove religious symbols and not teach religion that they could be a part of our public-private partnership.
Substantially increasing staff salaries	<p>AACPS and private providers do not have a strategy to address this yet. AACPS will support and assist MSDE and the AIB requirement that: 1) MSDE shall disseminate information on the financial benefits of participating in a mixed-delivery system to private providers and 2) MSDE shall disseminate information on the financial benefits of participating in a mixed-delivery system to private providers in multiple languages.</p> <p>In addition, we will distribute the definition of “comparable” salaries and benefits from MSDE and AIB to private providers, once received.</p>
Inability of private providers to choose whom to enroll	Many Anne Arundel County private providers require children to be potty trained before starting Pre-K. In addition, private providers have other policies related to behavior that they are not willing to change at this time. AACPS will continue to communicate with these providers of the financial benefits of partnering with AACPS and removing these barriers to family participation.
EXCELS certification process	AACPS will provide technical assistance to these providers in collaboration with Maryland State Department of Education. AACPS will continue to communicate with MSDE the reported barriers that we hear related to completing the EXCELS process.

Unfortunately, addressing most of these barriers will require state legislative action that will change the funding structure to one that would allow private providers to profit in the Baltimore-Washington corridor. The funding amounts allocated by the law do not allow for the type of profit that incentivizes our local providers. They have indicated that they will not participate under the current funding structure and the requirements for EXCELS and comparable salaries, so we welcome MSDE's support in helping to remove these barriers.

AACPS also will continue to provide technical assistance and consultation with private providers around curriculum, kindergarten readiness, the science of reading professional development, and special services for student groups including special education, English Learners, and related services. In addition to outreach in collaborating with the **Childcare Planning Committee**, AACPS will collaborate with the Judy



Center Early Learning Hub, the Central Maryland South Child Care Resource Center, and the Maryland State Department of Education to identify and recruit potential home providers and centers who may be eligible to provide prekindergarten programs. AACPS will communicate with private providers that while it should not be a competitive enrollment process between public and private providers, all programs want to ensure they have reached their full enrollment as this is a grant requirement by Maryland State Department of Education. AACPS will also continue to build relationships within the early childhood community and help families find the best solution for their child. In AACO, many providers have not achieved an EXCELS rating of a 5.

AACPS continues to collaborate and meet with the Early Childhood Advisory Council, Judy Center Steering Committee, and the Pillar I Blueprint Committee to plan, strategize, and monitor the list of private providers that feed into AACPS. AACPS continues to conduct outreach to private providers with the goal of establishing open communication. The AACPS Early Childhood Coordinator has joined the Anne Arundel County Childcare Planning Committee to support providers in understanding the opportunity and completing the application process. This committee is also working with community partners to recruit new business to open prekindergarten programs especially in areas of the district that are currently underserved by licensed and accredited providers.

Linked Artifacts:

[6 – Childcare Provider Meeting Agendas and Minutes](#)

[6 – Pre-K Consortium Sign-in Sample](#)



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	1440	95	90	5	2200	95	90	5	2360	95	120	5
Actual Pre-K slots	1440	95	90	6	2200	96	90	4	2360	95	120	5
Difference between actual and projected Pre-K slots	0	0	0	0	0	1	0	1	N/A	N/A	N/A	N/A
Actual Pre-K slots minus Tier I 3-year-olds	1440	100	0	0	2120	96	70	0	N/A	N/A	N/A	N/A
Actual Pre-K slots minus Tier I 3- AND 4-year-olds	1440	100	0	0	2200	100	0	0	2360	87	0	0
Actual enrolled students (filled in annually with the 9/30 enrollment count data)	2060	100	0	0	2394	100	0	0	2728	100	0	0

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.

The school system intends to apply for a waiver from the requirements set forth by the Blueprint for the distribution of public and private Pre-Kindergarten slots. Currently, AACPS only has two vendors (non-profits) that offer private Pre-Kindergarten slots. AACPS holds virtual and face-to-face meetings with providers during the day and evenings to provide information, encourage partnership opportunities, and identify barriers preventing partners from applying. To date, these efforts have been unsuccessful.

AACPS is working with partners to help eliminate identified barriers whenever possible, but the current funding formula is not an incentive for providers in our geographic area. Their current tuition charged minus their current salary and expenses results in a much larger profit margin than would be attainable under the increased costs associated with higher salaries and the current state funding formula.

Linked Artifacts:

8- [List of LEA's schools and private providers](#)

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*

AACPS meets with the childcare community frequently to discuss concerns and potential barriers as well as share partnership opportunities. At these meetings, the providers share concerns and list potential barriers. The team, which includes AACPS and childcare staff, then brainstorms potential strategies. (These agendas were provided as artifacts in Question 6).

Challenges identified include hiring qualified staff, space in buildings, the requirement to remove religious symbols, the inability to choose which students to enroll, staff salaries, and purchasing supplies.

Private providers report that they would struggle with hiring qualified staff, as defined by Blueprint. Currently, private providers do not need to hire certified teachers or teacher assistants/paraprofessionals with credentials that are required under Blueprint and to do so would require an increase in expenses that will not be offset by the current funding formula for Pre-Kindergarten students.



AACPS **assigns special educators** to work in any childcare setting where a student with a disability is in attendance. These special educators will continue to work in settings to ensure that students have access to services, regardless of the location of their educational setting. AACPS **community-based staff and birth to five teams** work to ensure private providers understand development milestones and the process needed to support students in receiving services in the school system. We discuss this process in more detail in Question 11.

AACPS is considering hosting a joint **Pre-Kindergarten job fair** with private providers if and when any private providers identify and express concern about hiring staff with the credentials required under Blueprint. Hiring staff is not an issue with private providers because they are already fully staffed under their current program requirements. When private providers choose to partner with AACPS to offer Pre-Kindergarten seats as part of the Blueprint expansion in the future, AACPS will invite them to participate in any AACPS-sponsored professional development for Pre-Kindergarten or other offerings. These offerings will include Early Childhood LETRS that would benefit Pre-Kindergarten educators.

Future contracts with any private providers will include how to share the costs of these professional development offerings if private providers choose to partake. AACPS will also work with any private provider to identify any professional development needs that they might have and provide guidance on best practices and next steps. Specifically, AACPS general education and special education staff serving students from birth to five will collaborate with community providers to provide professional development on various early childhood topics, including the special education referral process, developmental milestones, early learning standards, and LETRS for Early Childhood Educators.

In current and future discussions with any private provider who is a non-profit, we will let them know that State Procurement Law authorizes them to piggyback off many government contracts (state, counties, municipalities, and schools), including those competitively awarded by school districts across the State as long as these contracts were competitively awarded and contain the cooperative contract clause. Access to government contracts may result in cost savings for supplies and service purchases.

Linked Artifacts:

[9 – EL Grant Timeline](#)

[9- Childcare Provider Meeting](#)

[9- Private Provide Support Log](#)

- 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.

AACPS is developing a **universal enrollment system** that both public and private providers will utilize. We will enter into a **data-sharing agreement** with any private provider and collaborate. This system will contain a records lease authorization for public and private providers to share data. We will share student data, as identified in any data-sharing agreement and allowable by federal and state laws, via a secure portal.



Scheduled check-in meetings will occur between both parties to discuss grade reporting, assessment, and progress monitoring of students. IEP information will also be shared and monitored in accordance with state and federal policies. AACPS will share professional development and other communication via an email distribution list. AACPS is working to develop an online site for private and public collaboration, which will allow for early access to information. No student data will be shared via this collaboration site.

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?

AACPS has a **continuum of services** for students with disabilities. We currently serve all students identified as having an educational or developmental disability through our continuum of services, including those in private childcare centers. We also service older students with disabilities who are currently in school-system-funded private providers. We already have structures to ensure collaboration with private providers and a system to provide services to students in private settings. We will build on these existing structures. **AACPS staff will continue to provide specialized services** to students in private settings, including those in Pre-Kindergarten settings. These staff members are part of the AACPS regular professional development, so no additional training is required for the staff delivering direct services.

AACPS will collaborate with private providers to **create a professional learning series** that will help all adults in contact with Pre-Kindergarten students with disabilities learn about the services provided to these students, the legal requirements of these services, and the roles and responsibilities of all participants in the process. This program will supplement our professional learning series related to the child find process.

AACPS will continue to lead all aspects of creating plans (IEPs or IFSPs), and private providers will be invited to these meetings. They will be involved in the assessment eligibility process by



providing input, data, and details for the child. AACPS staff will conduct observations of students in the private Pre-Kindergarten setting as part of the IEP process or by request of the private providers and parents when they have concerns about a child's development.

Linked Artifacts:

[11 – Continuation of Services Protocol](#)

[11 – Slides from Presentation to NAACP on Special Education](#)

[11 - Community-Based Services](#)

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?

AACPS has a fulltime employee (McKinney-Vento Education Liaison) dedicated to ensuring that our students experiencing homelessness and their families are well-aware of the opportunities and supports available. AACPS already ensures that all families experiencing homelessness know their eligibility to enroll in Pre-Kindergarten.

The McKinney-Vento Education Liaison will participate in the **Local Interagency Coordinating Council** and the Early Childhood Coalition to advocate for families experiencing housing instability and support families connecting to quality early childhood programs. The McKinney-Vento Education Liaison serves on the **Coalition to End Homelessness** board in Anne Arundel County in partnership with the homeless-serving agencies on the consolidated plan for housing and homeless persons' support. Anne Arundel County Public Schools has a grant-funded position under ARP-HCY II dedicated to supporting early-childhood McKinney-Vento families.

The early childhood McKinney-Vento Pupil Personnel Worker works with existing early childhood providers to develop and implement strategies and practices to recruit and enroll more identified McKinney-Vento children in quality programming. In collaboration with the McKinney-Vento Liaison, the Early Childhood MV PPW identifies barriers to enrollment, attendance, and success for McKinney-Vento students in Birth-Five services and collaborates with colleagues to support McKinney-Vento Pre-Kindergarten students.

The liaison and designated student services team members provide relevant guidance to McKinney-Vento families and caregivers in pursuing all available early childhood program options and transitioning to Pre-Kindergarten. The McKinney-Vento Early Childhood Pupil Personnel worker provides home visiting and works with community facilities and agencies to provide support and resolve issues. The dedicated position also assists with supporting parenting unaccompanied homeless youth with enrollment into Birth-Five services for their children. To reach those most in need of services, AACPS will share the priority populations with the community, including children experiencing homelessness.

During the McKinney-Vento enrollment process, AACPS verifies a family's homeless status. The McKinney-Vento Liaison and Pupil Personnel Workers support the enrollment of McKinney-



Vento students to eliminate barriers and provide immediate enrollment. Homeless children do not need to prove income; they are eligible to meet the definition of homelessness. McKinney-Vento students are immediately enrolled even if they lack documentation typically needed for enrollment purposes.

Anne Arundel County Public School's early childhood students initially enrolled as homeless or who become homeless after enrollment are provided transportation to continue in the school of origin if it is in the best interest or support transitioning to a program in the new geographical location. As with all students identified as experiencing homelessness, **AACPS will provide transportation** for four-year-old Pre-Kindergarten students to continue in the school of origin or attend a Pre-Kindergarten location if it is out of the catchment area.

Regular communication channels will be established to expedite referral processes with private settings. Brochures, email lists, and points of contact will be provided and made available to public and private staff.

AACPS will provide professional development to school-based staff regarding McKinney-Vento. This professional development is created with and shared with the Local Interagency Coordinating Council, Early Childhood Coalition, and Homeless Continuum of Care. AACPS will establish opportunities to partner with providers, families, and communities on training to share the McKinney-Vento definition of homelessness and the provided provisions. Information regarding the McKinney-Vento Act will be posted in the community to include but is not limited to schools, immunization clinics, health clinics, pediatricians' offices, libraries, the Department of Social Services, and homeless serving agencies.

Linked Artifacts:

[12 – Housing Instability and School Enrollment AACPS Outreach Flyer](#)
[12 – Referral for McKinney-Vento Early Childhood PPW Support](#)
[12 – BRICKIT Brochure](#)

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?

Although under current MSDE practices, students are not identified as English learners until Kindergarten, AACPS will collaborate with private providers to **identify best practices** and support students whose home language is not English. This collaboration will include sharing information from the **Home Language Survey** to identify students who are English learners.

Once MSDE identifies a uniform measure for identifying Pre-Kindergarten English learners, we will use the method identified, and it will become part of our uniform registration system. To help support student language needs, AACPS will invite all private providers' staff to participate in our annual Title III program. Participation in this program includes EL identification



screening (currently only available for K WIDA), supplemental instructional materials for identified ELs, high expectations for English Learners, and professional development for teachers of identified ELs.

We will also support private providers on the **best strategies to communicate with multilingual families effectively** and will provide copies of translated AACPS documents, as appropriate. Private providers will be encouraged to contract with a vendor for translation services for their communications to families that are explicitly related to their school setting.

As we determine other barriers for our multilingual families that impact their full participation in private settings, we will work with providers to address and include them in future MOU/contract negotiations.

Linked Artifacts:

[14 – Book Study No More Low Expectations for English Learners](#)

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, ensure 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.
- Appropriate safeguards and verification of legal guardianship

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

AACPS is currently developing a centralized enrollment system that will be used by both public and private Pre-Kindergarten providers. The centralized enrollment system will use a **common timeline and application** for private and public providers. The centralized enrollment system will be designed as a two-step process to provide ease of access and choice for families. The first step is for families to apply to the Pre-Kindergarten program.



Families will indicate whether they prefer to enroll in a public or private setting during this initial application process. Families will select their desired location of enrollment and complete an application. AACPS Central Office Staff will review applications to determine eligibility and send applications to individual sites for enrollment. If a family's first location choice is unavailable, AACPS will offer families an alternative location.

Every effort will be made by central office staff to accommodate family preferences while promoting socioeconomically and racially diverse learning environments. AACPS staff screens applications as students apply to determine if they meet priority enrollment requirements. If a family meets the requirement, students are placed to ensure an equal distribution of second language learners, special education, and a mix of socioeconomic statuses in each classroom. The date of application is not solely used to determine priority.

The final step in the application process is enrollment in the selected Pre-Kindergarten location. Pre-Kindergarten school sites will contact families and provide information on completing the enrollment process and submitting the required documentation. AACPS will provide support electronically and in person to families as they complete applications and submit documentation. Interpreters and online translation options will also be available.

Linked Artifacts:

[14 – Pre-Kindergarten Flyer](#)

[14 – Screen Shot of Private Provider Information](#)

- 15. Racial and Socioeconomic Diversity:** Discuss the enrollment practices and recruiting strategies the school system will use to ensure students with the greatest needs are enrolled in Pre-K. How will the school system ensure racial and socioeconomic diversity to the greatest extent practicable while preventing disproportionate concentrations of students of the same race, ethnicity, disability status, and income from developing or expanding within an individual Pre-K program, in specific geographic areas or across the system? Consider how the unified enrollment system discussed in the previous question will support creating diverse learning environments.

As presented in Questions 1 and 2, AACPS conducts rigorous outreach to inform all families of all Pre-Kindergarten opportunities. Working in partnership with Community Schools and other school and community partners, AACPS will offer **Pre-Kindergarten enrollment events** at schools and community locations to recruit and assist families with enrollment.

Anne Arundel County Public Schools worked with current private providers to develop a centralized enrollment portal. Below is the timeline of this partnership in relationship to the centralized enrollment system.

Summer, 2022: AACPS and private providers met with AACPS Office of Technology to discuss the needs for a centralized enrollment system.

Fall, 2022: AACPS and private providers reviewed the centralized enrollment system and provided feedback on areas needed for improvement.

Winter 22/23: AACPS provided training to private provider staff on the centralized enrollment system.



May, 2023: AACPS launched the centralized enrollment portal that includes both public and private options for families.
Anne Arundel County Public Schools launched a centralized enrollment system.

June, 2023: AACPS and private providers will meet to review and discuss the families who have registered for Pre-K. We will discuss ways to ensure that as we make final decisions on the placement of students and family preferences using the lens of equity to promote, to the best extent possible, diverse socioeconomic and diverse distribution of students.

Summer, 2023: Working with private providers, AACPS central office staff will place students in school-based classrooms so that diverse classrooms are established to the greatest extent possible while, for public placements, still maintaining a prekindergarten placement at an AACPS school that is geographically close to the child's home.

As AACPS expands the enrollment system, we will work with private providers to monitor the socioeconomic and racially diverse enrollment in both private and public settings to determine what next steps we may collaboratively take to ensure equity.

Working with our **Community Schools** ensures that students living in a high concentration of poverty communities have direct access to information and registration opportunities. For children who qualify as Tier I and do not live in communities served by a Community School, AACPS will use staff and volunteers, as identified earlier, to visit community locations where families can receive information and register. These efforts are in addition to our outreach to health service providers, social service agencies, and community partners (such as churches, libraries, etc.).

Furthermore, as we expand to include Tier II and Tier III students, we will monitor the enrollment preferences of families. If we notice a pattern where families of students from different tiers disproportionately choose public or private, we will reach out to families to encourage them to consider another option.

Linked Artifacts:

[15 – Spanish Language Version of Pre-Kindergarten Portal](#)

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).

In addition to the answers to questions 1, 2, and 3, AACPS will work with Child Find, government agencies supporting families experiencing homelessness, and district and community groups **dedicated to immigrant and multilanguage family** support to set up information and registration opportunities for eligible students. These opportunities will mirror those offered to families of Tier 1 students and assist families with technology, translators, and enrollment support. The application is available in multiple languages, and interpreters are available to assist families. AACPS will also offer families opportunities to schedule additional support with AACPS staff.



AACPS recognizes that not all communities feel comfortable working directly with government agencies, so we will work with **community partners and volunteers** to provide them with enrollment information, to include immunization requirements, and links to assist families with the application process. Through these partners and other AACPS communication opportunities, we will ensure that families know that the lack of documentation will not prevent students from enrolling. Access to QR codes, as well as links, will allow families to receive information and register via phone with more ease. AACPS will work with local partners to provide in-person information sessions and on-site enrollment in Pre-Kindergarten.

During Semester 1 of 2022, the Superintendent hosted **Listening and Learning Tours** throughout the district. Community stakeholders were encouraged to share feedback about the school system's successes, challenges, and next steps. As we analyze this data, we will determine trends related to communicating with families and using AACPS technology applications and address them accordingly.

Linked Artifacts:

[16 – Pillar 1 Workshop Materials](#)

[16 – Survey for Pillar 1](#)

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.

AACPS has no administrative costs agreed upon by the school system and private providers in implementing the mixed-delivery system for Pre-K for the 2023 – 2024 school year. AACPS might consider administrative costs in future MOUs.

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.

AACPS has a variety of partnerships to provide comprehensive services to students and families. We will collaborate with private providers to ensure they are aware of and communicate with families as needed. These services are highlighted below.



The **Anne Arundel County Health Department** provides **vision screenings** to all students in AACPS, and these services will be extended to private locations as requested. AACPS is currently conversing with Anne Arundel County Health Department to determine what other health needs and supports we can provide to students in private settings and provide information to families highlighting available county government services.

AACPS has **hired psychologists** to support Pre-Kindergarten students enrolled in private and public programs, and these positions will increase as needed to help schools and families.

AACPS Child Find program provides screenings and evaluations at no cost to families to identify the need for special education and related services. AACPS Community Based Services staff provide special education and related services in private preschools and daycare centers throughout the county at no cost to families.

AACPS Community Schools sponsor multiple resource fairs that include access to health support. These fairs occur throughout the county and usually occur on Saturdays. We will ensure that private providers have lists of dates and events. These Community School fairs leverage the support of many local partners, including local hospitals and mental health support. Families will have the opportunity to meet these providers at many of these events.

Linked Artifacts:

[18 – AACPS Child Find Brochure](#)

[18 – Anne Arundel County Health Department School Health](#)

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, teacher 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 other relevant information.

AACPS provides a robust professional learning program for educators that we can use as a foundation to support identified needs of private providers. AACPS will collaborate with private



providers to identify specific needs for teachers and teacher assistants and will then create a professional learning plan for both public and private providers.

These plans will include, at a minimum, **training in literacy strategies aligned to the science of reading** and training in the use of manipulatives, exploration, and play in the development of mathematics, social studies, and science concepts. Initial professional learning opportunities will occur at the beginning of the school year and continue throughout the year.

AACPS offers **virtual training sessions and book studies** several times yearly to build teacher and teacher assistant capacity. Schoolhouse visits and coaching sessions will also be available to teachers and Teacher assistants/paraprofessionals to support their instruction. Private providers will have access to these resources and opportunities to further their instructional growth, which will be included and negotiated in future MOUs/contracts.

Professional development and professional learning in AACPS is multi-dimensional, responsive, job-embedded, continuous, and data prompted. The goal of professional development is to enhance professional skill set and change practices in ways that create better outcomes for children, youth, and families. All educators are encouraged to engage in professional development. The initial step in our professional development cycle includes goal setting for participants (teachers, teacher assistants, administrators, private providers) and key stakeholders. Goals are aligned to state, theoretical and pedagogical standards, improvement, and strategic plans.

Next, AACPS describes the professional development format, activities, and goals. Then the evaluation of the professional development is determined so that AACPS can learn if the activities achieved their intended purpose. Once the evaluation method is determined and the professional development completed, AACPS collects the necessary data. Some examples of data collection include surveys, walk-throughs, observations, teacher feedback and assessment analysis. After collecting this data, AACPS will analyze and interpret the results.

Linked Artifacts:

[19 – AACPS Offerings for Teacher Assistants \(available to public and private providers\)](#)

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?

Traditional Teacher Pipelines:

As part of AACPS' routine collaboration and communication with Institutions of Higher Education (IHE), we will share our **projected needs** for teachers certified in Early Childhood Education. Each year, the AACPS Manager of IHE Partnerships will participate in educator preparation program advisory meetings hosted by IHE partners, during which AACPS and IHE partners will share new information, provide updates on programmatic enhancements, update ongoing considerations, and build consensus on practices that align with IHE and AACPS current and future staffing needs.

Diverse Workforce:

AACPS will work with private providers to continue identifying ways to attract more diverse groups into the teaching field and provide pathways for career changers who may wish to pursue teaching as a new career path. AACPS will invite our private providers to workshops designed to attract **career changers** who may want to learn more about pursuing teacher certification. During these workshops, attendees will learn about AACPS Early Childhood Programs and our partnership with private vendors, hear from our certification specialist, and are also encouraged to consider opportunities such as substitute teaching to gain classroom experience.

AACPS will continue to recruit at local and out-of-state colleges and universities, including several **Historically Black Colleges & Universities (HBCUs)**. AACPS Recruiters also participate in information sessions for graduating seniors and regularly visit HBCU student seminar classes to share information regarding employment opportunities in public and private settings.

AACPS also participates in national and statewide job fairs focusing on teacher diversity. AACPS representatives provide candidates with information on the Pre-Kindergarten public/private partnership at these job fairs.

Current Employees:

AACPS needs educators certified in Early Childhood Education and teacher assistants/ paraprofessionals with the required credentials to teach in our Pre-Kindergarten settings. To make current employees aware of the possibilities and requirements to teach in Pre-Kindergarten settings, AACPS will offer **an information session** for current employees to learn more about the requirements and the support that AACPS will have for current employees who would like to pursue education, test preparation, and other supports that may result in earning an Early Childhood endorsement or the requires courses or CDA required to teach in a Pre-Kindergarten setting.

Future Needs:

AACPS is currently working with identified private providers to plan and host a **joint Pre-K Educator job fair** that will include both AACPS, Anne Arundel Community College, and any private providers who choose to attend. At this fair, we will discuss options for both traditional and alternative pathways to certification. Anne Arundel Community College will work directly with those who indicated that they are interested in an alternative pathway to certification.



AACPS will include private providers in our **projected needs** for teachers certified in Early Childhood Education. Private providers will be included in discussions on identifying ways to attract more diverse groups into the teacher field and inform private provider leadership and staff with information how to pursue a career change into a teacher or instructional assistant career path.

Linked Artifacts:

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

Examples may include:

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

AACPS is dedicated to providing our Teacher assistants/paraprofessionals opportunities to further their education and learn best practices for working with our youngest learners.

To meet Blueprint requirements, we have created **cohort opportunities for teacher assistants/paraprofessionals** to work with the Office of Early Childhood and School Readiness to complete the necessary professional development, hours of work experience, and completion of their **Child Development Associates (CDA)** portfolio. The Office of Early Childhood will communicate these opportunities to current staff through a district information night and email communications sent to current teacher assistants/paraprofessionals in the county.

Though the CDA is one path that teacher assistants/paraprofessionals have available for furthering their educational experience and understanding, AACPS is looking to partner with institutions of higher education to develop programs designed to support teacher assistants/paraprofessionals in obtaining their **associate's degrees** and award these participants credit for the work experiences within their current field. AACPS works with Anne Arundel Community College's TEACH program to offer courses that result in individuals earning an associate degree in Education.

All Teacher assistants/paraprofessionals that go through the CDA or associate degree programs will receive **full reimbursement for the programs provided by AACPS**. To provide opportunities for aspiring teachers in our current high schools, AACPS is looking to leverage



high school CTE programs to provide opportunities for high school students to work on completing their CDAs and work as CDA certified Teacher assistants/paraprofessionals after graduation. As discussed more fully in Question 35, AACPS currently offers a high school completer program, in conjunction with Anne Arundel Community College, for high school students to earn a CDA. We will work to offer students who earn a CDA an opportunity to learn more about and support them so that they may complete the process to become a TA in AACPS.

Linked Artifacts:

[21 – TA Offerings and Enrollment Counts](#)



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	1440	90	2200	90	2360	90
Total TA Positions	72	6	118	6	126	7
Filled TA Positions	91	6	122	6	126	7
Vacant TA Positions	0	0	0	0	0	0

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

	2021-2022		2022-2023		2023-2024	
	Public	Private	Public	Private	Public	Private
Student Enrollment	1440	90	2200	90	2360	826
Total Teacher Positions	72	6	110	6	113	41
Filled Teacher Positions	74	6	116	6	113	41
Vacant Teacher Positions	0	0	1	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?

AACPS adheres to the guidelines and training requirements set forth by MSDE. All teachers complete mandatory training each year. Teachers have two options for when to complete the training:

- **Summer Training:** Teachers who choose this option receive a stipend.
- **Fall Training:** If teachers choose this option, they complete training during a teacher workday before the first day of school for students.

Kindergarten teachers of record give their certificate of successful completion of the KRA training to their school-based test coordinator to receive their KRA testing materials. Teacher Assistants/Paraprofessionals are also trained to protect the KRA app items. This training is completed at the school level at the direction of the school testing coordinator.

Linked Artifacts:

[23 – Required Training Information](#)



Pillar 1, Objective 3: Expand family supports



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)	1431	2104	2285	1328	2003	2518	1223	1881	2774
All Students (Percentage)	25	36	39	23	34	43	21	32	47
% Female	19	36	39	23	34	43	17	32	51
% Male	30	37	34	27	35	38	26	34	40
% Nonbinary	N/A	N/A	N/A	-	N/A	-	-	-	-
% American Indian/Alaska Native	43	29	29	21	36	43	20	36	44
% Asian	22	33	45	25	34	40	24	34	42
% Black/African American	32	38	30	27	36	37	24	37	39
% Hispanic/Latino	45	36	19	40	35	25	38	36	26
% Native Hawaiian/Pacific Islander	22	33	44	25	50	25	24	42	34
% Two or More Races	18	42	40	22	34	44	20	34	46
% White	15	35	49	14	33	53	13	32	55
% Economically Disadvantaged	39	40	21	36	39	36	23	40	37
% English Learner	60	31	9	61	31	8	61	31	8
% Special Education	51	33	16	50	30	20	49	30	21

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	266	267
Mathematics	263	265	264
Social Foundations	274	274	274
Physical Well-being and Motor Development	276	276	276



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.

There are currently two Judy Centers in Anne Arundel County. There is one Judy Center in northern Anne Arundel County (Belle Grove Elementary) and one in Annapolis (Georgetown East Elementary).

The Judy Center Learning Hub at Belle Grove Elementary serves 155 families. The Play and Learn program has 71 families participating, the Kindergarten program has 53 families participating, and the Pre-Kindergarten program has 31 families participating. Of the families participating, 6 have a child with an IEP, 16 have a child with an IFSP, and 2 have children currently undergoing assessment.

The Judy Center Early Learning Hub in Annapolis at Georgetown East Elementary serves 154 families. Of these families, 34 have a child participating in the ECI program, 20 have a child in the Pre-K3 program, 35 have a child in the Pre-K4 program, and 37 have a child in the Kindergarten program. Other families receive services and participate in different ways. Eighteen families receive monthly services and support; ten are part of the Parent Cafe.

The Judy Centers not only engage families in the catchment areas with children 0-5 years of age but also provide support and mentoring for pregnant females. The Judy Center encourages parents and caregivers to provide a foundation for literacy, learning, and healthy living from pregnancy through age 5. The Judy Center Early Learning Hubs reach beyond the catchment areas to support and bring resources to families with IFSPs and IEPs.

The Judy Center is working towards adding a position for a team community facilitator. This position will focus on constant contact with the community, partner support, and creating and facilitating events, surveys, and follow-ups to assist the Judy Center Early Learning Hub to always proceed with the community's changing needs. This will increase the participation and identification of children and families benefitting from the Judy Center.

The Judy Center Early Learning Hub provides transition activities and summer programming to promote school readiness. Parent education programs, including ESOL, are presented collaboratively with Title 1, Community Schools, and partners. Materials, books, and manipulations introduced in a daycare setting are provided for parents who cannot afford or prefer to enroll their children in formal childcare. The Judy Center Early Learning Hub provides extension learning activities to families at the schools housing the Judy Center Early Learning Hubs. These extension activities reinforce skills that promote school readiness and early literacy engagement.



The Judy Center Early Learning Hub provides play and learning opportunities, parent education, family engagement nights, field trips, parent cafes, developmental and social-emotional assessment, and case management for families. The play and learning opportunities and Parent Cafes are weekly events. These provide socialization, support, new experiences, and parent education weekly. Family engagement nights are provided monthly. Field trips are provided for 3-year-old and 4-year-old Pre-Kindergarten students, Parent Cafe, and Play and Learn families. Developmental and Social-Emotional Assessments are provided for our young learners when requested. Case management is offered and provided to assist families in meeting goals and needs and moving past challenges. ESOL classes are free for parents and guardians in collaboration with Community Partners and Anne Arundel Community College (AACC).

Based upon available space at Title I funded schools and the limited number of grants available this coming year (9 for the whole state), AACPS plans to apply for one grant for the coming year to be in the western portion of the county (Meade Feeder).

AACPS needs to extend the number of Judy Centers in the county. Based upon need, we would like to have additional Judy Center Programs in every cluster to ensure access to services for families who experience poverty or other situations requiring early childhood education support. We have families in poverty in every feeder. Still, in some feeders, our families are distributed in such a way that the elementary schools do not meet concentrations of poverty criteria. In addition, some feeders have current Title I funded schools that are below the federal 75% status, meaning that their status of being a Title I funded school is not consistent and are not considered ideal locations for Judy Centers (as they often go on and off the Title I eligibility list).

We need a Judy Center in south county. However, based upon the lack of high concentrations of poverty in south county and the lack of a Title I funded school with over 75% FARMS, our ability to secure a grant for this area in the future is in question. This is especially challenging in our Southern feeder as the Title I status of schools in south county (as defined by federal law) fluctuates.

We would encourage the state to change the current requirement that Judy Centers only be located at Title I-funded schools to ensure that families experiencing poverty and other special needs in all regions of a school system have access to Judy Center opportunities.

Linked Artifacts:

[25 – Judy Center Data Set](#)

[25 – Belle Grove Judy Center Application](#)

[25 – Georgetown East Judy Center Application](#)

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.



AACPS is not requesting any revisions or waivers from the Code of Maryland Regulations. We are discussing asking for changes to address the more equitable distribution of Judy Centers in the future and to reconsider the limitations for Judy Centers to only service students within the elementary school's catchment zone. Many of our communities are only blocks from multiple elementary schools (most Title I funded) and to deny families access to such supports as those found in Judy Centers in their neighborhoods is a major equity issue.

Additionally, as we unpack the challenges related to attaining EXCELS Level 5 in our schools, we will continue to try to work with MSDE on any modifications needed. Still, if those conversations continue unproductive, we will consider asking for regulatory means to address these challenges.

[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
Housing Authority	Coordinate family enrollment outreach and host community enrollment opportunities	Twice Yearly
Joint Commission on the Opportunity to Connect	Connect with community stakeholders, including the County Executive's Office, to support Pre-Kindergarten enrollment and school readiness opportunities	Monthly
Early Childhood Coalition	Collaborate with community stakeholders to promote early childhood education	Monthly
Health Department	Assist families with obtaining necessary medical care and immunizations along with Pre-Kindergarten enrollment information	At least twice yearly
Department of Social Services	Provide families with Pre-Kindergarten enrollment information	At least twice yearly
Arundel Childcare Connection	Conduct outreach to childcare providers and	Quarterly



	provide professional development to childcare staff	
Anne Arundel County Library	Conduct family outreach and family education opportunities related to school readiness	Quarterly
AACPS Community Schools	Plan for outreach to support Pre-Kindergarten enrollment plans and to address connections to Judy Centers	Twice Yearly (as needed for individual schools)

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	43	52	61
	Elementary	154	251	348
	World Languages	0	0	0
	Physical Education	4	13	22
	Health	0	0	0
	Fine Arts	23	33	39
	Career and Technical Education	0	0	0
	Special Education	45	86	132
	ESOL	8	11	20
	Other	4	22	31
6th - 8th Grade	Math	29	31	33
	English Language Arts	25	36	43
	Science	23	35	43
	Social Studies	24	34	41
	World Languages	10	25	35
	Physical Education	8	12	16
	Health	1	0	1
	Fine Arts	9	31	42
	Career and Technical Education	0	0	0
	Special Education	29	49	63
	ESOL	3	6	15
	Other	7	12	17
9th - 12th Grade	Math	19	33	42
	English Language Arts	19	26	33
	Science	24	27	30



Social Studies	9	13	17
World Languages	9	21	29
Physical Education	3	6	9
Health	0	0	0
Fine Arts	8	9	10
Career and Technical Education	3	4	5
Special Education	21	37	48
ESOL	4	4	11
Other	9	34	47

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.

Like many school systems, AACPS has historically struggled to fill positions in high-needs areas, including math, science, world classical language, English/Language Arts, and special education.

The reduction in the number of teacher candidates in education programs has compounded this problem. Nationwide teacher shortages have exacerbated hiring challenges in all areas, including those traditionally easy to fill, such as elementary, early childhood, and social studies.

From an analysis of our recent data, we are having challenges filling intermediate elementary grade positions, specifically 4th and 5th. When given an option, teachers prefer younger grade levels and if they are not able to teach in these levels, they often will go to a surrounding district where are primary grade vacancies.

From discussing with teachers and administrators, the reasons that teachers prefer younger grades include the perception that older students have more behavioral challenges, that the planning for upper levels is more extensive, that the high-stakes testing that occurs in upper grades is overwhelming, and that schools do not directly support teachers to counter these presumptions and to set them up for success.

To encourage teachers to consider and choose to teach in the intermediate elementary grade and middle school level positions, AACPS will:

- Create an information video, using a recent video about teaching in a Title I funded school as the foundation, to highlight the unique assets of students in Grades 4-5 and Middle School to more directly appeal to teachers who might have more connections to this age group.
- Inform prospective candidates of the opportunity to visit elementary and middle schools to see “a day in the life of...” both the teachers and the students in these grade levels.
- Share with prospective candidates the supports that AACPS provides for new teachers, through our Right Start Program and each school’s mentors and how this support is specifically designed to help teachers new to teaching or a grade level so that teachers are more successful.



- Identify the supports that AACPS provides to teachers related to curriculum resources and professionally learning that is both grade and content specific so that teachers are not overwhelmed with the thought of developing lesson plans and assessments without the needed resources and support.
- Share the resources that the AACPS Office of Equity and Accelerated Student Achievement uses in professional learning so that they can see how we support teachers in creating responsive and culturally relevant classrooms in all grade levels.

Linked Artifacts:

[29 – MSDE Staff Shortage Report](#)

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.

AACPS serves a diverse student population and is committed to hiring staff to represent the students in which they serve. In the 2022-2023 school year, more than 50% of AACPS students identify as students of color. Currently, about 15% of AACPS educators identify as teachers of color. Challenges include identifying candidates who meet statewide certification requirements, recruiting staff from a limited candidate pool and hiring candidates within a competitive public school statewide market.

Additionally, Anne Arundel County has a high cost of living, and staff salary is not as competitive as surrounding LEAs. This can deter staff from accepting positions within AACPS. AACPS continues to identify ways to attract more diverse candidates and provide more support to employees interested in teaching who currently do not possess a bachelor's degree. AACPS hosts workshops to attract career changers who want to learn more about pursuing teacher certification and opportunities for substitute teachers.

Recruitment

AACPS recruits at local and out-of-state colleges and universities, including Historically Black Colleges & Universities (HBCUs). AACPS has expanded recruitment efforts to career-related events.



Hispanic students are the fastest-growing diverse student group within AACPS. In 2017, AACPS began hosting an annual recruitment event in San Juan, Puerto Rico, to increase the number of Hispanic teachers in our district. AACPS has hired approximately 25 teachers from these recruitment efforts. AACPS will expand recruitment efforts in Puerto Rico and other colleges or career events that attract Hispanic applicants.

Interviewing Practices

AACPS Human Resources offers professional development for recruitment and hiring skills for interviewing training for identified staff. This training focuses on best practices in selecting interviewers, implicit bias, and inter-rater reliability in scoring interviews.

Linked Artifacts:

[30 – AACPS Diversity Hiring Report \(June 2022\)](#)

[30 – AACPS Annual Hiring Presentation \(2022\)](#)



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?

In 2008 (and subsequently revised in 2017), the Board of Education adopted the **Workforce Diversity Policy**, establishing guidelines to promote a diverse workforce and equal employment opportunities in AACPS. As a result, the **Workforce Monitoring Team** was established to identify recruitment and retention strategies, monitor data, and provide recommendations to senior leadership. AACPS analyzes recruitment and retention efforts against teacher demographic data.

The Workforce Monitoring Team created and delivered multiple professional development sessions for school leaders **to mitigate implicit bias** during the interview process. The professional development focuses on the use of rubrics and equitable questioning practices. AACPS will review school staffing allocations more frequently during the staffing process to ensure that staff is distributed equitably.

Human Resources and the Workforce Monitoring Team present annually to the Board of Education on the progress of AACPS diversity in hiring (see artifacts in Question 30). As our Workforce Monitoring Team looks toward future work, we will focus on evaluating the effectiveness of our work by consistently analyzing hiring data.

Linked Artifacts:

[31 – AACPS Diversity Hiring Policy](#)

[31 – AACPS Diversity Hiring Regulation](#)



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)	83163	5770	84453	5775	85743	5780
% Female	49	82	49	81	49	80.0
% Male	51	18	51	19	51	20.0
% Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
% American Indian/Alaska Native	0.3	N/A	0.3	N/A	0.3	N/A
% Asian	3.9	2.4	4	2.3	4.1	2.5
% Black/African American	22	8	22	9	22	10.0
% Hispanic/Latino	19	3.6	20	4	22.4	5.0
% Native Hawaiian/Pacific Islander	0.2	N/A	0.2	N/A	0.2	N/A
% Two or More	6	1.6	6	1.8	6	2.0
% White	49	84	47	82.8	45	80.5

S = Student Population, T = Teacher Population

Linked Artifacts:



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

2.2.2: Revise teacher prep programs to meet new requirements

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

How do you intend to partner with institutions of higher education and educator preparation program(s) to increase the number of candidates in the subject areas and/or grade bands previously identified? How will the school system collaborate with institutions of higher education and educator preparation programs to ensure:

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

AACPS will align targets, practices, and standards with Institutions of Higher Education (IHE) partners through data collection activities, meetings, and documents. AACPS will survey interns, mentors, site coordinators, and **Professional Development Schools (PDS)** principals at multiple points each year to determine their needs and where there are gaps in preparation and planning. The site coordinator will provide information generated from observations of interns and communications with IHE liaisons.

The AACPS **Manager of IHE Partnerships** will visit PDS sites to consult with mentors and interns about their experiences. The AACPS manager of IHE partnerships will also consult regularly with IHE liaisons to gather formative data related to partnership programs. AACPS will convene semi-annual meetings with IHE partners, AACPS school administrators, and PDS site coordinators, during which AACPS staff outline new priorities, review standards, consider practices and build community among our collective educator preparation team.

Each year, the AACPS Manager of IHE Partnerships will participate in **educator preparation program advisory meetings** hosted by IHE partners, during which AACPS and IHE partners will share new information, provide updates on programmatic enhancements, update ongoing considerations, and build consensus on practices that align with IHE and AACPS standards. Based on the information collected and discussed throughout the year, AACPS will design and facilitate multiple professional learning opportunities for interns, mentors, and site coordinators to develop an understanding of shared values, standards, and practices. Further, memoranda of understanding will outline how IHE partners will support their interns in adhering to AACPS standards.

Combined adherence to AACPS standards and IHE protocols is a secure path to certification and employment for pre-service candidates, and AACPS and IHE partners collaborate to ensure this occurs for each intern. IHE partners support in-depth content and methods courses. AACPS intern trainings educate interns on topics such as district curricular standards, classroom management, culturally responsive pedagogy, and preparing for career interviews.



AACPS staff also serve as “success coaches” that provide emotional and logistical guidance to pre-service students during their undergraduate experiences. Together, IHE and AACPS staff support rich practicum experiences that provide modeling, coaching, and practice that help pre-service candidates apply their learning and prepare for licensure exams.

IHE supervisors meet regularly with AACPS staff to discuss general aspects of their respective partnerships as well as information about specific interns who might be in need of enhanced monitoring and support.

In addition, AACPS staff provide support by serving on some IHE panels to evaluate interns’ mock interviews, portfolios, and action research projects. These kinds of activities ensure that every intern meets with success, in terms of graduation from the program and early career opportunities with AACPS.

AACPS will partner with Institutions of Higher Education (IHEs) to recruit students through “Grow Your Own” programs such as the Teacher Academy of Maryland (TAM), the Teacher Assistants to Teachers program, and the Resident Teacher Certificate program, each of which is described in item 36.

[Linked Artifacts:](#)

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

- 34. Diverse Learning Environments for Observations and Practica:** Discuss the LEA’s process for identifying schools with diverse populations and supportive school environments for teacher candidates to complete observations and practica. Include a description of the characteristics of a supportive school environment and the criteria the school system uses to identify a school as having a diverse student population.

AACPS has long-standing relationships with 9 IHEs supporting Professional Development School (PDS) programs at 36 AACPS sites. These sites represent the variety of schools in our district, many of which are racially, ethnically, linguistically, and socioeconomically diverse. Our MOUs with these institutions outline our commitment to placing candidates in diverse settings.

Each year, AACPS works with IHEs to review PDS sites to ensure that candidates have opportunities to work with various students from different backgrounds and ability levels. This past year, the new manager for our PDS program scheduled in-person interviews and site visits with the administrators at each site to review goals, successes, and areas for improvement to support teacher candidates and better to recruit successful candidates to a position in AACPS.

AACPS will examine school-based staff diversity reports and the respective student demographic report for professional development schools and schools that host interns.



Additionally, AACPS will continue to provide monthly diversity, equity, and inclusion professional learning opportunities for all school-based leaders.

AACPS commits to **providing supportive school environments** include the following elements:

- a safe space to work;
- a welcoming principal and knowledgeable administrative team;
- a tenured mentor teacher (5 years of experience preferred) who has been recently rated as “effective” or “highly effective;”
- collaborative grade level or content area teammates;
- regular opportunities to apply new learning and receive feedback;
- access to central office staff such as the PDS program manager; and
- a culturally responsive space that accommodates for interns’ documented needs.

AACPS believes that all schools meet this bar, and we regularly monitor to confirm that to be the case. Should some element(s) be missing at locations, AACPS works with IHE, school-based staff, and interns to resolve issues promptly.

Lastly, in 2026 AACPS will make mandatory the completion of a learning module steeped in antiracist leadership, diversity, equity, inclusion, belonging, and affirmation for all site coordinators and mentor teachers.

Linked Artifacts:

[34 – List of Schools with PDS](#)

[34 – Survey to Meet with School Administrators](#)

[34 – MOU with Goucher](#)

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.

Selection of Teacher Mentors:

AACPS teacher mentors are certified teachers (5 years of teaching and APC preferred), rated highly effective by their AACPS evaluation for the previous two years, accepted by IHE partners, and recommended by their principals. Mentors must renew their status by applying to the Department of Professional Growth and Development at least once every three years.

Each of the 36 schools in our PDS program has teacher leaders as site coordinators. Site coordinators consult with IHE contacts and school principals to determine the best mentor fits (e.g., years of experience, temperament, relative pedagogical strengths, area(s) of certification) for their teacher candidates. All PDS mentors meet the criteria stated above.

When teacher candidates come from IHEs that are not PDS partners, the division of Professional Growth and Development intern placement specialist consults with principals and IHE partners to determine appropriate mentor fits. Additionally, the Manager of IHE Partnerships will observe mentor teachers before becoming a new teacher mentor or renewing their status.



Observation notes from the observations and other data sources will be used to determine the teacher mentor's status. Additionally, the Manager of IHE Partnerships will observe mentor teachers before becoming a new teacher mentor or renewing their status. Observation notes from the observations and other data sources will be used to determine the teacher mentor's status.

Support for Teacher Mentors:

The new Manager of IHE Partnerships has prioritized meeting with teacher mentors this year. He uses feedback to design and facilitate multiple professional learning opportunities for interns, mentors, and site coordinators to develop an understanding of shared values, standards, and practices needed for intern success. Each year, AACPS hosts professional development training for teacher mentors. This training helps the mentors understand their role and helps them understand how to capture data and provide feedback to interns in a way that is productive and supportive.

Linked Artifacts:

[35 – Intern, Mentor, and Site Coordinator Training Dates](#)

[35 – Site Coordinator 101 Professional Development](#)

[35 – Collecting Data and Providing Feedback to Mentors](#)

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**

Currently, all AACPS High School students have access to various coursework related to child development and teaching. Students who take the required courses can earn a high school completer in **Early Childhood or Early Childhood Education** (Child Development Associate). Still, there are few other current opportunities available for High School Students.

To address this gap, AACPS will create a **Grow Your Own – Teacher Academy of Maryland (TAM)** program to encourage current students to consider careers in teaching. Using Maryland Leads Grant funds, AACPS will hire a program specialist to build and oversee Teacher Academy of Maryland (TAM) programs in some of our high schools. At the conclusion of this Career and Technical Education completer program, students will sit for the ParaProfessional exam, qualifying them to be eligible for employment immediately upon graduation within AACPS, or pursue post-secondary paths of education if they so choose. At the conclusion of this Career and Technical Education completer program, students will sit for the ParaProfessional exam, qualifying them to be eligible for employment immediately upon graduation within AACPS, or pursue post-secondary paths of education if they so choose.



One criterion for selecting these high schools may be proximity to an adjacent elementary or middle school so that high school students considering a teaching career can more easily spend time in elementary and middle school classrooms. Through a partnership with local Institutes of Higher Education, specifically with Anne Arundel Community College, students will be provided opportunities for dual enrollment in credit-bearing coursework as a CCR pathway, with the intent that students complete an Associate's Degree in Education.

Additionally, we will incorporate a follow-up program with graduates of our TAM programs. Specifically, after TAM students graduate from AACPS, we will have our program specialist contact the graduates with quarterly communications to ensure the (now college) student continues a relationship with AACPS that hopefully translates into employment with AACPS after graduation.

Linked Artifacts:

[36 – Maryland Leads AACPS Narrative](#)

[36 – Maryland Leads AACPS Revisions](#)

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

Teacher Assistants to Teachers:

AACPS has many teaching assistants/paraprofessionals (TAs) with and without associate degrees who are interested in pursuing a bachelor's degree and teacher certification.

Our district will use funds from the Maryland Leads grant to design and build a pathway to support these TAs as they gain the appropriate coursework to meet their goals. AACPS will partner with various Institutes of Higher Education to design a program to deliver the courses and experiences that will enable the TAs to complete the program as paid employees. At the same time, they continue to provide instruction in our schools.

Currently, AACPS has over 120 TAs pursuing higher education degrees. We will recruit these TAs, as well as others, to join our first cohort as we design the pathway. To ensure successful program completion and certification AACPS will provide financial, emotional, and academic support to participants. Grant funds will support all tuition, books/supplies, and certification costs. AACPS' division of Professional Growth and Development will host community building events during which participants will exchange ideas, techniques, moral support, and logistical guidance to one another. As participants move into practicum experiences, AACPS will conduct intern trainings that provide supplemental learning opportunities on topics such as curricular standards, classroom management, culturally responsive pedagogy, and preparing for career interviews. Additionally, AACPS staff who are not program participants will also serve as "success coaches" that provide emotional and logistical guidance to program participants. Important to note MD Leads grant funds sunset Fall 2024.

Linked Artifacts:

[36 – Maryland Leads IHE partners](#)

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



AACPS currently has two robust state-approved alternative **Resident Teacher Certification Programs**, one for secondary general education and another for special education with dual certification, to provide conditionally certified teachers (many of whom are career changers) a structured, rigorous option to pursue certification.

We will extend this program to our elementary and early childhood teachers. AACPS will use Maryland Leads Grant Funds to fund a program manager and program specialist to support additional cohorts of teachers to receive the same level of support and rigorously monitored teacher preparation activities as we currently offer a smaller cohort. To support program completion and certification our RTC staff provide clear expectations, anticipatory coaching, career guidance, and networking support. For instance, the RTC team clearly outlines program expectations through the RTC Participant Plans. In another example, RTC staff meet regularly with participants one-on-one in participants' classrooms to discuss current progress and career pathway advice. RTC staff also make connections between conditional teachers and school-based instructional support staff, so that participants can get instructional coaching that is customized to their needs and aligned with school improvement plans. With respect to anticipatory coaching, RTC staff work with principals to require every conditional teacher in the district, especially those who are new, to choose a pathway toward certification: an initial teacher certification through an approved educator preparation program, or an alternative pathway such as the RTC program. Our RTC staff has found that conditional teachers who choose pathways in their first years are more likely to join, complete the program, and attain certification.

As the Maryland Leads Grant funded opportunity expires in Fall 2024, AACPS will work aggressively to identify a funding source to continue this program. We intentionally focus on attracting diverse applicants for our programs through direct employee outreach, targeted advertising, and outreach to diverse community organizations.

Linked Artifacts:

[36 – AACPS website for Alternative Teacher Certification Programs](#)

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

To encourage current AACPS students from diverse backgrounds to consider a career as teachers, as AACPS builds our TAM program, we will **prioritize school locations with more diverse student bodies** in our outreach efforts (Meade, Old Mill, Annapolis, North County, and Glen Burnie). As we plan small events in these schools to discuss teaching as a career with students, we will highlight the areas where we have teacher shortages and allow students to visit classrooms where these subjects are currently taught. A focus of our efforts will include direct efforts to recruit our multi-lingual students to consider a career teaching a language other than English.

These efforts for Grow Your Own also extend to our efforts to recruit more diverse candidates to learn more about teaching as a career. Traditionally, our recruitment efforts for diverse candidates required those attending to have teacher certification currently. As we plan our calendar for these future offerings, we will identify opportunities to include those interested in an alternative pathway to teaching.

Linked Artifacts:

[36 – Website for Diversity Recruitment Events](#)



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

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

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

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

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

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

Name	Position	Responsibilities
Dr. Susan Malone	NBC Teacher Support Specialist	<ul style="list-style-type: none">• Responsible for NBC Support, recruitment, and services for NBC teachers, NBC Candidates, and MOC candidates throughout the county.• Maintains data on NBC candidates for MSDE and current NBCs for AACPS and MSDE.• Creates budget for NBC program.• Writes, maintains, and defends the Title IIA Grant for NBC at AACPS.• Completes the monthly payroll for the 55 professional learning facilitators who mentor candidates.• Creates and initiates professional development for NBC support for monthly meetings, content-specific support, and school-based cohorts.• Plans the NBC Pinning and award ceremony.• Leads Blueprint NBC committee.• Meets with principals and administrators concerning the National Board Certification Program at AACPS.



Dr. Shawn Washington-Clark	NBC Teacher Support Specialist- Focused on Equity and Diversity	<ul style="list-style-type: none">Responsible for NBC Support, recruitment, and services for NBC teachers, NBC Candidates, and MOC candidates throughout the county.Focus is the issues of Equity and increasing diversity in NBC teacher candidates.Creates and initiates professional development for NBC support for monthly meetings, content-specific support, and school-based cohorts.
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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.

AACPS has had an NBCT support system in place for over ten years, and this support has led to AACPS having the 11th-highest number of NBCT teachers in the country. We are very proud of how our process has evolved over the years, and today, our approach includes multiple types of support. The district NBC Coordinators (Teacher Support Specialists) organize and facilitate the supports we provide. AACPS supports this program by also paying current NBCT classroom teachers to support new candidates in the process. These support individuals receive a stipend to work with candidates in the evenings and on weekends to help them in their journey. These teachers are called Professional Learning Facilitators (PLFs).

The supports we provide to candidates include the:

- Virtual Jumpstart Program** allows candidates to learn more about the journey ahead and build virtual relationships with others about to embark on the NBC journey.
- Initial Certification Candidate Monthly Virtual Meetings** – these meetings are led by NBCT Professional Learning Facilitators and the NBC Equity Teacher Specialist and occur monthly (nine times per year). During these sessions, candidates learn about standards and discuss the required components in depth.
- Content-Specific Cohorts** – All initial candidates are assigned to a content-specific cohort typically led by a PLF already NB certified in the content area. For content areas that lack a current NBC teacher willing to be a PLF, another NBC is assigned to be the PLF. These candidates meet in small groups throughout the year to share writings, view videos and support each other.
- School-based Cohort Meetings** – We offer school-based cohort meetings in schools with over four candidates. These meetings allow these candidates to center their work around a professional learning community framework and encourage teachers within the same school to strengthen their relationships and support each other. These school-based cohorts also include the school administration in the process so that each



candidate has additional support. An average of three hours each month are devoted to these professional learning communities at the school level.

- **Working Weekend Meetings** – In April and early May, candidates can attend weekend meetings where they can work uninterrupted, but with support, on their components. These weekends are often spent finalizing candidate work.
- **Substitute Days** – AACPS offers each NBC candidate two substitute-covered days to work on and complete their NBC portfolios.
- **Virtual Resources** – Besides the supports above, AACPS provides candidates with a Brightspace Course where candidates engage with the NBC national course and resources. AACPS utilizes Title IIA grant funds to pay for candidates to have access to the ATLAS library. ATLAS includes authentic cases of accomplished teaching practices in various classroom settings. These videos help candidates understand what accomplished teaching looks like and allows candidates to practice skills related to reflective teaching.

PLF training: All PLFs must complete the National Board PLF self-directed training course the summer before starting as an NBC PLF. All new PLFs are paired with a mentor who has been a PLF in previous years. Mentors meet with the PLFs and their groups for the first three sessions. PLFs are required to attend monthly training meetings with the Teacher Support Specialist. PLFs are also invited to participate in the NBC Academy every summer.

Linked Artifacts:

[38 – Link to AACPS Website for NBCT Support](#)

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 NBCT process is AACPS is well-known. The NBC Office encourages school-based and district administration to identify teachers who are ready for this intensive process and complete an NBC Candidate Referral Form. We use these forms to invite potential candidates to attend NBCT information sessions where they can learn about the process and the benefits of the NBC program. In addition to these invitation-only sessions, the NBC Office offers information sessions at other times of the year. School-based administrators are encouraged to invite the NBC Office to faculty meetings so that more teachers can learn about pursuing National Board certification.

After analyzing the data related to our NBC teachers' location and demographic backgrounds, AACPS embarked on two programs to encourage more teachers to pursue the process. Specifically:

- After identifying fewer teachers at Title I funded and other schools with high concentrations of poverty, the Title I Office and the NBC Office joined together to specifically recruit teachers from these schools to participate in the process.
- After identifying the lack of diversity among our current NBCTs, the AACPS NBC Office hired a second NBC Teacher Specialist focused on recruiting more candidates of color to participate. We created an AACPS NBC Diversity Leadership Team in Sept. 2022, and we are using this team to make personal connections with diverse teachers to encourage them to pursue NB certification.



Linked Artifacts:
[39 – Website for AACPS NBCT Program](#)
[39 – Flyer for Title I Job Fair](#)
[39 – Website for AACPS NBCT Program](#)

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?

<p>AACPS recognizes that recruiting teachers is challenging, but we are committed to recruiting experienced teachers to AACPS. We believe that excellence attracts excellence. To recruit experienced NBCTs to AACPS, we plan various outreach strategies to attract NBCTs. Specifically, we showcase on our website how many NBCTs AACPS has related to the rest of the state and the nation.</p> <p>Our NBC Office staff and other NBCTs in the district present at national and state conferences (i.e., National Council for the Social Studies, National Council for Teachers of English) and distribute recruitment information to attendees. We also work with various university alum associations to advertise teaching opportunities in AACPS, especially those in low-performing schools, where NBCTs can receive an additional \$7,000 per year to teach. The NBC Office also participates in the annual Diversity Recruitment Fair, where they host a special table devoted to answering questions from candidates who are current NBCTs.</p>
<p>Linked Artifacts:</p>



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.

AACPS' NBCT program has resulted in AACPS having the 11th highest number of NBCTs in the country. We will continue to support our teachers through our extensive process (as identified in Questions 38 – 39). As discussed in the previous section, AACPS has hired an addition specialist in our HR office to focus exclusively on recruiting candidates from more diverse backgrounds than we currently have.

Linked Artifacts:

Table 1: National Board Certified Teachers by Certification Area

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	317	100	341	100	532	100
Art, Early and Middle Childhood	4	1.3	6	1.8	9	1.7
Art, Early Adolescence through Young Adulthood	4	1.3	4	1.2	6	1.1
Career and Technical Education	4	1.3	8	2.3	13	2.4
English Language Arts, Early Adolescence	20	6.3	21	6.2	33	6.2
English Language Arts, Adolescence and Young Adulthood	8	2.5	8	2.3	12	2.3
English as a New Language, Early and Middle Childhood	1	0.3	1	0.3	2	0.4
English as a New Language, Early Adolescence through Young Adulthood	6	1.9	6	1.8	9	1.7
Exceptional Needs Specialist	29	9.1	29	8.5	46	8.6
Generalist, Early Childhood	42	13.2	44	12.9	70	13.2
Generalist, Middle Childhood	22	6.9	25	7.3	40	7.5
Health Education	0	0	0	0	0	0
Library Media**	5	1.6	6	1.8	9	1.7
Literacy: Reading-Language Arts	77	24.3	80	23.5	126	23.7
Mathematics, Early Adolescence	8	2.5	8	2.5	12	2.3
Mathematics, Adolescence and Young Adulthood	6	1.9	8	2.3	12	2.3
Music, Early and Middle Childhood	22	6.8	25	7.3	39	7.3
Music, Early Adolescence through Young Adulthood	5	1.6	5	1.5	8	1.5
Physical Education, Early and Middle Childhood	5	1.6	5	1.5	8	1.5
Physical Education, Early Adolescence through Young Adulthood	1	0.3	1	0.3	2	0.4
School Counseling**						
Science, Early Adolescence	5	1.6	5	1.5	8	1.5
Science, Adolescence and Young Adulthood	11	3.5	11	3.2	17	3.2
Social Studies-History, Early Adolescence	4	1.3	4	1.2	6	1.1
Social Studies-History, Adolescence and Young Adulthood	12	3.8	13	3.8	20	3.8
World Languages	9	2.8	10	2.9	16	3.0



41. National Board Certified Teacher Projections

Table 2: National Board Certified Teachers by Grade Level

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	1296	-	1423	-	2266	-
Pre-K	26	2	29	2	46	2
Kindergarten	83	6	86	6	137	6
1	87	7	91	6	145	6
2	64	5	73	5	116	5
3	101	8	113	8	180	8
4	75	6	83	6	132	6
5	88	7	97	7	154	7
6	26	2	32	2	51	2
7	32	2	38	3	61	3
8	33	3	38	3	61	3
9	129	10	140	10	223	10
10	144	11	157	11	250	11
11	144	11	157	11	250	11
12	264	20	289	20	460	20

*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)	83163	317	84453	341	85743	532
% Female	49	92.4	49	92.7	49	91.7
% Male	51	7.6	51	7.3	51	8.3
% Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
% American Indian/Alaska Native	0.3	0.0	0.3	0.0	0.3	0.0
% Asian	3.9	2.8	4	2.6	4.1	2.8
% Black/African American	22	4.7	22	4.7	22	5.6
% Hispanic/Latino	19	2.2	20	2.1	22.4	3.4
% Native Hawaiian/Pacific Islander	0.2	0.0	0.2	0.0	0.2	0.0
% Two or More	6	2.2	6	2.1	6	2.4
% White	49	88.0	47	88.6	45	85.7

S = Student Population, NBCT = National Board Certified Teacher

Linked Artifacts:



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

Examples may include:

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

The NBC process is extensive and requires time, support, and energy.

As outlined in previous answers, AACPS supports teachers in completing the process, including substitute days, weekend work sessions, and school-based cohorts. These supports are very structured (see the answer to Question 38), but we constantly seek improvement opportunities. We already provide peer mentors to candidates to support our teachers, and these mentors (PLFs) monitor candidate progress. When candidates fail to meet any deadlines or appear to be struggling, the PLF counsels the candidate, and we work to provide additional support, such as having a current NBCT in the county come into their classroom and help them record and review teaching segments that they might use for their NBC portfolio.

AACPS will continue to monitor our program's success and seek feedback from candidates to identify other opportunities to offer support.

Linked Artifacts:

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



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

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

Note: When developing plans for low-performing schools, use the State's Framework for National Board Certified Teachers and Low-Performing Schools which can be found at.

This past year, the Title I Office hosted an internal hiring fair to encourage current, experienced teachers, to consider open positions at our Title I funded schools as well as our schools identified as Low Performing, using MSDE's designation. In addition, AACPS is currently focused on creating school-specific cohorts at schools that were identified as Low Performing this past year. These efforts will continue.

Linked Artifacts:

Table 1: National Board Certified Teachers by Certification Area

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	27	100	30	100	78	100
Art, Early and Middle Childhood	1	3.7	1	3.3	3	3.8
Art, Early Adolescence through Young Adulthood	0	0	0	0	0	0
Career and Technical Education	0	0	0	0	0	0
English Language Arts, Early Adolescence	0	0	0	0	0	0
English Language Arts, Adolescence and Young Adulthood	0	0	0	0	0	0
English as a New Language, Early and Middle Childhood	1	3.7	1	3.3	3	3.8
English as a New Language, Early Adolescence through Young Adulthood	0	0	0	0	0	0
Exceptional Needs Specialist	2	7.4	2	6.7	5	6.4
Generalist, Early Childhood	5	18.5	5	16.7	13	16.7
Generalist, Middle Childhood	3	11.1	4	13.3	10	12.8
Health Education	0	0	0	0	0	0
Library Media**	0	0	0	0	0	0
Literacy: Reading-Language Arts	8	29.2	9	30	12	28.2
Mathematics, Early Adolescence	0	0	0	0	0	0
Mathematics, Adolescence and Young Adulthood	0	0	0	0	0	0
Music, Early and Middle Childhood	1	3.7	2	6.7	5	6.4
Music, Early Adolescence through Young Adulthood	0	0	0	0	0	0
Physical Education, Early and Middle Childhood	0	0	0	0	0	0
Early Adolescence through Young Adulthood	0	0	0	0	0	0
School Counseling**	0	0	0	0	0	0
Science, Early Adolescence	1	3.7	1	3.3	3	3.8
Science, Adolescence and Young Adulthood	1	3.7	1	3.3	3	3.8
Social Studies-History, Early Adolescence	2	7.4	2	6.7	5	6.4
Social Studies-History, Adolescence and Young Adulthood	1	3.7	1	3.3	3	3.8
World Languages	0	0	0	0	0	0



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

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

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	81	100	97	100	170	100
Pre-K	8	9.88	9	9.28	16	9
Kindergarten	5	6.17	6	6.19	10	6
1	7	8.64	1	8	14	8
2	4	4.94	7	7.22	12	7
3	7	8.64	10	10.31	17	10
4	4	4.94	7	7.22	12	7
5	4	4.94	7	7.22	12	7
6	0	0	0	0	1	1
7	0	0	0	0	1	1
8	1	1.23	1	1.03	2	1
9	8	9.88	8	8.25	14	8
10	9	11.11	9	9.28	16	9
11	10	12.35	10	10.31	17	10
12	14	17.28	15	15.46	26	15

*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)	8201	27	7956	30	8075	78
% Female	48.0	96.3	48.2	96.7	48.1	93.6
% Male	52.0	3.7	51.8	3.3	51.9	6.4
% Nonbinary	NA	N/A	NA	N/A	NA	N/A
% American Indian/Alaska Native	0.4	0.0	0.3	0.0	0.3	0.0
% Asian	2.9	3.7	2.9	3.3	2.9	3.8
% Black/African American	35.4	3.7	34.9	3.3	35	7.7
% Hispanic/Latino	30.8	0.0	33.6	0.0	35	7.7
% Native Hawaiian/Pacific Islander	0.2	0.0	0.2	0.0	0.2	0.0
% Two or More	5.3	14.8	5.2	13.3	5.2	6.4
% White	25.0	77.8	22.8	80.0	21.4	74.4

S = Student Population, NBCT = National Board Certified Teacher

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

Linked Artifacts:



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

Examples may include:

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

AACPS encourages existing NBCTs to participate in the NBCT support system by becoming **Professional Learning Facilitators (PLF)**. These positions provide direct support and mentoring to NBCT candidates. During information sessions about NBCT, current NBCTs who are not PLFs, especially males and those from diverse backgrounds, are invited to share their experiences with those interested in learning more about the NBCT process. As discussed extensively in Question 38, AACPS uses current NBCTs as the primary support providers for current AACPS teachers going through the NBCT process.

AACPS is currently working on job descriptions for **Lead and Distinguished Teachers**, both of which require NBCT as a minimum requirement. As we prepare for these new positions as part of the career ladder, the Office of Professional Growth and Development is planning to create several professional development opportunities aligned with the Blueprint requirements for these positions (i.e., action research, data analysis, etc.) and we will be recruiting the instructors for these courses from our NBCT ranks.

Whenever possible NBCTs teach in the subject of their initial certification. In the rare cases that they do not, we will examine their current teaching assignment to determine if any adjustments need to be made. In most cases, teachers not teaching in their certification area teach a different age band and not different subjects. For example, a mathematics teacher might be NBCT in Early Adolescent Mathematics (ages 11 - 15) but is teaching Algebra II or statistics to classes of primarily 16-year-old students. In these cases, the teacher's mathematical content and pedagogical knowledge makes the assignment outside of their age range certificate appropriate.

Linked Artifacts:

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

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

Although AACPS has not formed a Career Ladder Development Board as described in Blueprint, we have formed a Career Ladder Subcommittee that includes members of The Teachers



Association of Anne Arundel County (TAAAC) and members of AACPS central office administration.

In addition, AACPS has contracted with Urban School Human Capital for support related to staffing, schedules, career ladder, and other required components of the Blueprint. As part of the contract, USHC is providing career ladder development support.

Finally, AACPS has held subcommittee meetings where stakeholders have been encouraged to discuss recruitment and retention strategies that AACPS can consider as we work on crucial issues related to the teacher career ladder and working conditions.

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

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
Recruit more NBCTs to serve as Professional Learning Facilitators	X	X	X
Expand current NBCT support structure to include more school-specific cohorts at schools with recruitment and staffing challenges (includes Low Performing and Title I funded schools)		X	X
Increase the number of diverse candidates, including men, who go through the NBCT process		X	X
Work with consultant group to create models for leadership opportunities for NBCTs and possible career ladder school structures		X	X
Provide information sessions to teachers and administrators about the career ladder and the new positions afforded under Blueprint		X	X
Collaborate with the bargaining units for negotiations on the development of the career ladder		X	X
Create and offer professional development on key requirements of being a Lead and/or Distinguished Teacher (i.e. action research) so that current and aspiring NBCTs have the skill set to pursue new opportunities		X	X
Create new job descriptions for teacher leadership opportunities		X	X
Create a pool of applicants eligible for teacher leadership positions		X	X
Negotiate salaries based upon the new career ladders		X	X
Align observation and rating tools with NBCT standards		X	X
Align AACPS professional development opportunities with NBCT standards		X	X
Create school schedules that support new teacher leadership opportunities			X
Reflect on status and other Blueprint requirements and adjust plans as needed		X	X



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

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

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

Examples may include:

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

AACPS currently partners with seven institutions of higher education (IHE) partners to provide advanced degree programs for current employees. Cohort models are offered through 6 of those IHE partnerships. In addition to focusing on school leadership, partnership programs emphasize areas of critical need, such as educating students with special needs and English for Speakers of Other Languages.

The AACPS manager of IHE partnerships will meet at least annually with the leadership of the teachers and support professionals' unions, respectively, to gauge how AACPS' programming meets the broad needs of our employees. These meetings could result in additional staff focus groups and surveys to inform changes to our advanced degree partnerships. AACPS continues to meet with current partners and additional IHEs to expand our programming in ways that align with the needs of our workforce.

AACPS will continue to leverage technology and satellite spaces throughout the county to ensure that courses and classes are offered through various face-to-face, virtual, synchronous, and asynchronous mediums that meet the fluid needs of our teachers and team members. Additionally, responsive content, trending topics, and real-time data will be asked to be included in the coursework.

AACPS promotes advanced degree programs and funding opportunities through posting on a district website, presentations by AACPS staff, emails to employees, and a yearly IHE



partnership fair. AACPS staff monitor attendance at events and meet multiple times each year with IHE partners to discuss registration numbers, obstacles, potential modifications, and things that are going well in their respective programs.

Linked Artifacts:

[48 – AACPS Advanced Degree Cohort Information](#)

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

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

As AACPS established partnerships with IHE partners for graduate degree opportunities for current educators, our focus has traditionally been on areas where we have current shortages. We have created many cohorts to encourage current educators to pursue advanced degrees in mathematics, science, and other areas. As part of these programs, the IHEs that we partner with include program assessments that allow our educators to complete university assignments that directly align with AACPS curriculum and instruction programs. For example, many graduate courses require students to analyze how curriculum and assessment documents align with national and state standards and best practices. Our educators who are enrolled in these programs use AACPS curriculum and assessment documents as well as Maryland College and Career Ready Standards to complete these assessments

As AACPS determines the number of teachers needed for new courses and programs that align with post-CCR pathways, we will work with IHE partners to create specific graduate programs or certificate programs that will provide the necessary content and skill knowledge needed for teachers to teach effectively in these pathways.

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?

AACPS has some established practices with the community college where school staff teaches dual credit courses for students, and we will build on these to support additional opportunities for faculty.

The school system will work with Anne Arundel Community College to determine what criteria and experiences would best prepare AACPS teachers to offer dual credit courses within our high schools for students. In addition to already established standards, degree conferred, years of experience, etc., within an adjunct teacher's job description, AACPS will also partner with Anne



Arundel Community College to determine what additional professional development would best prepare a teacher to meet the needs of students in a dual credit course.

AACPS will also review current dual credit offerings to determine what courses may currently not be available to students that should be considered based on CCR readiness. Content and program offices will work with system leadership to review course alignments and mediums for course offerings (in a face vs. online, at a community college campus vs. in a high school).

Linked Artifacts:

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

Examples may include:

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

Cohorts:

As identified in Question 48, AACPS already has many opportunities for AACPS educators to participate in cohort programs. An advantage of a cohort program is that there are additional reductions in fees, and some programs allow AACPS to pay tuition upfront rather than reimbursing teachers later.

Flexible Schedules:

IHE partnership programs already offer a variety of formats to meet the preferences, lifestyles, financial circumstances, and learning needs of our employees in search of advanced degrees. Program formats will vary in terms of grouping (e.g., cohort, individual), settings (e.g., face-to-face, virtual, hybrid), and times (e.g., evening, weekend, synchronous, asynchronous).

Financial Supports:

Many of our partnership MOUs do and will continue to include reduced tuition and participant fees. In addition, AACPS will continue to search and apply for grants, such as Maryland Leads, designed to significantly reduce or eliminate costs for advanced degree candidates in good standing. AACPS offers enhanced tuition reimbursement for teachers earning advanced degrees in areas in which the district has critical shortages that could fully fund tuition for 18 credits per year at over \$800 per credit. Also, any of our partnership MOUs do and will continue to include reduced tuition and participant fees. In addition, AACPS will continue to search and apply for grants, such as Maryland Leads, designed to significantly reduce or eliminate costs for advanced degree candidates in good standing.



Linked Artifacts:

Pillar 2, Objective 5: Improve educator compensation

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

52. Allocation of Resources: The Blueprint assumes LEAs will spend \$617 of the target foundation per pupil increase to implement the new 10% salary increase for all teachers and the new minimum salary requirement of \$60,000. The target foundation per-pupil amount is phased in 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.

The district is on target to meet the 10% salary increase by FY24. The following Cost of Living Adjustments (COLA) were included in teacher salaries during the years indicated:

- FY20 - 2%
- FY22 - 1%
- FY23 - 4%
- FY24 - 3%.

The requirement to meet \$60,000 by FY27 requires substantial COLAs over the next three years. On average, over 5% will be needed each year to meet this goal.

There are many challenges to meeting this goal. The largest one is the cost of implementing a 5% COLA plus its fixed charges. At a time when much of our revenue comes from restricted use, it is challenging to identify funding to this level. Additionally, AACPS is opening several new schools requiring substantial investments. Lastly, we are attempting to migrate funding currently in ESSER grants to the operating budget. The district prioritizes compensation for this requirement and general recruitment and retention efforts.

Linked Artifacts:

[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%	2%	2%	2%	2%	2%	3%	3%	3%	7%	7%	7%	13%	13%	13%

*The FY24 budget requests a 6% COLA for all Unit I employees. If approved the overall percentage increase from FY20-FY24 will be 13%. If the request is not fully funded a minimum 3% COLA will be provided to meet the 10%.

- Linked Artifacts:
- [53 – Terms of Employment FY20](#)
 - [53 – Terms of Employment FY21](#)
 - [53 – Terms of Employment FY22](#)
 - [53 – Terms of Employment FY23](#)



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.

The starting salary in FY23 is \$50,247. To meet this goal, the intention is to provide Cost of Living Adjustments (COLA) over the next four years. If a 5% COLA is applied for FY24-26 and a 4% COLA in FY27, the starting salary will be \$60,494.

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.

AACPS will continue to monitor the impact of Blueprint requirements for salary, career ladder, school schedules, and job duties on our system and will determine what, if any, proposed regulatory revisions or waivers might be needed.

Specifically, we are working to determine if the 60/40 split will result in the time needed for the requirements and if this will not result in some full-time classroom teachers having to teach more to get to 60%.

We currently have some teachers who teach 58% of their working time, and we are opposed to changing school and class schedules that will result in less planning time so that full-time classroom teachers, specifically those with NBCT, will have to teach additional minutes each day to meet this 60% requirement.

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
TAAAC (teacher bargaining	Negotiating the development of the career ladder	As negotiated, but at



unit)		least quarterly
AEL (administrator bargaining unit)	Negotiating the development of the career ladder and required changes in the contract to include Lead Teachers in the process of choosing Principals (as currently required in Blueprint)	As negotiated, but at least quarterly
Workforce Monitoring Team	Review current hiring and staffing data and creates annual Diversity in Hiring report	Monthly

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 with Blueprint's intent, discuss the anticipated timeline and process for development and/or revision.

AACPS created a Comprehensive Literacy Plan in 2018. This plan is currently undergoing revisions to ensure alignment with the Science of Reading, and we will update the plan before publishing. We will analyze data related to literacy indicators and create a revised plan that will include the requirements that the plan is:

- aligned to the Science of Reading
- plan for Pre-Kindergarten students to demonstrate readiness for Kindergarten
- plan to support our youngest students to be proficient in reading by the end of Grade 3
- plan to continue to help struggling readers in grades 4-12



The AACPS strategic plan sunsets in 2023. Under the direction of our new superintendent, work is happening to support the development of a new strategic plan to be adapted for the 2024-25 school year.

Elements of our new Strategic Plan, the Science of Reading, and new Pre-k - 12 adopted literacy materials will drive revisions to our system's Comprehensive Literacy Plan by the 2024-25 school year. The plan will include tiered instruction, starting with research-based Tier-I instruction that provides professional development for teachers on the Science of Reading and best instructional practices.

AACPS provides standards-based instruction with curriculum aligned to best instructional practices and includes clear scope and sequences in all curriculum documents. These curriculum documents include rich instructional materials both adopted through rigorous procedures and designed by system educators.

Curriculum guides are developed and utilized in all grades and subject areas. AACPS will begin the process of developing a comprehensive literacy plan for implementation during the spring of the 2023-2024 school year in alignment with both the development of a new system strategic plan in consultation with Insights which will be finalized in spring of 2024. AACPS is also in the process of selecting new core resources for grades K – 5.

This review for potential adoption will occur during the 2023-2024 school year for implementation in the 2024-2025 school year. The timeline for development of the plan and key stakeholders have been finalized by system leadership and are outlined below.

Committee will include but not be limited to participation from:

Central Office Staff – Curriculum & Instruction (Literacy/English, English Language Development, Special Education), Equity and Accelerated Student Achievement, and School Performance

School Staff – Administration and Teachers

Community and family (parent/guardians) stakeholders

June/July 2023

Literacy/English Content Coordinators will recruit system and community stakeholders as the core development team to review and revise, as needed, the current mission and vision of Literacy/English for PK – 12 education. Initial meetings will provide historical perspective, current data, and review of current instructional materials for tiered instruction. Coordinators will partner with the Office of Student Data and Research to review system data related to federal and state metrics such as ESSA and the Blueprint for Maryland's Future and explore trends. A separate committee will begin the process for selecting materials, outlined in question 66, in anticipation of the adoption and implementation of a new system resource for K – 5 Literacy as outlined.

August/September 2023

Committee members will meet in small groups to create draft goals and action steps using structures of system thinking and strategic planning. Additional members will be added from the school system and community as needed. Draft materials will be reviewed and revised by system leadership. As the school system's strategic plan develops goals will be cross-checked to ensure consistency with the goals of the superintendent.



September-November 2023

Finalized goals will be utilized in the review of current instructional practices to complete a needs assessment. Identified needs and barriers will be addressed through the creation of a draft implementation plan. The draft plan will be shared for feedback with additional school system, family, and community stakeholders for input prior to finalization. During this time, content coordinators will evaluate the need for additional or new instructional materials, professional development, and other fiscal needs working with budget and finance team members to integrate requests into the 2024-2025 budget proposal.

December 2023 – February 2024

A finalized plan will be shared with the superintendent and school system leadership. Upon approval the plan will be presented to school system employees and implementation will be shared.

Linked Artifacts:

Non-Applicable

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

AACPS Goals for Literacy:

The goal stated on the current Strategic Plan for AACPS reads, "Increase the percentage of students who read on or above grade level by the end of second grade." As part of developing a new strategic plan, AACPS will review this goal to determine whether changes are required.

AACPS Vision for Literacy:

The vision of the Office of Elementary Reading and Integrated Literacy is to provide mirrors and windows for students to see themselves and learn about the world through integrated literacy experiences while empowering teachers and leaders with the necessary tools and knowledge to grow students as readers, writers, and thinkers to excel in an evolving digital world.

The mission of the Office of Elementary Reading and Integrated Literacy is to:

- Collaborate with all stakeholders, including teachers, leaders, parents, MSDE, other content offices, and community partnerships in literary decision-making.
- Evaluate data, policies, practices, and materials to support the Maryland College and Career Readiness Standards instruction.
- Create a high-quality curriculum, assessments, professional development, a community of learners, and a culture that fosters a love of reading and writing in an ever-changing technological world.
- Communicate the developments and best practices in English Language Arts with all stakeholders.
- Educate teachers, leaders, parents, and community members in all facets of literacy.
- Advocate for policies, practices, the role of the reading teacher, and the academic success of all students as it relates to literacy.



The Office of Elementary Reading and Integrated Literacy has committed to building the following reading and literacy design phase in alignment with the Science of Reading. This will drive the enhancements of our Pre-K - 12 continuum.

Note: To align with the directions for the 2023 Blueprint Implementation Plan, we limited this answer to Pre-K to Grade 5. Answers that address secondary grade levels will be submitted in 2024.

Linked Artifacts:

[58 – Literacy Mission and Vision](#)



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 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	9.5	40.3	44.3	5.9	8.8	39.3	45.3	6.6	8.1	38.3	46.3	7.3
AI	10.4	44.0	41.5	4.1	9.7	43.0	42.5	4.8	9.0	42.0	43.5	5.5
A	8.6	36.4	47.2	7.8	7.9	35.4	48.2	8.5	7.2	34.4	49.2	9.2
B	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
H	16.9	54.4	27.0	1.6	16.2	53.4	28.0	2.3	15.5	52.4	29.0	3.0
NH	19.7	62.0	18.0	0.3	19.0	61.0	19.0	1.0	18.3	60.0	20.0	1.7
2+	27.4	58.7	13.4	0.5	26.7	57.7	14.4	1.2	26.0	56.7	15.4	1.9
W	5.5	32.5	53.3	8.7	4.8	31.5	54.3	9.4	4.1	30.5	55.3	10.1

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	9.5	40.3	44.3	5.9	8.8	39.3	45.3	6.6	8.1	38.3	46.3	7.3
M	0.0	50.0	38.9	11.1	0.0	48.3	39.9	11.8	0.0	46.6	40.9	12.5
F	6.5	27.2	59.2	6.9	5.8	26.2	60.2	7.6	5.1	25.2	61.2	8.3
NB	14.0	51.2	31.3	3.4	13.3	50.2	32.3	4.1	12.6	49.2	33.3	4.8
ED	15.5	51.7	31.7	1.1	14.8	50.7	32.7	1.8	14.1	49.7	33.7	2.5
EL	0.0	27.3	63.6	9.1	0.0	27.0	64.6	9.8	0.0	25.3	65.6	10.5
SE	8.3	34.9	49.2	7.5	7.6	33.9	50.2	8.2	6.9	32.9	51.2	8.9

Column Headers

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

Row Headers

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



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

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

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	10.2	40.6	44.8	4.4	9.5	39.1	46.3	5.1	8.9	37.6	47.8	5.7
AI	38.5	38.5	23.1	0.0	37.8	37.0	24.6	0.7	37.2	35.5	26.1	1.3
A	3.6	26.9	54.6	14.9	2.9	25.4	56.1	15.6	2.3	23.9	57.6	16.2
B	16.2	48.9	33.8	1.1	15.5	47.4	35.3	1.8	14.9	45.9	36.8	2.4
H	18.1	49.0	31.2	1.7	17.4	47.5	32.7	2.4	16.8	46.0	34.2	3.0
NH	11.1	33.3	55.6	0.0	10.4	31.8	57.1	0.7	9.8	30.3	58.6	1.3
2+	6.2	42.9	46.9	4.0	5.5	41.4	48.4	4.7	4.9	39.9	49.9	5.3
W	5.2	34.3	54.2	6.3	4.5	32.8	55.7	7.0	3.9	31.3	57.2	7.6

Column Headers

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

Row Headers

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

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

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	8.2	35.3	45.0	11.5	7.6	33.8	46.5	12.1	6.9	32.3	48.0	12.8
M	10.5	41.8	40.3	7.4	9.9	40.3	41.8	8.0	9.2	38.8	43.3	8.7
F	5.9	28.7	49.7	15.7	5.3	27.2	51.2	16.3	4.6	25.7	52.7	17.0
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	15.5	51.9	28.7	3.9	14.9	50.4	30.2	4.5	14.2	48.9	31.7	5.2
EL	34.7	55.0	10.1	0.2	34.1	53.5	11.6	0.8	33.4	52.0	13.1	1.5
SE	26.6	61.1	11.9	0.3	26.0	59.6	13.4	0.9	25.3	58.1	14.9	1.6

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	8.2	35.3	45.0	11.5	7.6	33.8	46.5	12.1	6.9	32.3	48.0	12.8
AI	11.1	55.6	27.8	5.6	10.5	54.1	29.3	6.2	9.8	52.6	30.8	6.9
A	1.2	20.1	56.6	22.1	0.6	18.6	58.1	22.7	0.2	16.8	59.6	23.4
B	10.2	44.8	39.4	5.5	9.6	43.3	40.9	6.1	8.9	41.8	42.4	6.8
H	16.4	44.4	33.6	5.6	15.8	42.9	35.1	6.2	15.1	41.4	36.6	6.9
NH	0.0	18.2	54.5	27.3	0.0	16.1	56.0	27.9	0.0	13.9	57.5	28.6
2+	7.5	32.3	44.5	15.6	6.9	30.8	46.0	16.2	6.2	29.3	47.5	16.9
W	4.4	28.6	51.5	15.4	3.8	27.1	53.0	16.0	3.1	25.6	54.5	16.7

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)*

New AACPS Teachers:

Upon entering AACPS as a new employee, new teachers will receive a survey asking them to self-report all targeted training they received during their university teacher preparation programs. We can then move this information into AACPS using the Unified Talent platform to



identify which professional development offerings employees have attended during their pre-service preparation.

Current AACPS Employees:

All professional development sessions are posted on the Unified Talent web-based platform for in-service teachers. Teachers use the platform to view and register for the various offerings. Unified Talent offers the capability to track attendance in professional learning opportunities over time, including those specifically related to the science of reading. The system lets us track teachers by grade level and subject expertise to see when teachers move grade levels or disciplines where they may need additional professional development. Moreover, the system also tracks attendance and completion of PD programs. Teachers who do not complete any given PD program will be flagged as non-completers who will then be sent an email to re-register for professional development in the next semester or school year.

Current Work to Track Completion of the Science of Reading:

AACPS is creating a system to attach to each AACPS employee's professional development record whether the employee has completed or needs the Science of Reading training. This system will provide a more accurate record of the percentage of staff who have completed the training than our current structure, as some employees have completed the Science of Reading professional development in opportunities that are not currently captured in our Unified Talent system (i.e., MSDE training, summer training for graduate credit at an IHE, etc.).

[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	84	50	116	42	153	100
Kindergarten Teachers	0	0	343	4	360	100
1 st Grade Teachers	0	0	299	4	314	100
2 nd Grade Teachers	0	0	287	1	301	100
3 rd Grade Teachers	0	0	280	1	294	100
Pre-K-3 Special Education Teachers	0	0	332	2	349	100
Pre-K-3 ESOL Teachers	0	0	94	1	99	100
Pre-K-3 Principals	0	0	80	7	84	100
Other Relevant Staff	0	0	218	31	229	100

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
Student Interns	K-5	Literacy Training	Initial	1	Summer
New Classroom Teachers	PreK-5	Tier 1 Curriculum	Initial	3.5	Summer
New Literacy Teachers (i.e., School-based Reading Specialists)	Elementary	Tier 1 Curriculum and Coaching	Ongoing	32	Year Round
Literacy Teachers	Elementary	Tier 1 Curriculum and Coaching	Ongoing	48	Year Round
Aspiring Literacy Teachers	PreK-5	Tier 1 Curriculum and Coaching	Ongoing	21	Year Round
Classroom Teachers	PreK-5	Tier 1 Curriculum	Ongoing	3	Year Round
Administrators	Elementary	Science of Reading Overview Science of Reading for Administrators Course	Initial Ongoing	4 15	Year Round Fall, 23
Early Intervention Teachers	K-3	Orton Gillingham	Initial	80	Fall
Early Intervention Teachers	K-3	Tier 1 Curriculum	Ongoing	10	Year Round
Early Intervention Teachers	K-3	DIBELS	Ongoing	3	Year Round
Early Intervention Teachers	K-3	Intervention Tools	Ongoing	3	Year Round
Early Intervention Teachers	K-3	Multisensory Instruction Progress Monitoring	Initial	8	Fall
Early Intervention Teaching Assistants	K-3	Tier 1 Curriculum	Initial	8	Fall
Early Intervention Teaching Assistants	K-3	Multisensory Instruction Progress Monitoring	Initial	8	Fall



All Staff (Including English Language Development and Special Education Teachers)	PreK-5	LETRS	Ongoing	180	Year Round
All Staff (Including Special Educators, Literacy Teachers, SISTs, and TAs)	K-3	Wilson Foundations, Intervention Models	Ongoing	12 hours	Sessions offered throughout the year
All Staff (Including Special Educators, Literacy Teachers, SISTs, and TAs)	2-5	Wilson Reading System	Ongoing	12 hours	Sessions offered throughout the year
Special Educators	K-12	Qualitative Reading Inventory (QRI Training)	Ongoing	2 hours	Winter/Spring 2023

Linked Artifacts:

[62 – Literacy and Reading Trainings Page 1](#)

[62 – Literacy and Reading Trainings Page 2](#)

[62 – Literacy and Reading Trainings Page 3](#)

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*

Understanding of Literacy Training Content:

The Office of Elementary Reading follows the **trainer-of-trainer model**. It provides ongoing and systemic professional learning for all Literacy Teachers aligned to the Science of Reading, which they, in turn, deliver to teachers in their respective school buildings. All AACPS professional development opportunities have summative evaluations of learning that include self-reflection tools, assignments, and application examples. When educators do not demonstrate learning in the professional development topics, educators are allowed to demonstrate their learning in new ways, often with the help of a school-based Literacy Teacher.

Using surveys allows our teachers to communicate their **perceptions of training**, curriculum implementation, and successes and challenges they experience. To tailor our approach to professional learning for the teachers we support, we have created a process to collect and



analyze teachers' perceptions of training and curriculum implementation after each professional learning opportunity we provide. This data is collected via a survey.

We use this data to inform continued professional learning opportunities. Curricula also allow teachers to provide feedback on what is written and taught. This data is collected via an electronic portal and is analyzed by the Office of Elementary Reading to determine adjustments to curricula and professional development needs. Additionally, our Division of Professional Growth and Development elicits ideas from teachers about professional needs and growth opportunities, which the Division shares with curriculum offices when the suggestions pertain to specific content (i.e., literacy). The artifacts shared for Question 62 demonstrate the type of courses offered to our teachers related to literacy.

Monitoring Implementation:

Implementation tools aligned with the literacy professional development for each literacy block were developed to allow teachers to reflect on the implementation of their instruction and for school leadership teams to monitor the implementation of the literacy curriculum. School teams analyze the data from the implementation tools to determine if additional professional development is needed to ensure implementation with fidelity.

Linked Artifacts:

[63 - Implementation Tool](#)

[63 – Sample of Literacy Teacher Survey](#)

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*

Each elementary school and early childhood center in AACPS is staffed with at least one full-time Literacy Teacher (i.e., School-based Reading Specialist). One of the primary roles of the Literacy Teacher is to support teacher growth and proficiency in literacy. Specifically, these staff members will be developed in the Science of Reading to implement a trainer-of-trainer model to support teachers and administrators who will continue to receive job-embedded professional learning from these Literacy Teachers who work in their schools.

Literacy Teachers implement various models to support teachers' professional learning in structured literacy, including:

- Co-planning lessons with teachers
- Co-teaching lessons with teachers
- Modeling lessons for teachers
- Conducting coaching cycles (includes a pre-conference, instructional visit, and post-conference)



- Creating professional learning communities where the science of reading articles and materials is discussed
- Facilitating collaborative literacy planning
- Hosting professional development sessions specifically on the science of reading and others on how to apply what we learn from the science of reading research
- Conducting classroom and student-based data analysis
- Facilitating literacy data dialogues among peer teachers
- Facilitating lesson studies
- Hosting structured literacy book studies
- Scheduling intra and inter-classroom visitations where teachers can see one another implementing what they have learned in the science of reaching PD sessions

There is a time during the teacher workday allocated for this science of reading PD, and teachers are provided substitutes and other coverage to ensure that they have time to participate in this PD.

Linked Artifacts:

[64 – Literacy Teacher Job Description](#)

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*

As discussed in Question 64, AACPS has a central office-based Elementary Reading and Integrated Literacy Office. Each elementary school and early childhood center has 1-2 Literacy Teachers based on student enrollment or Title I status. Additionally, all new teachers are assigned a Right Start Advisor (RSAs) who provides ongoing support and professional development to teachers on their caseloads. These RSAs provide job-embedded professional learning opportunities by modeling, co-teaching, co-planning, and coaching classroom teachers, especially in literacy. These RSAs also identify effective teachers in literacy and schedule opportunities, including intra- and inter-classroom visitations to grow teachers through watching and collaborating with their peers. Moreover, school schedules ensure that grade-level teacher teams have collaborative planning focused on literacy at least once per month.

Additionally, members of the district's Office of Elementary Reading and Integrated Literacy provide job-embedded professional development to school leaders/administrators by attending and presenting at Central Office and Principal leadership meetings, providing push-in



collaborative planning support, facilitating peer classroom visits, and conducting coaching sessions with school-based Literacy Teachers.

Time is allocated during the teacher and administrator workday for literacy professional development. Additional voluntary literacy PD is available after school hours through in-person and virtual PD sessions (as identified in artifacts for Question 62).

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*

Our process for selecting materials is a cross-functional, cross-curricular, and collaborative approach to evaluating, analyzing, and selecting resources and instructional materials for our schools. AACPS invites members from various stakeholder groups such as Special Education, English Language Development, Equity, representatives from other content offices, school-based administration, Student Instructional Support Teachers, classroom teachers, and parents.

Once the committee is established, we engage in several professional development days to ensure all stakeholders have a structured and thoughtful analysis of instructional materials before adoption. As part of the process, we use rigorous criteria to review and analyze various materials to determine which best aligns with the Maryland College and Career Ready Standards and meets the needs of our students and teachers. The review of literacy materials that are evidence-based and aligned with the Science of Reading are evaluated against an evaluation tool to standardize the process by which we adopt new materials.

Currently, the Office of Curriculum and Instruction is partnering with our Office of Equity and Accelerated Student Achievement to ensure our equity specialists participate on STA committees in future adoptions. The systematic process for selecting and adopting materials can be found on our AACPS website.

Linked Artifacts:

[66 – Evaluation Process with Evaluation Requests](#)
[66 – Sample RFP for STA](#)
[66 – STA Overview Process](#)



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.

As part of adopting instructional materials for literacy, rubrics, and evaluation tools include all five areas of reading. Suppose one resource is inadequate or incomplete in addressing all five areas. In that case, AACPS does not consider the material or supplements the material with other resources that address the missing area(s). As part of the review and evaluation process, our committee members assess the quality of instructional materials by utilizing Ed Reports, What Works Clearinghouse, and other reliable resources that analyze the effectiveness of the instructional materials.

The Office of Research within AACPS also provides the committee with research available for each instructional program reviewed for members to consider as part of the evaluation process. Using the above-described review and evaluation process, which includes Ed Reports and other reliable resources, AACPS is preparing to adopt new materials based on the Science of Reading.

Linked Artifacts:

[67 – Snapshot of program review from the Office of Research](#)



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?

The process for selecting materials in AACPS includes using a rubric with strict criteria to evaluate research-based, evidence-based, and culturally responsive texts. All AACPS Content Offices have engaged in professional learning related to culturally responsive curriculum (CRC) using the [Metropolitan Center for Research on Equity and the Transformation of Schools CRC scorecard](#). In preparation for future resource and curriculum adoptions, the Office of Elementary Reading uses the CRC scorecard and other resources to revise the rubrics used in future adoptions. In addition, the Office of Elementary Reading and Integrated Literacy engages in an ongoing review process with the Office of Equity and Accelerated Achievement and other stakeholders to determine whether materials are culturally responsive. The process has included student members of our equity teams as part of the review panels. If the materials do not meet the criteria, materials are removed or supplemented with additional materials or supports.

Linked Artifacts:



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?

AACPS follows the same procedure when adopting supplemental and intervention materials as when adopting high-quality curriculum materials (Question 68). Additional considerations include the alignment to the Tier 1 core curriculum, identification of content for student areas of need, and evaluation of success when implemented with fidelity.

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)
Phonics, Spelling, and Word Study System, 2nd Edition (Components included in System: Phonics, Spelling, and Word Study System)	Greenwood/Heinemann	K-2	Tier 1	adopted and implementing
Wilson Foundations	Wilson	K-3	Tier 1	adopted and implementing
Magnetic Rainbow Letters	NASCO	K-2	Tier 1	adopted and implementing
Various Titles	Booksource	K-2	Tier 1	adopted and implementing
Guided Reading Bookroom (Content Area, Fiction Focus and Non Fiction Focus)	Scholastic	K-5	Tier 1	adopted and implementing
Literacy Pro and Digital Short Reads	Scholastic	K-5	Tier 1	adopted and implementing
Lucy Calkins Units of Study	Greenwood/Heinemann	K-5	Tier 1	adopted and implementing
Various Titles	Booksource	K-5	Tier 1	adopted and implementing
Benchmark Assessment System #1, 3rd edition, Grade K-2, Levels A-N	Greenwood/Heinemann	K-2	Tier 1	adopted and implementing
Benchmark Assessment System #2, 3rd edition Grades 3-8, Levels L-Z	Greenwood/Heinemann	3-5	Tier 1	adopted and implementing
Study Sync	McGraw Hill	6-8	Tier 1	adopted and implementing
Read to Achieve	SRA McGraw Hill	6-8	Tier 2	adopted and implementing
Corrective Reading	SRA McGraw Hill	6-8	Tier 2	adopted and implementing



Title	Publisher	Grade Level(s)	Instructional Tier(s)	Status (adopted and implementing, under review, piloting)
a Multicultural Reader Collect One - Student Edition ©2021	Perfection Learning Corp	9	Tier 1	adopted and implementing
Connections: English Language Arts - Student Edition Grade 9 ©2019	Perfection Learning Corp	9	Tier 1	adopted and implementing
Image Grammar Activity Book- student edition, ©2007	Perfection Learning Corp	9	Tier 1	adopted and implementing
A Multicultural Reader Collect Two - Student Edition ©2021	Perfection Learning Corp	10	Tier 1	adopted and implementing
Connections: English Language Arts Student Edition Grade 10, ©2019	Perfection Learning Corp	10	Tier 1	adopted and implementing
Image Grammar Activity Book- Student Edition ©2007	Perfection Learning Corp	10	Tier 1	adopted and implementing
Read 180 Universal - Real Book, Stage C, @2017	Houghton Mifflin Harcourt	9,10	Tier 1	adopted and implementing
System 44: 44 Book Secondary @ 2014	Houghton Mifflin Harcourt	9,10	Tier 1	adopted and implementing
Collections Grade 12	Houghton Mifflin Harcourt	12	Tier 1	adopted and implementing
Language of Composition	Bedford, Freeman and Worth Publishers	12	Tier 1	adopted and implementing
Advanced Placement English Language and composition by AMSCO	Perfection Learning Corp	11	Tier 1	adopted and implementing
Literature & Composition: Reading, Writing, Thinking 2e, ©2017	Bedford, Freeman and Worth Publishers	11	Tier 1	adopted and implementing
Barron's AP English Literature & Composition ©2022, 9e	Kaplan Inc.	12	Tier 1	adopted and implementing
Journalism: Publishing Across Media	Goodheart-Willcox	9-12	Tier 1	adopted and implementing
Dynamics of News Reporting and Writing: Foundational Skills for a Digital Age	Sage Publications	9-12	Tier 1	adopted and implementing
Speak ©2018	Cengage	9-12	Tier 1	adopted and implementing
Mastering Competitive Debate	Perfection Learning	9-12	Tier 1	adopted and implementing
Wilson Reading System 4 th Edition	Wilson Language Training Corporation	6-8	Tier 3	Approved and implementing
Wilson Foundations	Wilson Language Training Corporation	K-3	Tier 2	Approved and implementing
Systematic Instruction in Phonological Awareness, Phonics and Sight Words (SIPPS)	Collaborative Classroom	4-5	Tier 2	Approved and implementing



Leveled Literacy Intervention (LLI)	Heinemann	K-5	Tier 2	Approved and implementing
Wilson Reading System	Wilson Language Training Corporation	2-5	Tier 3	Approved and implementing
Visualizing and Verbalizing for Language Comprehension and Thinking	Gander	1-5	Tier 3	Approved and Implementing
Failure Free Reading	Failure Free Reading	3-5	Tier 3	Approved 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.

When instructional materials are **newly adopted**, AACPS provides structured professional development offerings to classroom teachers to support them with the implementation of these materials during summer boot camps, summer back-to-school sessions, and multi-meeting sessions throughout the school year where teachers are released from their classrooms to attend large PD sessions with application back in the classroom between meetings, and virtual self-directed PD modules. Veteran teachers are afforded additional PD literacy opportunities to extend their science of reading research understanding and time to apply what they learn in their classrooms, followed by self-reflection and discussion time with their peers.

Ongoing professional learning related to literacy resources and curriculum is a focus throughout the school year. School-based literacy teachers are supported in their growth and implementation of programming by Central Office resource staff who provide professional development and learning for literacy teachers; these literacy teachers then offer in-school literacy PD back at their respective schools. Principals and Assistant Principals with strong literacy education backgrounds also lead literacy PD during their grade level workgroups and in whole school faculty meetings.

*NOTE: Each elementary school and early childhood center in AACPS is staffed with at least one full-time Literacy Teacher. One of the primary roles of the Literacy Teacher is to support **on-going** teacher growth and proficiency in the area of literacy. The Office of Elementary Reading and Integrated Literacy provides extensive training to Literacy Teachers to ensure they can provide ongoing support to classroom teachers in the effective use of instructional materials through various coaching opportunities.*

Linked Artifacts:



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*

Data analysis is a critical component of the Teaching & Learning Cycle in AACPS. The systemic elementary schedule is developed to support teacher planning and collaboration so that grade-level teams can plan collaboratively during the school day. Schools use the **following data protocols**, developed by the Office of Elementary Reading and Integrated Literacy in partnership with the Instructional Data Division, to analyze data from diagnostic, formative, and summative assessments:

- DIBELS Data Analysis
- F&P Data Analysis Protocol
- iReady Leadership Data Protocol
- Student Item Analysis Assessment Protocol (used with Quarterly Assessments)

The offices conduct ongoing professional development on using data protocols for analyzing reading data with the following groups of school leaders: Principals, Literacy Teachers, School Performance Coaches, and a Data Analysis Cohort (one representative from each school). School leaders are expected to use the established data protocols with their school teams and conduct data protocols during monthly School Improvement Team meetings. Similarly, Literacy Teachers conduct data protocols with each grade level team during their monthly collaborative planning meetings as part of their professional learning communities (PLC).

Within the PLC, teachers also learn and embrace the Science of Reading and work on literacy strategies to be implemented within their classroom. Finally, schools use the data protocols



during Data Dialogues, which are regularly scheduled meetings dedicated to reviewing student data and determining the next steps for supporting student achievement in reading. AACPS' calendar includes four early release days for Equity Professional Development each year. During these sessions, teachers work in groups to apply equity principles to their daily practice, including analyzing data and adjusting instruction to better address learning opportunity gaps.

Linked Artifacts:

[72 – Assessment Protocol](#)

[72 – F & P Assessment Protocol](#)

[72 – iReady Protocol](#)

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	KRA	Diagnostic	1 time	Determine students' readiness for Kindergarten.
K-2	DIBELS	Diagnostic Universal Screener	1-3 times per year	Identify individual strengths and needs in the phonological awareness and phonics pillars.
K – 5	iReady	Diagnostic 3-5 used as a Universal Screener	2-3 times per year	Identify individual strengths and needs in the literacy domains (i.e., Phonological Awareness, Phonics, High-Frequency Words, Vocabulary, Comprehension: Literature and Comprehension: Informational Text.)
K-5	Fountas & Pinnell Benchmark Assessment System	Summative	2 times per year	Determine overall progress and proficiency in reading.
2-5	Quarterly Benchmark Assessments	Summative	3 times per year	Determine student proficiency in Reading Literature, Reading Informational, Writing, and Language Standards.
3-5	MCAP	Summative	1 time per year	Determine student proficiency in Reading Standards.

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)
Comprehensive Literacy Assessment	Identify students who are not proficient with foundational reading skills	Pre-K
KRA	Identify students not demonstrating readiness for Kindergarten	K
DIBELS Composite Score	Identify students at risk for reading difficulties who require supplemental instruction or intervention	K-2
iReady Diagnostic: Score on Phonics Domain	Identify students at risk for reading difficulties who require supplemental instruction or intervention	3
iReady Diagnostic: Score on Phonics Domain	Identify students in need of intervention in phonological awareness and phonics	4-5
Fountas and Pinnell Instructional Level	Identify students in need of support and intervention in overall reading proficiency	K-5
iReady Diagnostic: Phonological Awareness	Identify students in need of intervention	6-8 Middle School
iReady Diagnostic:	Identify students in need of support with reading (High-Frequency Words)	6-8 Middle School
iReady Diagnostic: Phonics	Identify students in need of intervention	6-8 Middle School
Fountas and Pinnell Instructional Level	Identify students in need of support and intervention in overall reading proficiency	5th Grade-Middle School



Early Warning Indicators	Identify students who are in need of additional support. Early warning indicators include attendance, behavior, assessment scores, and grades.	Pre-K to 12
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Linked Artifacts:

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)**

Universal Screeners:

DIBELS (K-2) or the iReady Diagnostic (3-5) are administered to students as a screener. These results and progress monitoring within the curriculum are used to identify students for Tier 2 or Tier 3 intervention based on needs in the five areas of reading (Phonological Awareness, Phonics, Fluency, Vocabulary, and Comprehension).

The type of intervention AACPS will provide for each student is determined by using the grade-level specific Intervention Placement Tool. The tool guides decisions beginning with the results of the screener, followed by examining intervention criteria, scores on curriculum assessments, data from district-wide assessments, and placement inventory results.

Students are placed into the appropriate intervention based on their deficit(s) in phonological awareness/phonics, decoding/encoding, fluency, vocabulary, and/or comprehension. Interventionists consistently monitor student progress and placement data to support continued participation or release from the program as appropriate.

Tier 2 Interventions include:



Wilson Foundations Intervention (Intentional Small Group)

Multi-sensory, structured program with diagnostically planned lessons
Addresses needs in decoding, encoding, oral fluency
30 minutes daily
1-5 students per group
Delivered by a trained, certified teacher

Wilson Foundations Intervention (Additional Small Group)

Multi-sensory, structured program with diagnostically planned lessons
Addresses student needs for decoding, encoding, oral fluency
Level K: 30 minutes 3 days a week or 15 minutes 5 days a week
Levels 1 & 2: 30 minutes 3-5 days a week
30 minutes daily
1-5 students per group
Delivered by a trained, certified teacher or Teacher Assistants/Paraprofessionals

Multisensory Instruction

Evidence-based approach
Addresses needs in phonological awareness, phonics, and fluency
15 minutes 3-5 days a week or 30 minutes 2 days a week
1-4 students
Delivered by a trained, certified Early Intervention Teacher or Early Intervention Teaching Assistant

Systematic Instruction in Phonemic Awareness, Phonics, Spelling, and Sight Words (SIPPS)

Structured program
Addresses needs in Phonological Awareness, phonics, fluency
30 minutes a day, 4-5 days a week
4-12 students (Plus), 4-15 students (Challenge) per group
Delivered by a trained, certified Teacher

Leveled Literacy Intervention (LLI)

Program using characteristics of students' instructional reading levels
Addresses fluency, vocabulary, comprehension
K-2: 30 minutes daily
3-5: 30-45 minutes daily
4-8 students per group
Delivered by a trained, certified Teacher

Tier 3 Interventions include:

Wilson Reading System

An intensive multisensory intervention program
Addresses significant needs in decoding and encoding, oral reading fluency, vocabulary, and comprehension
45-60 minutes daily
5 students maximum per group
Delivered by a trained, certified Teacher



Orton-Gillingham

Intensive multisensory, structured literacy intervention program

Addressed needs in phonological awareness, phonics

Grades 1-2: 40 minutes 2-3 days a week

Grade 3: 40 minutes daily

1-4 students per group

Delivered by a trained, certified Early Intervention Teacher or Early Intervention Teaching Assistant

Visualizing and Verbalizing for Language Comprehension and Thinking (V/V)

Strategy-based intervention program

Addresses needs in comprehension, oral language expression, oral language comprehension, written language skills

30 minutes daily

3-5 students per group

Delivered by a trained, certified teacher, Teacher Assistants/Paraprofessionals, or Speech Language Pathologist.

Failure Free Reading

Intensive, short-term intervention that uses an interactive software program with facilitator-led instruction

Addresses needs in visual and auditory memory skills, decoding, fluency, comprehension

45 minutes daily

1-3 students per group

Delivered by a trained, certified teacher or Teacher Assistants/Paraprofessionals.

Interventionists may include (all receive the required training needed for a specific intervention):

Teacher Assistants

Classroom Teachers

Literacy Teachers

Early Intervention Teachers

Student Instructional Support Teachers

Linked Artifacts:

[75 – Intervention Meeting Student Data Sheet](#)

[75 – Intervention Placement Tool Grade 1 \(there is a similar tool for each grade\)](#)

[75 – K-12 Reading Continuum 2022 - 2023](#)

• **Middle School (6-8)**

For the March 2023 submission, districts have the option of whether to submit information for Grades 6-8 for this question. Due to the current efforts in AACPS to revise our Strategic Plan and some of our internal practices related to literacy, we will answer this question for the March 2024 submission.

Linked Artifacts:



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

For the March 2023 submission, districts have the option of whether to submit information for Grades 6-8 for this question. Due to the current efforts in AACPS to revise our Strategic Plan and some of our internal practices related to literacy, we will answer this question for the March 2024 submission.

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

Differentiated Instruction in Literacy:

AACPS provides schedules for all grade levels, including a reading block where differentiated instruction occurs (K-5). During this time, identified students in Tier 2 or Tier 3 interventions work with a Literacy Teacher, Student Instructional Support Teacher, Early Intervention Teacher, Teacher Assistant, or Classroom Teacher. Guidance is provided for successfully scheduling reading interventions to maximize student learning.

Intervention Placement Tools:

AACPS has created grade-level specific Intervention Placement Tools to identify placement in an intervention based on student deficits. The tool guides decisions by examining intervention criteria, curriculum assessment scores, district-wide assessment data, and placement inventory results. Each intervention has expectations for data collection and progress monitoring. Teachers collect this data and diagnostically plan to ensure student success. Data is entered into and reported by the RTI system and used to discuss student growth and need. Data meetings are part of the monthly schedule for all teachers. Teachers use the Intervention Meeting Student Data Sheet to gather information, prepare for discussion around student progress and effective intervention implementation, and adjust as necessary.

The AACPS K-12 Intervention Team is currently developing Implementation Tools to ensure all interventions are being implemented with fidelity. AACPS Middle School supports teachers in implementing Tier 2 as an office and Tier 3 as a partnership with the Special Education Office. An outline for school-based and county-wide Professional Development for the year, such as



Back to School professional development for new intervention teachers, as well as data Review/Entry, are held by the intervention resource teacher and a member of the IDT team to support the data entry into the AACPS data platform.

Ongoing Professional Development:

In addition, quarterly monthly meetings are held virtually to provide diverse sessions and options based on the specific needs of the intervention teacher. Specific Professional Development for schools that may need support. As such, specific school-based plans are prep, discussed, and formulated to fit the needs of the teachers, department chair, and leader. Multiple stakeholders, such as the resource teacher, department chair, and special education resource teacher for Tier three programs, collect and share constant monitoring and feedback. Sessions focusing on implementing Tier 2 and Tier 3 interventions for middle school have a Modeling best practices component for teachers and strategies teachers can utilize based on their specific building and classroom needs.

Middle School Interventions:

We identify the need through a feedback form and ongoing communication with their building-based department chair. The recommendation to all Middle School building leaders is to have a qualified and certified teacher instructing intervention. Middle School scheduling presents some unique issues in providing high-quality intervention instruction. With this, the middle school ELA Department and the middle school leaders have provided creative methods to support increased opportunities for small-group instruction.

Each middle school ELA class engages in station rotation to increase and focus support for our intervention students. Moreover, we also encourage using the flex period to support students in intervention with more opportunities for increased learning. Tutoring takes place after school, not only for intervention students but any student showing need by way of our iReady assessment.

High School Interventions:

The high school English Office has one secondary reading specialist who manages the reading intervention program and supports the intervention teachers and classes. While the Striving Readers Grant initially funded this position, it has evolved into an AACPS FTE position. The reading specialist in this position is solely dedicated to reading interventions at the secondary level. Secondary striving readers are scheduled to receive instruction in our research-based intervention programs: Read180 or System44.

Students who participate in either intervention class earn 1 English elective credit; when needed, they may take the class twice. The role of the teacher specialist, who oversees secondary reading interventions, includes but is not limited to: software training for teachers, continuous monitoring of student progress, oversight and management of the learning platform, data discussions with the English coordinator, teachers, and HMM representatives, data analysis training for teachers, maintenance of an LMS, where daily intervention lessons and other materials of instruction reside, observations of intervention classes, providing feedback and coaching to intervention teachers, co-teaching and modeling instruction in intervention classrooms.

Linked Artifacts:

[76 – Reading Intervention Schedules](#)

[76 – Tier 2 Progress Monitoring \(similar tools for other levels\)](#)



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:

AACPS leveraged Transitional Supplemental Instruction funds to hire 55 teachers working with our K-3 students who most need early literacy support. These teachers work in tutoring groups of 1:4 and provide push-in support for small-group classroom tutoring sessions. These tutoring groups through TSI funds use different programs (i.e., Orton-Gillingham, Foundations, Wilson, etc.) depending on identified student needs.

AACPS uses special education, English language learner, and Title I funded staff to provide a push in small group support in a tutoring model of 1:4 and use similar programs and supports as those with TSI funds.

School Flex Periods:

Anne Arundel County Public Schools has created a daily schedule that allows for a purposeful time within the school day (flex time) for students to access academic support and extensions. AACPS has begun exploring how to integrate high-quality vendor partnerships and external community resources during the school day. We have piloted daytime virtual literacy and math tutoring with an outside vendor for targeted students in a few elementary and middle schools in the district. We plan to grow these partnerships with outside vendors and organizations to expand direct systematic high-leverage services to more students to elevate their learning.

AACPS offers direct support for identified students in the area of reading through interventions purposefully scheduled into the day with in-school teachers and district resource educators. All students who participate in tutoring are tracked in our Student Information System, PowerSchool. I-Ready is the tool we use for K-8 literacy tutoring support and assessment, allowing us to track student growth. The classroom teacher and support teachers can also provide additional support in certain areas to unique students based on the individual student data from I-Ready assessments offered three times per year.

NOTE: We also offer after-school in-person and virtual tutoring in literacy for 4th and 5th graders who are struggling across the system.

Linked Artifacts:

[77 – Homework Health and Tutoring Information](#)



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?
SY 19-20	Hired 10 Early Intervention Teachers	Due to COVID, our data is limited, but teachers reported that students served by these teachers were "progressing."	Teacher input meeting
SY 20-21	Maintained 10 Early Intervention Teachers	Due to COVID, our data is limited, but teachers reported that students served by these teachers were "progressing."	Teacher input meeting
SY 21-22	Maintained 10 Early Intervention Teachers	In 21-22, 11% of students moved from Intensive to Strategic or Strategic to Core in DIBELS support from Fall – Spring and increased an average of 109 points in their DIBELS composite score during the same time.	DIBELS scores
SY 22-23	Hired 45 new Early Intervention Teachers (55 Total) and 17 Teaching Assistants	In 22-23, 7% of students moved from Intensive to Strategic or Strategic to Core in DIBELS support from Fall – Winter and increased an average of 52 points in their DIBELS Composite Score during the same time.	DIBELS scores

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?

AACPS continues to collect, analyze, and utilize data at the school and system level to monitor student success while supporting students who show learning loss or are not on track based on indicators of academic success. To eliminate barriers and meet traditionally underserved



students' needs, AACPS has built on existing programs and added necessary structures to support students in the following ways.

Monitoring Student Successes and Needs:

AACPS has a robust **early warning system** where we can identify which students need immediate school-based interventions through monitoring data (i.e., assessment scores, attendance, behavior, and grades). These direct school-based interventions include parent conferences, academic referrals, and letters about attendance. Our early warning system flags students each quarter for additional support, and the IDD Office shares this data with schools through our Confidential Data Portal.

AACPS has a robust data system that provides schools and teachers with data related to performance on standards. This data is disaggregated by all student groups, including race, EL status, special education services, and economically disadvantaged individuals.

Leveraging Funds to Support Students Experiencing Learning Loss:

ESSER Funding provides afterschool tutoring for students in grades 3-12.

ESSER Funding is being used to support LAUNCH, a program for K-2 students still struggling with structures and behavioral supports. This program invites K-2 students who would benefit from coming to school in August for days to meet their teachers, go through school rotations, participate in small groups, work on positive play interactions during recess, and help alleviate any stress associated with the newness of the upcoming school year. This program is offered in Title I funded schools and two elementary schools in each high school feeder (based on the construction and facilities calendar).

Title I Funding provides extended day and year opportunities to identify students who attend Title I funded schools. Students identified for participation are most at risk of not meeting rigorous state standards.

Blueprint Transitional Supplemental Instruction Funding was used to hire early intervention teachers and teaching assistants who support students with Orton Gillingham, Foundations, and academic intervention utilizing Tier 2 and 3 programs (cited above).

Supports for Students with IEPs:

The system actively monitors student progress to determine the continued need or release of support for students with disabilities. AACPS prevents students with disabilities from being underserved by continuing to develop evidenced-based models that focus on inclusive, collaborative special education services. For example, AACPS, in collaboration with MSDE, has formed a Coordinated Comprehensive Early Intervening Services (CCEIS) committee focused on over-disciplining students with disabilities. This committee consists of leaders in AACPS within the special education, equity, alternative education and programs, and fiscal offices. The CCEIS committee meets quarterly with representatives from MSDE to review AACPS's planned response actions, which include:



The Early Intervention and SDI Team will meet monthly to collaborate and discuss topics, including opportunities for participation in general education, PD/coaching opportunities, additional personnel support, and the articulation process from Pre-Kindergarten to grade K. The Special Education Leadership Team will examine LRE data three times per year to identify ways to increase participation in the general education environment. The team will share the outcomes with school personnel and system leadership.

Hire three LRE Specialists, three technicians, and three teacher assistants to observe students and provide modeling and coaching support to teaching staff to increase inclusion opportunities in the general education setting.

AACPS will work with licensed BCBAs and technician support to develop FBA /BIP consistent with evidence-based practices, including identifying and implementing behavioral strategies with fidelity. Strategies would focus on preventative and less intrusive, reactive measures to prevent/reduce challenging behaviors. BCBAs/technicians would track challenging behavior data and maintain logs of FBA/BIPs developed.

A review of policies, procedures, and practices, in addition to fidelity checks and professional learning on evidence-based inclusive practices, will inform AACPS on the additional need for materials or curriculum to support students in the general education classroom. The CCEIS committee will examine student data three times yearly to identify ways to increase participation in the general education environment. The committee will then share the findings with school personnel and system leadership.

To better address the needs of students with disabilities and to strengthen the AACPS approach to equity for our students with disabilities, AACPS' Office of Specialized Instruction and the AACPS Office of Equity and Accelerated Student Achievement (OEASA) are partnering on several initiatives to support students with disabilities through a lens of equity. These examples include:

Project Unity Days align with the four early dismissal equity professional development days. Students receive lessons focusing on the Social Justice Standards from Learning for Justice (formerly Teaching for Tolerance). Grade-level appropriate lessons are developed focused on identity, diversity, justice, and action with an additional focus on reducing bullying of students with disabilities.

Building Equity Stamina Training (BEST) to help build educators' capacity for becoming equicentric. BEST is divided into four parts: Why Equity Matters in Your Sphere of Influence, Analyzing Scenarios and Case Studies, Content Specific Analysis with an Equity Lens, and Next Steps, Action, and Evaluation: Cultivating and Sustaining Equicentricity.

Programs to Support Black Boys, many of whom have disabilities, have been established to provide mentoring and rites of passage programs at select schools. These programs include structured **mentoring programs** (adult male and/or peer mentoring) tailored to meet the social and emotional learning needs of identified Black boys as well as a **Rites of Passage Program** that include group sessions with students with a combination of weekly and monthly sessions with Black boys to achieve the goals and objectives of the program. Discussion topics will include psychological issues impacting Black boys and men to develop healthy racial, ethnic,



cultural, social, and academic identities. Cultural enrichment activities will include Black history, traditional African rituals, celebrations/holidays, and other practices designed to reconnect, socialize, and educate Black boys about their history, heritage, and ancestry. Examples of activities are naming ceremonies, libation, and drumming. The programs will include sports and performing arts activities to develop healthy relationships with peers, college students, faculty, teachers, and mentors. These activities will be used to teach sportsmanship, art appreciation, teamwork, and character development.

English Learners:

AACPS eliminates barriers for English learners by providing access to **differentiated English language development instruction**, language supports, and supplemental instruction based on time in U.S. schools and growth over time in English language proficiency aligned to national WIDA standards. When writing a new curriculum, AACPS writing teams include an English Learner Development Teacher who helps teams include instructional materials and activities that help students learning English better access the regular curriculum. These strategies, such as **academic language goals** and using **Artful Thinking Routines**, help students who are English Learners and others who struggle with language be more successful in a fully integrated classroom.

Other supports include the ability of students new to U.S. schools to receive ELD service in a stand-alone newcomer ESOL class. In contrast, long-term ELs may receive language support from an ELD co-teacher in a grade-level English language arts. In middle school, long-term ELs might receive their ELD service through an **AVID EXCEL** course designed to accelerate language acquisition, develop literacy, and place students on the path to high school AVID and college preparatory coursework.

Formative and summative academic data about English learners are included in data-driven decision-making to identify students needing reading intervention services to ensure equitable access to district-wide programs. AACPS will prevent ELs from being underserved by continuing to develop instructional models that meet the specific academic and language development needs of students, such as collaborative teaching, integrated ELD and content courses, intensive targeted small group instruction, newcomer programming, explicit English language development courses, and dual language programs.

Summer learning and after-school homework/tutoring clubs provide additional opportunities for ELs to compensate for lost time attributed to interrupted formal education, the pandemic, and/or family obligations such as childcare or work outside the home. AACPS offers summer programs inclusive for all students, including ELs across proficiency levels, and summer programs designed exclusively for specific EL student groups. Developing the capacity of teachers of ELs will continue to be a priority for professional learning to ensure high expectations for all students and the effective integration of language objectives with grade-level content-based instruction.

Linked Artifacts:

[79 – ELD Standards Framework WIDA](#)

[79 – Early Warning System CDP Files](#)

[79 – ELD Standards Framework WIDA](#)

[79 – BEST Modules](#)

[79 – Justice Unity Day Slides for Students](#)



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.

AACPS Community Schools leverage many supports to support student academic enrichment and success in reading and literacy. These supports include (varies by school and need):

- Utilizing community and non-profit organizations to provide direct programming supports to students (STAIR, Seeds4Success, Senior to Senior, and Foster Grandparents)
- Utilizing grant funds to support extended day programming for students (Drama Clubs, Book Clubs, Poetry Clubs, and tutoring using i-Ready)
- Utilizing grant funds to support programming specifically for English Learner Families (Adult and Family English Classes, Bilingual Support Specialists, Dual Language initiatives, and Spanish Clubs)
- Utilizing grant funds to support extended-year programming to support students who need summer enrichment and support, including paying for teachers to continue reading interventions during the summer months
- Utilizing grant funds to build background knowledge that supports students' literacy development, specifically in informational text (social studies & and arts) through providing students with real-world applications and connections (field trips, guest speakers, virtual events, etc.)
- Utilizing grant funds to build student home libraries, including book vending machines and holiday and summer break books to take home
- Braiding funds with Title I to build classroom libraries and enrichment materials and fund extended day and year programming.

Beginning in the winter of 2022, we implemented a district-wide registration program to record student participation in extended-day and extended-year opportunities. We will then use registration and attendance in extended day and extended year programming and track performance on i-Ready diagnostics and other standardized data points (e.g., MCAP).

Linked Artifacts:

[80 – TH Clubs](#)

[80 – Belle Grove Book Night](#)

[80 – TH Toddler Reading Time](#)

[80 – TH Dual Language Plan](#)

[80 – Eastport Clubs](#)

[80 – Moss AA History Fieldtrip](#)

[80 – North Glen English Classes](#)

[80 – North Glen Toddler Time](#)

[80 – Belle Grove Family Literacy](#)

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.



AACPS has structures in place to ensure both strong **communication** with families as well as **engagement** with families regarding academics and college and career readiness.

Communication and Engagement with All Families:

AACPS and students' families engage in a partnership from the moment a child registers for their first day of school. Below are examples of the **communication and opportunities for engagement** that all families receive about their student's progress and upcoming school experiences. All opportunities are provided in both English and Spanish as well as other languages as needed.

- At or shortly after a child registers, families receive information on PowerSchool and how to find and access the Family Resources and Academic web pages to access resources to help their child at home.
- All families receive a calendar of the school year, including information on how to register for teacher/family conferences and how to contact the school, counselor, and teacher.
- All families receive information on how to join the school's parent/family organizations as well as a school calendar of upcoming family meetings and events.
- All families receive information on how to participate in the AACPS Parent Academy that provides on-demand and real-time programs that support families in how to provide supports at home as well as understanding the curriculum.
- At Community Schools and Title I funded schools, all families are invited to participate in school-specific family engagement events that include helping families learn more about supporting their students at home, how to navigate school programs, how to monitor a student's progress, and how to help students start thinking about and planning career paths.
- All families in Title I funded schools receive a copy of the School/Family Compact that was created the previous year with the input of families.
- All families are encouraged to visit classrooms throughout the year to see what students are learning and to better understand the processes. After these visits, the school meets with the families to debrief the lessons and to get feedback on the experience.
- Schools keep families up to date through a variety of newsletters and school events where they have additional opportunities to interact with the school and staff.

To determine the needs and interests of families, **all families are asked to complete surveys or other data capturing sheets** throughout the year to identify student interests, as well as needs and desires for opportunities (i.e., teacher student information sheets, Title I and Community School surveys, etc.). This information is used to plan activities and events for both families and to help personalize learning opportunities for students.

The school system also engages families as partners through multiple groups including, but not limited to, Parent Teacher Associations, Citizens Advisory Council, and our High School Signature Program Advisories. These organizations provide all families direct partnership with school and central office stakeholders creating a common space for discussion and decision making.

College and Career Readiness Planning for All Students

Currently, AACPS uses Xello (grades 4 – 8), Naviance (grades 9 – 12), and other digital tools with students. These tools allow students and families a space to explore academic strengths, student interests, and career opportunities and to identify college and career readiness goals for students. It is through these digital tools that we will work with students and families on creating their **Individual Learning Plans**.



AACPS will expand on this program and offer families virtual and in person classes to explore these digital tools and to engage as a family in identifying goals and making plans for student success. These opportunities will be partnered with existing opportunities where families learn more about student pathways in secondary school and how to support students as they explore their own interests so that they are best set up for happiness and success in their CCR pathway. As schools work on creating individual learning plans for students, parents will be pivotal in ensuring that the individual learning plans align with student academic needs as well as student and family goals related to CCR and post-secondary pathways.

Communication and Engagement with Families Regarding Interventions and Additional Supports:

When a student is identified as needing additional support in either math or reading, families are engaged as partners through various modes of communication and support. When the school believes that a child needs additional supports, **a meeting with the family is offered**, often at times occurring during Parent/Teacher Conferences or through individual conferences at other times of the year.

At this meeting, the teachers and other team members (as applicable) review student progress and show the family samples of student work, including any data from reading and math screeners. The school then shares recommended next steps, including any plans for interventions. The **school and family discuss the interventions** and agrees on appropriate next steps.

When family members are not able to attend the scheduled meeting, the school reaches out via email, telephone call, and/or postal service to try to schedule time with the family members to discuss student needs.

After meeting with families, the school informs families in writing of the decision for interventions as well as explanation of the student's needs and a program description to meet the identified needs. Progress is communicated to families regularly during the student's time in Tier 2 or Tier 3 intervention. These progress reports include recent test scores, an indication that the student is progressing, identified areas of needed improvement, how the student will be supported within the intervention, and a narrative including positive statements about the student, growth noted by the teacher, and how families can help at home.

All families receive a written report concerning after each assessment is administered and when we do not see expected progress another meeting with the family is scheduled. At this meeting **we discuss with the family their insights** as to strengths and challenges that it appears their student is having in relationship to either reading or math. We discuss the student's attitude towards the subjects and brainstorm ways to help overcome any barriers. For example, if families report that students do not want to read or engage with text, we discuss possible strategies that the family might try including games, different types of reading materials, and other strategies that align with what the family shares about their student's interests and needs.

During the third quarter, each family who has a child in a Tier 2 or 3 intervention is offered the opportunity to meet with the school team to discuss potential supports over the summer (such as attending summer programs, including Title I, Community School, and district supports) or continuing with possible family-led supports over the summer. **The family shares their preferences and together the team decides next best steps** for the student over the summer to minimize any learning loss and to continue to make progress in the intervention. At this meeting the school and family also discuss possible needed interventions for the upcoming school year and as a team, **they discuss the next best steps** for the student's academic growth and success.

Linked Artifacts:

[81 – Family Website for Literacy](#)



[81 – Intervention Letter to Families](#)
[81 – Letter to Families about OG](#)
[81 – Progress Monitoring Letter for Families](#)

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.

Mathematics programs offered at AACPS strive for the following beliefs and goals for all students:

- Mathematics is supposed to make sense
- Conceptual understanding + Procedural Fluency = Proficient Mathematics Students
- Students will be prepared for College & Career opportunities
- Students and parents will be offered exemplary service,
- Educators, parents, and the community will have open communication,
- Collaboration is the key to growth,
- Individual strengths of students will be built.

Though a comprehensive plan is not in place, all math team members strive to provide equitable access to all teachers, students, and families with material and human resources that support a deep conceptual understanding of grade-level skills in preparation for college and career readiness. With updates from AIB and MSDE teams working on Blueprint, AACPS will work diligently to develop a comprehensive math plan that addresses all students in AACPS.

The strategic plan in AACPS sunsets in 2023, and under the direction of a new superintendent and a new elementary math coordinator, new materials may also impact the revisions in the system comprehensive plan.

AACPS provides standards-based instruction with curriculum aligned to best instructional practices with a clear scope and sequences and rich instructional materials both adopted through rigorous procedures and designed by system educators. Curriculum guides are developed and utilized in all grades and subject areas.



AACPS will begin the process of developing a comprehensive mathematics plan for implementation during the spring of the 2023-2024 school year in alignment with both the development of a new system strategic plan in consultation with Insights which will be finalized in spring of 2024 and the adoption of a new core resources which will be utilized in the 2023-2024 school year. The timeline for development of the plan and key stakeholders have been finalized by system leadership and are outlined below.

Committee will include but not be limited to participation from:

Central Office Staff – Curriculum & Instruction (Mathematics, English Language Development, Special Education), Equity and Accelerated Student Achievement, and School Performance
School Staff – Administration and Teachers

Community and family (parent/guardians) stakeholders

June/July 2023

Mathematics Content Coordinators will recruit system and community stakeholders as the core development team to review and revise, as needed, the current mission and vision of mathematics for PK – 12 education. Initial meetings will provide historical perspective, current data, and review of current instructional materials for tiered instruction. Coordinators will partner with the Office of Student Data and Research to review system data related to federal and state metrics such as ESSA and the Blueprint for Maryland's Future and explore trends. The committee will review the plan for professional development around the adoption and implementation of a new system resource for K – 5 mathematics.

August/September 2023

Committee members will meet in small groups to create draft goals and action steps using structures of system thinking and strategic planning. Additional members will be added from the school system and community as needed. Draft materials will be reviewed and revised by system leadership. As the school system's strategic plan develops goals will be cross-checked to ensure consistency with the goals of the superintendent.

September-November 2023

Finalized goals will be utilized in the review of current instructional practices to complete a needs assessment. Identified needs and barriers will be addressed through the creation of a draft implementation plan. The draft plan will be shared for feedback with additional school system, family, and community stakeholders for input prior to finalization. During this time, content coordinators will evaluate the need for additional or new instructional materials, professional development, and other fiscal needs working with budget and finance team members to integrate requests into the 2024-2025 budget proposal.

December 2023 – February 2024

A finalized plan will be shared with the superintendent and school system leadership. Upon approval the plan will be presented to the school system employees and implementation.

Linked Artifacts:

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

**AACPS Vision for Elementary Mathematics:**

The Elementary Mathematics Office's vision is to ensure an accessible, high-quality mathematics education through a community of mathematically proficient learners who continually find the beauty of mathematics and all the opportunities mathematics affords. Mathematics challenges students to engage in rich, rigorous problems, using manipulatives and representations while making sense of the task(s) and possible solutions through mathematical discourse.

AACPS Mission for Elementary Mathematics:

Every child will have the opportunity to learn rigorous mathematics.

AAPCS Goals of AACPS Elementary Mathematics:

The goal stated on the current Strategic Plan for AACPS reads, "Increase the percentage of students in grades 3-8 who meet or exceed expectations on standardized mathematics assessment." As part of developing a new strategic plan, AACPS will review this goal to determine whether changes are required.

Note: To align with the directions for the 2023 Blueprint Implementation Plan, we limited this answer to Pre-K to Grade 5. Answers that address secondary grade levels will be submitted in 2024.

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	24.1	37.2	35.8	2.9	22.6	33.6	39.4	4.4	21.0	30.1	42.9	6.0
M	24.7	35.3	36.5	3.5	23.2	31.7	40.1	5.0	21.6	28.2	43.6	6.6
F	23.5	39.3	35.0	2.3	22.0	35.7	38.6	3.8	20.4	32.2	42.1	5.4
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	41.5	41.5	16.3	0.7	40.0	37.9	19.9	2.2	38.4	34.4	23.4	3.8
EL	N/A	N/A	N/A	N/A	43.6	39.7	15.1	1.6	42.0	36.2	18.6	3.2
SE	N/A	N/A	N/A	N/A	55.2	26.2	16.7	1.8	53.6	22.7	20.2	3.4

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	24.2	37.2	35.8	2.9	22.7	33.6	39.4	4.4	21.1	30.1	42.9	6.0
AI	22.2	44.4	33.3	0.0	20.7	40.8	36.9	1.5	19.1	37.3	40.4	3.1
A	N/A	N/A	N/A	N/A	11.9	31.2	48.5	8.4	10.3	27.7	52.0	10.0
B	38.2	39.5	21.3	1.0	36.7	35.9	24.9	2.5	35.1	32.4	28.4	4.1
H	37.1	42.1	20.3	0.3	35.6	38.5	23.9	1.8	34.0	35.0	27.4	3.4
NH	18.2	45.5	27.3	9.1	16.7	41.9	30.9	10.6	15.1	38.4	34.4	12.2
2+	N/A	N/A	N/A	N/A	20.4	31.3	43.3	5.0	18.8	27.8	46.8	6.6
W	13.5	34.6	47.5	4.4	12.0	31.0	51.1	5.9	10.4	27.5	54.6	7.5

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	33.4	47.1	17.9	1.6	32.5	45.0	20.0	2.5	31.6	42.9	22.1	3.4
M	33.0	45.6	19.5	1.9	32.1	43.5	21.6	2.8	31.2	41.4	23.7	3.7
F	33.7	48.8	16.2	1.2	32.8	46.7	18.3	2.1	31.9	44.6	20.4	3.0
NB	NA	NA	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
ED	54.0	40.8	5.0	0.2	53.1	38.7	7.1	1.1	52.2	36.6	9.2	2.0
EL	73.9	25.3	0.7	0.0	73.0	23.2	2.8	0.9	72.1	21.1	4.9	1.8
SE	64.7	32.9	2.3	0.0	63.8	30.8	4.4	0.9	62.9	28.7	6.5	1.8

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 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	33.4	47.1	17.9	1.6	32.5	45.0	20.0	2.5	31.6	42.9	22.1	3.4
AI	53.8	46.2	0.0	0.0	52.9	44.1	2.1	0.9	52.0	42.0	4.2	1.8
A	13.3	44.6	35.7	6.4	12.4	42.5	37.8	7.3	11.5	40.4	39.9	8.2
B	50.7	41.3	7.4	0.6	49.8	39.2	9.5	1.5	48.9	37.1	11.6	2.4
H	48.4	42.6	8.6	0.4	47.5	40.5	10.7	1.3	46.6	38.4	12.8	2.2
NH	33.3	44.4	22.2	0.0	32.4	42.3	24.3	0.9	31.5	40.2	26.4	1.8
2+	30.7	51.6	16.0	1.7	29.8	49.5	18.1	2.6	28.9	47.4	20.2	3.5
W	21.4	51.3	25.3	2.1	20.5	49.2	27.4	3.0	19.6	47.1	29.5	3.9

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	63.3	35.0	1.8	0.0	62.4	32.9	3.9	0.9	61.5	30.8	6.0	1.8
M	61.8	36.8	1.4	0.0	60.9	34.7	3.5	0.9	60.0	32.6	5.6	1.8
F	65.4	33.0	1.7	0.0	64.5	30.9	3.8	0.9	63.6	28.8	5.9	1.8
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	67.2	31.2	1.6	0.0	66.3	29.1	3.7	0.9	65.4	27.0	5.8	1.8
EL	70.0	30.0	0.0	0.0	69.1	27.9	2.1	0.9	68.2	25.8	4.2	1.8
SE	76.8	23.2	0.0	0.0	75.9	21.1	2.1	0.9	75.0	19.0	4.2	1.8

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 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	63.3	35.0	1.8	0.0	62.4	32.9	3.9	0.9	61.5	30.8	6.0	1.8
AI	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
A	33.3	66.7	0.0	0.0	32.4	64.6	2.1	0.9	31.5	62.5	4.2	1.8
B	62.4	35.6	2.0	0.0	61.5	33.5	4.1	0.9	60.6	31.4	6.2	1.8
H	77.8	21.6	0.6	0.0	76.9	19.5	2.7	0.9	76.0	17.4	4.8	1.8
NH	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2+	66.7	21.6	0.0	0.0	65.8	19.5	2.1	0.9	64.9	17.4	4.2	1.8
W	44.5	51.8	3.6	0.0	43.6	49.7	5.7	0.9	42.7	47.6	7.8	1.8

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)*

AACPS builds all mathematics professional development on the Concrete, Representational, Abstract (CRA) model. All mathematics teachers learn how to use manipulatives, including digital manipulatives, to advance mathematical concepts and student learning in rigorous mathematics.

New Teachers to AACPS:

AACPS hosts a New Teacher Onboarding experience every summer. As part of the week-long professional learning, AACPS mathematics teacher specialists and resource teachers survey new teachers to learn about their beliefs and approaches to mathematics instruction. Staff uses this data to determine future professional development offered to new teachers. In addition, each new teacher in AACPS is assigned a Right Start Advisor (RSA) who works with new teachers to determine a professional learning plan that best meets their needs.

Ongoing Professional Development in Mathematics:

AACPS offers back-to-school professional development for all teachers. As part of the process, teachers attend sessions in elementary mathematics where they review prior year data, new curriculum or assessment processes, and a focus on CRA. AACPS utilizes the Unified Talent platform to identify which professional development offerings employees have attended. Professional development sessions are posted on the platform. Teachers use the platform to register for the various offerings. This platform allows tracking attendance to professional learning opportunities over time.

AACPS intends to use the Unified Talent platform to fully capture the suite of professional development opportunities related to best practices in math instruction. Teacher needs and requests are gathered in various ways, including but not limited to Google surveys. These surveys are also used to monitor attendance and implementation goals. Ongoing face-to-face support from the elementary math resource team at the school level allows for alignment in school improvement plans and professional offerings for teachers.

Linked Artifacts:

[85 – Math PD Page 1](#)

[85 – Math PD Page 2](#)

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
New Teachers	K-5	New Teacher Onboarding Kickoff	Initial	24	1 week
All teachers	K-5	August Systemic PD	Initial	7	1 day
All teachers	K-8	iReady Sessions	Ongoing	8	year-round
Administrators	K-8	iReady Leadership Sessions	Ongoing	4	summer
All teachers	1-8	First in Math Sessions	Ongoing	5	year-round
Math Lead Teachers	K-5	Quarterly meetings	ongoing	24	year-round
All Teachers and Special Educators	3-5	Growing Confidence in Elementary Math	Ongoing	45	fall semester
All teachers	3	Mastering the Basic Facts Book Study	Ongoing	15	
All teachers	K-12	Kajitani Summer Programs	Ongoing	1.5	summer
Title I Math Teacher s	K-5	Monthly Meeting	Ongoing	4	1 day
All teachers	K-5	Potential new adoption training	ongoing		year-round



Linked Artifacts:

[86 - Book Study Suggested Timeline](#)

[86 – Elementary NTO PD Offerings](#)

[86 – GCEM Syllabus](#)

[86 – iReady PD Flyer](#)

[86 – NTO for Mathematics](#)

87. Fidelity of Implementation: How does the school system assess participants' mastery of the mathematics training content? Discuss how implementation is monitored and evaluated, 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*

As discussed in Question 63, AACPS has a structured professional development evaluation and implementation system.

Understanding of Mathematics Training Content:

All AACPS professional development opportunities have summative evaluations of learning that include self-reflection tools, assignments, and application examples. When educators do not demonstrate learning in the professional development topics, educators are allowed to demonstrate their learning in new ways, often with the help of a district mathematics resource teacher or, for teachers at a Title I funded school, with a Title I Math Teacher.

Like the structure used to measure literacy professional development, in AACPS, we use surveys to measure teachers' perceptions of training, curriculum, and professional development. Curricula also allow teachers to provide feedback on what is written and taught. This data is collected via an electronic portal and is analyzed by the Office of Elementary Mathematics to determine adjustments to curricula and professional development needs. Additionally, our Division of Professional Growth and Development elicits ideas from teachers about professional needs and growth opportunities, which the Division shares with curriculum offices when the suggestions pertain to specific content.

Monitoring Implementation:

The Office of Elementary Mathematics developed walkthrough tools aligned with the CRA approach to elementary mathematics. Each summer, principals participate in sessions with content coordinators who review best practices and what administrators should look for while doing classroom walkthroughs.



In addition, AACPS uses a variety of district data-gathering and analysis tools. Using these tools, such as the item analysis tool for district assessments, we can create specific professional learning opportunities that are differentiated for teachers based on the common misconceptions that students appear to have about district assessments.

Linked Artifacts:

[87 – Data Protocol Example Atlas](#)

[87 – Data Protocol Example Data Analysis](#)

[87 – Math Walk Through Tool Solley Example](#)

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*

Office of Mathematics Resource Staff:

AACPS provides ongoing professional development training for district resource staff. This training is a **train the trainer** model so that the resource staff can support teachers in their individual classrooms and planning sessions.

Training for district level resource staff includes training in best practices in mathematics pedagogy and pedagogical content knowledge aligned with the work of Jo Boaler from Stanford University for Tier 1 instruction and additional training for how to use i-Ready and three group rotations in class to support interventions and individualized instruction. Special focus is given to expanding our teachers' skills related to the CRA Model approach to mathematics instruction.

Special Education Resource staff frequently joins this professional learning in order to determine best ways to support students in small groups.

Office of Mathematics Resource Teachers and Specialists provide support in mathematics to schools in all clusters in Anne Arundel County. They will support grade level specific collaborative planning sessions at their respective schools to build teacher capacity around planning, pedagogy, math content, differentiation and intervention strategies.

AACPS Elementary Math teacher specialists and resource teachers provide professional development and support to their respective schools in specific strategies and methods for small group instruction for all students, including those performing below grade level proficiency and require interventions. District resource staff is also trained in how to support teaching assistants who in some schools are responsible for small group rotations and/or monitoring individualized paths in i-Ready. Professional learning opportunities for interventions are provided through synchronous and asynchronous platforms.

All Teachers Beginning of the Year

Professional development to build the capacity of both new and returning teachers focuses on best practices for the implementation of mathematics and is led by the Mathematics Resource



Staff. Due to the anticipated adoption of new elementary mathematics textbook/curriculum, this coming year's beginning of the year professional learning will focus on how to use the various resources and supports available, including a specific focus with the use of i-Ready components for an intervention.

Ongoing throughout the Year

Monthly after school sessions focused on implementation of instructional tools, resources, interventions, and strategies occurs throughout the year. Teachers who attend these sessions receive professional development credit and are then used to support others in their buildings during collaborative planning.

Each elementary school identifies at least one **math lead** who attends professional development and other meetings and workshops to then share with their teams and use as a foundation for coaching that may occur.

Both the Office of Mathematics Resource staff as well as math leads in each building work with collaborative planning teams in planning and job embedded professional development. Days each month are identified by school-leadership for professional development and teacher leaders plan and deliver this PD with the appropriate resource staff assigned.

Due to the fact that there will be a new mathematics text/curriculum for the 2023 – 24 school year, additional PD days will be dedicated to all elementary teachers who teach mathematics and will include back to school days, district professional development days throughout the year, collaborative planning time, and optional afterschool and evening workshops and sessions for professional development credit. Together, these supports will ensure that all elementary mathematics teachers have ongoing, professional development to support their growth in mathematics instruction to include interventions.

Title I Funded Schools:

Each Title I Funded School in AACPS has a fulltime Title I Math Teacher who serves as the math coach to all teachers in the school as well as working with small groups of students in math supports. The Title I Math Teacher attends sessions to build their capacity around supporting instruction, co-teaching, coaching, pedagogy, content, and instructional strategies, and strategies for intervention. These teachers also participate in monthly meetings.

The Title I Office has leveraged carryover funds and ESSER funds in the past to support the Title I Math Teacher with additional coursework that aligns with mathematics instruction at the elementary level. We will continue to offer this support.

Linked Artifacts:

[88 – Title I Math Teacher JD](#)

[88 – Title I Math Teacher Support Log Sample](#)

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*

Central office-based Elementary Mathematics Teacher Specialists or Resource Teachers are assigned to schools based on geography and needs aligned with school system goals. Math team members serve many schools in a cluster and align the professional development to district, school, and student needs. The district also utilizes **Title II funds** to pay for a teacher specialist dedicated to mathematics professional development and a Title I Math Teacher at each Title I funded school. These positions allow experienced and effective elementary math teachers to work with teachers on the mathematics curriculum's planning and implementation (model co-teaching).

Right Start Advisors also provide one-on-one support for new teachers and often schedule classroom visits for **new teachers to observe high-quality instruction**. School schedules reflect time each week for collaborative planning at each grade level.

[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*

As described in Question 66, AACPS has a very structured process for selecting educational materials. Our process for selecting materials is a cross-functional, cross-curricular, and collaborative approach to evaluating, analyzing, and selecting resources and instructional materials for our schools. AACPS invites members from various stakeholder groups such as Special Education, English Language Development, Equity, representatives from other content offices, school-based administration, Student Instructional Support Teachers, classroom teachers, and parents. Once the committee is established, we engage in several professional



development days to ensure all stakeholders have a structured and thoughtful analysis of our instructional materials before adoption.

Once the committee is established, we engage in several professional development days to ensure all stakeholders have a structured and thoughtful analysis of instructional materials before adoption. As part of the process, we use rigorous criteria to review and analyze various materials to determine which best aligns with the Maryland College and Career Ready Standards and meets the needs of our students and teachers. The review of literacy materials that are evidence-based and aligned with the best practices in mathematics instruction are evaluated against an evaluation tool to standardize the process by which we adopt new materials.

As part of the process, we use rigorous criteria to review and analyze various materials to determine which best aligns with the Maryland College and Career Ready Standards and meets the needs of our students and teachers. The curricular materials are evaluated against an evaluation tool to standardize the process of adopting new materials. Currently, the Office of Curriculum and Instruction is partnering with our Office of Equity and Accelerated Student Achievement to ensure our equity specialists participate on STA committees in future adoptions.

Linked Artifacts:

[90 – Sample RFP for STA](#)

[90 – STA Overview Process](#)

[90 – Workflow Evaluation Process](#)

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 the curriculum aligns with 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.

As described in Question 67, AACPS has a very structured process for the selection of instructional materials. Part of the process of adopting instructional materials for instruction, rubrics, and evaluation tools include rubric criteria as recommended by MSDE. Alignment to Mathematics Standards, Evidence-Based Mathematics Practices, Culturally Responsive & Equitable Teaching Practices, Formative & Summative Assessment Practices, UDL & Differentiation for Diverse Learners, and Implementation Support for Teachers. If one resource is inadequate or incomplete in addressing all areas, AACPS does not consider the material or supplements the material with other resources that address the missing area(s).

As part of the review and evaluation process, committee members assess the quality of instructional materials by utilizing Ed Reports, What Works Clearinghouse, and other reliable resources that analyze the effectiveness of the instructional materials. The Instructional Data Division within AACPS also provides the committee with research available for each instructional program reviewed for members to consider as part of the evaluation process.

Linked Artifacts:

[91 – Snapshot of Program Review from the Office of Research](#)



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?

The process for selecting materials in AACPS includes the use of a rubric with strict criteria to evaluate materials that are culturally responsive. The Office of Elementary Mathematics engages in an ongoing review process with the Office of Equity and Accelerated Achievement and other stakeholders to determine whether materials are culturally responsive. If the materials do not meet the criteria, materials are removed or supplemented with additional materials or supports.

The Elementary Mathematics STA Rubric Criteria include:

- Are free from stereotypes, generalizations, misrepresentations, or negative portrayals of any group (e.g., based on culture, nationality, language, race, ethnicity, gender, disability, socioeconomic status, religion, etc.)
- Develops a positive culture of mathematics in which all learn
- Utilizes a variety of equitable strategies (see Professional Equity Practices Rubric) such that each student sees themselves as a valued member and active participant in the class
- Provides relevant background knowledge or visual cues when needed to understand the context of a task
- Supports students as mathematicians, risk takers, and part of a community

This includes resources developed by MABE to ensure reviewers are looking through an equity lens in this process.

Linked Artifacts:
[92 – Sample Elem Math MASTER STA Rubric](#)

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?

AACPS follows the same procedure when adopting supplemental and intervention materials as when adopting high-quality curriculum materials. Additional considerations include the alignment to the Tier 1 core curriculum.
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)
Ready Common Core Math	Curriculum Associates	K-5	Tier I	Under review
Math Manipulative Kits	Various	PK-5	Tier I	Under review
i-Ready Diagnostic and My Path	Curriculum Associates	K - 8	Tier I, II, and III (differentiated)	Adopted and implementing
Envision Math, Pearson/Savvas Envision	Pearson/Savvas EnVision	6-8	Tier I	adopted and implementing
Math Manipulative Kits	ETA Hand to Mind	6-8	Tier 1	adopted and implementing
Brainiaccamp School Licenses	Hand to Mind	6-8	Tier I	adopted and implementing
Desmos.com	Algebra I	8-12	Tier I	Adopted and implementing
Algebra 1 Common Core Custom Anne Arundel Edition ©2016	Savvas	8/9	Tier I	Adopted and implementing
First in Math	Suntex	3-8	Tier I	Adopted and implementing
Glencoe Geometry ©2012	McGraw Hill	9/10	Tier I	Adopted and implementing
Delta Math	DeltaMath	6-12	Tier I	Adopted and implementing
Desmos	Desmos Studies PBC	9-12	Tier I	Adopted and implementing
Calculus for AP	Cengage	HS	Tier I	Adopted and implementing



Title	Publisher	Grade Level(s)	Instructional Tier(s)	Status (adopted and implementing, under review, piloting)
Barron's AP Calculus 16th Edition	Kaplan Inc.	HS	Tier I	Adopted and implementing
Algebra and Trigonometry for College Readiness © 2011	Savvas (from Pearson K12)	HS	Tier I	Adopted and implementing
Glencoe Geometry ©2012	Glencoe McGraw-Hill	HS	Tier I	Adopted and implementing
Elementary Linear Algebra, ©2017	Cengage	HS	Tier I	Adopted and implementing
Updated: The Practice of Statistics	Bedford, Freeman and Worth Publishers	HS	Tier I	Adopted and implementing
Barron's AP Statistics Practice Tests	Kaplan Inc.	HS	Tier I	Adopted and implementing
Precalculus with Limits: A Graphing Approach	Cengage	HS	Tier I	Adopted and implementing
Practical Business Math Procedures 2020	McGraw Hill	HS	Tier I	Adopted and implementing

Linked Artifacts:

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

AACPS has an extensive program of professional development that supports the use of instructional materials. When **new mathematics materials** are adopted, all teachers attend back-to-school professional development devoted to the new resources.

Title I funded elementary schools in AACPS receive a funded 1.0 position through the district budget. The primary role is to support teacher growth and proficiency in mathematics. The Office of Elementary Mathematics provides monthly training to Title I Math Teachers to ensure they can support teachers in effectively using instructional materials through various coaching opportunities.

The AACPS Elementary Mathematics Office provides **ongoing professional development** that supports elementary teachers in using iReady, using manipulatives, enhancing their math content knowledge, and other professional development needs to use AACPS math instructional resources and materials effectively. These opportunities are captured on an Elementary Mathematics Webpage that is available to teachers with their login information.

Linked Artifacts:

[95 – Title I Agenda Math Meeting](#)

[95 – Math Meeting Materials](#)

[95 – AACPS iReady Scope and Sequence](#)

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*

Data analysis is a critical component of the Teaching & Learning Cycle in AACPS. The systemic elementary schedule is developed to support teacher planning and collaboration so that grade-level teams can plan collaboratively during the school day.

The systems and structures to ensure rigorous monitoring of student progress are:

- The assessment Calendar maps out all required assessments for the school year
- Use of Performance Matters to collect and monitor assessment data
- Elementary Math Office analyzes District Assessment Data quarterly with IDD
- AACPS iReady team monitors iReady data monthly/quarterly
- School-based teams analyze assessment data with support from the math office
- School-based teams use the MTSS Intervention Guidance to group and support students

4-year-old-prekindergarten students will be assessed in mathematics three times a year using the Comprehensive Mathematics Assessment (CMA). The CMA will determine student needs within Counting and Cardinality and Operations and Algebraic Thinking standards. This assessment will offer our 4-year-old-prekindergarten teachers an opportunity to examine classroom data meaningfully throughout the school year to plan for differentiated instruction and interventions for their class. This data will also be used by the Early Childhood Office to support collaborative planning sessions, curriculum adjustments, and to plan for future professional development opportunities.

Linked Artifacts:

[96 – Elementary Assessment Manual](#)

[96 – MTSS Intervention Guidance](#)

[96 – Progress Monitoring Template](#)



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
K – 8	iReady	Diagnostic	3 times per year	Identify individual student needs in mathematics
2-5	District Assessments	Summative	2 times per year	Identify progress towards standards mastery, inform instruction
1-5	Unit Checkpoints	Formative	15-16 times per year	Identify misconceptions, inform instruction

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)
iReady Diagnostic	Students identified as two or more grade levels below are recommended to participate in Tier 2 or 3 intervention support	K-8
KRA DATA	The KRA is given to incoming kindergarteners in public schools. It uses observations of children's work and play, selected-response items, and performance tasks to measure specific kindergarten readiness skills across four domains of learning: language and literacy, social foundations, mathematics, and physical well-being and	K



	motor development.	
Early Warning System	Understanding the whole child helps adults plan for best practices for students.	PK-12
9 th -grade tracker	Ninth Grade On-Track is a nationally validated indicator of student success and is a stronger predictor of high school graduation than students' background or test scores (Letgers & Andersen, 2018).	9 th

Linked Artifacts:

Intervention in Mathematics

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

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

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

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

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

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

Students in Grades K-8 use the i-Ready assessment system as a diagnostic tool to determine if students are ready for and progressing through grade-level standards. The diagnostic, given at the beginning of the year, results in a customized instructional path to address gaps in students learning and reinforce skills necessary for mathematics success.

This customized path, which includes materials that can be used with students in a small group with a teacher or teaching assistant, is used as a Tier 2 and Tier 3 intervention. In Title I funded



schools, a school-based Title I Math Teacher and/or Student Instructional Support Teachers (SISTS) provide additional support to students based upon other data points available regarding student progress in mathematics.

Intervention: i-Ready

Time Required:

2 class periods to complete the diagnostic

40+ minutes per week to complete lessons

15+ minutes for targeted small group instruction

Progress Monitoring

All elementary students will take the diagnostic three times per year.

Building leaders, classroom teachers, and special educators have access to the platform and can monitor student progress on the diagnostic assessments and the lessons students complete.

No Intervention is Required.

- Students can test out of the program.

Linked Artifacts:

[99 – Elem Math Continuum](#)

[99 – Title I Needs Assessment Data Sources](#)

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

For the March 2023 submission, districts have the option of whether to submit information for Grades 6-8 for this question. Due to the current efforts in AACPS to revise our Strategic Plan and some of our internal practices related to mathematics, we will answer this question for the March 2024 submission.

Linked Artifacts:

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

For the March 2023 submission, districts have the option of whether to submit information for Grades 6-8 for this question. Due to the current efforts in AACPS to revise our Strategic Plan and some of our internal practices related to mathematics, we will answer this question for the March 2024 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

Our primary intervention tool for mathematics is using i-Ready and instructional coaching. To effectively use the tools available in i-Ready to assist students with getting on grade level, we offer ongoing support for teachers to identify and utilize i-Ready as an intervention.

A **TSI-funded teacher specialist** serving elementary mathematics was hired with a start date of November 28, 2022. This staff member plans a multisensory math professional learning cohort to support district and school-based math teachers, special educators, early intervention teachers, and Title I Math Teachers.

Current staffing at Title I funded schools included 1.0 full-time **Title I Math Teacher** whose role is to coach and plan specialized support for either second or third grade. This consists of an intense model of coaching, in-class support, and data analysis. AACPS Title I/Compensatory Education team works closely with the state and federal guidelines to ensure adherence to the laws. Elementary Mathematics updated the tier 1, 2 & 3 support continuum in January 2022.

[Linked Artifacts:](#)

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

Please see Question 77 as the answers regarding FLEX and tutoring time applies to mathematics and literacy. Students can access i-Ready during their rotations in mathematics and time set aside during the week for FLEXible grouping opportunities within the classroom setting.

In Title I funded schools, the Title I Math Teacher, SIST, and/or Teaching Assistant can provide additional support in either a push-in or a pull-out model for mathematics small group time.

[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?
2022 – 2023	Multisensory mathematics training was offered in January of 2023 for district-level mathematics elementary staff. This staff will serve as a train-the-trainer model during the 2023 – 2024 school year and beyond.	Cannot measure yet.	N/A

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?

Please see our answer to Question 79. We used the same approaches for both literacy and mathematics.

Linked Artifacts:
See artifacts for Question 79

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.

AACPS utilizes the Community School strategy to support families and students in four pillars, including Academic Enrichment and Support. All AACPS Community Schools must include academic needs as part of their Comprehensive Needs Assessment and connect families to existing resources or collaborate on programming that supports our students' needs.

AACPS Community Schools leverage many supports to support student academic enrichment and success in mathematics. These supports include (varies by school and need):

- Utilizing community and non-profit organizations to provide direct programming help to students (Let's Go Boys and Girls and AACPS Co-Curriculars in robotics, 24 Club, and MESA)
- Utilizing grant funds to support extended day programming for students (STEM Club, STEM and Sports Club, Math Club, and tutoring using i-Ready)



- Utilizing grant funds to support extended-year programming to support students who need summer enrichment and support, including paying for teachers to continue mathematics interventions during the summer months
- Braiding funds with Title I to buy more mathematical manipulatives and other classroom enrichment materials
- Braiding funds with co-curriculars to promote financial literacy through clubs

Beginning in the winter of 2022, we implemented a district-wide registration program to record student participation in extended-day and extended-year opportunities. We will then use registration and attendance in extended day and extended year programming and track performance on i-Ready diagnostics and other standardized data points (e.g., MCAP).

Linked Artifacts:

See Artifacts for Question 80

[104 – Annapolis Winter Clubs](#)

[104 – Belle Grove Afterschool Clubs](#)

[104 – GTE Robotics Club](#)

[104 – TH Computer Classes](#)

[104 – VB Afterschool Clubs](#)

- 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.

Please see the answer provided for Question 81. The process is the same.

Linked Artifacts:



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



106. College and Career Readiness Projections

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

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

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	3131	89	68	3319	129	121	4189	207	221
All Students (Percentage)	52.3	1.4	1.0	57.5	2.2	2.1	60.5	3.0	3.2
% Female	60.9	1.4	1.2	65.7	2.2	2.2	68.7	3.0	3.0
% Male	44.0	1.3	0.9	49.3	2.2	2.0	52.3	3.0	3.0
% Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Economically Disadvantaged	28.1	0.9	N/A	40.1	1.1	0.9	43.1	1.3	0.5
% American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Asian	75.0	N/A	N/A	78.0	5.5	5.5	81.0	8.5	8.5
% Black/African American	39.3	0.7	0.7	45.4	1.3	1.3	48.4	1.9	1.9
% Hispanic/Latino	36.7	1.1	N/A	42.1	1.2	1.2	45.1	1.3	2.4
% Native Hawaiian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Two or More	55.2	N/A	1.0	62.2	2.2	2.2	65.2	4.4	3.3
% White	62.8	1.7	1.3	66.6	2.8	2.5	69.6	3.9	1.2
% English Learner	9.5	N/A	N/A	10.0	0.3	0.3	10.5	0.6	0.6
% Special Education	10.1	N/A	N/A	11.4	0.3	0.2	12.7	0.6	0.4

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)	997	2226	798	3319	129	121	3493	167	183
All Students (Percentage)	16.9	37.7	13.5	57.5	2.2	2.1	60.5	3.0	3.2
% Female	19.1	39.1	15.5	65.7	2.2	2.2	68.7	3.0	3.0
% Male	14.7	36.4	11.5	49.3	2.2	2.0	52.3	3.0	3.0
% Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Economically Disadvantaged	6.2	11.6	N/A	40.1	1.1	0.9	43.1	1.3	0.5
% American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Asian	22.1	56.1	20.2	78.0	5.5	5.5	81	8.5	8.5
% Black/African American	7.9	16.9	5.2	45.4	1.3	1.3	48.4	1.9	1.9
% Hispanic/Latino	8.2	16.4	4.3	42.1	1.2	1.2	45.1	1.3	2.4
% Native Hawaiian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Two or More	22.7	42.9	16.8	62.2	2.2	2.2	65.2	4.4	3.3
% White	22.2	50.8	18.9	66.6	2.8	2.5	69.6	3.9	1.2
% English Learner	N/A	N/A	N/A	10.0	0.3	0.3	10.5	0.6	0.6
% Special Education	2.8	2.5	N/A	11.4	0.3	0.2	12.7	0.6	0.4

**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)	76	2548	28	3053	2222	1906	3493	2395	178
All Students (Percentage)	1.3	43.5	0.5	54.8	39.9	34.2	60.5	43.5	3.2
% Female	1.1	44.7	N/A	60.7	41.6	37.4	68.7	44.7	3.0
% Male	1.5	42.3	0.7	48.8	38.1	31.0	52.3	42.3	3.0
% Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Economically Disadvantaged	1.6	17.2	N/A	24.9	16.4	12.9	43.1	17.2	0.5
% American Indian/Alaska Native	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Asian	N/A	64.8	N/A	66.5	58.2	50.6	81	64.8	8.5
% Black/African American	1.2	21.8	N/A	38.0	17.8	15.0	48.4	21.8	1.9
% Hispanic/Latino	1.7	24.6	N/A	35.8	17.9	14.3	45.1	24.6	2.4
% Native Hawaiian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Two or More	N/A	43	N/A	64.1	46.5	40.2	65.2	43	3.3
% White	1.3	56.3	0.6	65.3	53.2	46.0	69.6	56.3	1.2
% English Learner	N/A	N/A	N/A	8.0	2.4	0.7	10.5	4.8	0.6
% Special Education	N/A	4.2	N/A	13.5	3.2	2.5	12.7	4.2	0.4

Linked Artifacts:



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



107. Freshmen on Track Projections

A freshman who is on track to graduate:

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

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

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

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

	2021-2022		2022-2023		2023-2024	
On/Off Track to Graduate	On	Off	On	Off	On	Off
All Students (Number)	4485	1955	4675	1765	4868	1572
All Students (Percentage)	69.6	30.4	72.6	27.4	75.6	24.4
% Female	69.3	30.7	72.3	27.7	75.3	24.7
% Male	70.1	29.9	73.1	26.9	76.1	23.9
% Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A
% Economically Disadvantaged	42.1	57.9	45.1	54.9	48.1	51.9
% American Indian/Alaska Native	77.8	22.2	80.8	19.2	83.8	16.2
% Asian	82.9	17.1	85.9	14.1	88.9	11.1
% Black/African American	64.1	35.9	67.1	32.9	70.1	29.9
% Hispanic/Latino	60.3	39.7	63.3	36.7	66.3	33.7
% Native Hawaiian/Pacific Islander	62.5	37.5	65.5	34.5	68.5	31.5
% Two or More	67.8	32.2	70.8	29.2	73.8	26.2
% White	75.1	24.9	78.1	21.9	81.1	18.9
% English Learner	54.1	45.9	57.1	42.9	60.1	39.9
% Special Education	55.3	44.7	58.3	41.7	61.3	38.7

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)	348	6092	6266	174	82	6358	348	6092	6266
All Students (Percentage)	5.4	94.6	96.1	3.9	3.2	96.9	5.4	94.6	96.1
% Female	4.2	95.8	97.3	2.7	2.0	98.1	4.2	95.8	97.3
% Male	6.5	93.5	95.0	5.0	4.3	95.8	6.5	93.5	95.0
% Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Economically Disadvantaged	15.5	84.5	86.0	14.0	13.3	86.8	15.5	84.5	86.0
% American Indian/Alaska Native	7.4	92.6	94.1	5.9	5.2	94.9	7.4	92.6	94.1
% Asian	0.8	99.2	99.4	0.6	0.4	99.6	0.8	99.2	99.4
% Black/African American	7.5	92.5	94.0	6.0	5.3	94.8	7.5	92.5	94.0
% Hispanic/Latino	8.4	91.6	93.1	6.9	6.2	93.9	8.4	91.6	93.1
% Native Hawaiian/Pacific Islander	0	100.0	100.0	0.0	0.0	100.0	0	100.0	100.0
% Two or More	5.1	94.9	96.4	3.6	2.8	97.2	5.1	94.9	96.4
% White	3.6	96.4	97.9	2.1	1.3	98.7	3.6	96.4	97.9
% English Learner	12.8	87.2	88.7	11.3	10.6	89.5	12.8	87.2	88.7
% Special Education	12.9	87.1	88.6	11.4	10.7	89.4	12.9	87.1	88.6

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)	942	524	4974	696	444	5300	554	329	5557
All Students (Percentage)	14.6	8.1	77.2	11.6	6.1	82.3	8.6	5.1	86.3
% Female	13.2	7.4	79.4	10.2	5.4	84.4	7.2	4.4	88.4
% Male	15.9	8.9	75.2	12.9	6.9	80.2	9.9	5.9	84.2
% Nonbinary	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
% Economically Disadvantaged	34.7	12.2	53.1	31.7	10.2	58.1	28.7	9.2	62.1
% American Indian/Alaska Native	14.8	3.7	81.4	11.8	1.7	86.5	8.8	0.7	90.5
% Asian	4.9	5.3	89.8	1.9	3.3	94.8	-1.1	2.3	98.8
% Black/African American	19.4	10.3	70.2	16.4	8.3	75.3	13.4	7.3	79.3
% Hispanic/Latino	23.6	10.3	66.1	20.6	8.3	71.1	17.6	7.3	75.1
% Native Hawaiian/Pacific Islander	12.5	6.3	81.3	9.5	4.3	86.2	6.5	3.3	90.2
% Two or More	15.2	7.3	77.5	12.2	5.3	82.5	9.2	4.3	86.5
% White	9.5	6.6	83.9	6.5	4.6	88.9	3.5	3.6	92.9
% English Learner	29.7	11.6	58.7	26.7	9.6	63.7	23.7	8.6	97.7
% Special Education	26.1	11.5	62.4	23.1	9.5	67.4	20.1	8.5	71.4



107. Freshmen on Track Projections

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

	2021-2022		2022-2023		2023-2024	
Attendance Rate	≤ 90%	91%+	≤ 90%	91%+	≤ 90%	91%+
All Students (Number)	1682	4758	1481	4959	1288	5152
All Students (Percentage)	26.0	74.0	23.0	77.0	20.0	80.0
% Female	28.0	72.0	25.0	75.0	22.0	78.0
% Male	25.0	75.0	22.0	78.0	19.0	81.0
% Nonbinary	40.0	60.0	37.0	63.0	34.0	66.0
% Economically Disadvantaged	51.0	49.0	48.0	52.0	45.0	55.0
% American Indian/Alaska Native	22.0	78.0	19.0	81.0	16.0	84.0
% Asian	15.0	85.0	12.0	88.0	9.0	91.0
% Black/African American	31.0	69.0	28.0	72.0	25.0	75.0
% Hispanic/Latino	31.0	69.0	28.0	72.0	25.0	75.0
% Native Hawaiian/Pacific Islander	38.0	62.0	35.0	65.0	32.0	68.0
% Two or More	30.0	70.0	27.0	73.0	24.0	76.0
% White	22.0	78.0	19.0	81.0	16.0	84.0
% English Learner	36.0	64.0	33.0	67.0	30.0	70.0
% Special Education	38.0	62.0	35.0	65.0	32.0	68.0

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.

Utilizing system data, AACPS will provide schools with disaggregated data with initial projects for on-track success. When early warning indicators show that a rising 8th-grade student needs additional support to be successful as a freshman, communication with the high school begins before they enter the freshman class. The eighth-grade middle school summer intensive program provides a bridge to high school. The summer intensive program focuses on improving academic success skills as well as core skills in language arts, math, science, and social studies.

Counselors and staff conduct yearly parent events to review graduation requirements each year. Teachers and counselors hold individual success conferences with students and families, as needed, to ensure they are familiar with graduation requirements, coursework, pathways, and



resources to be successful. Advisory and Flex periods during the day provide opportunities for guidance and monitoring as students' progress through their freshman year. AACPS is exploring alternative pathways to credit, such as original credit, in addition to summer recovery and online learning options for students.

Linked Artifacts:

[108 - High School Schedule](#)

[108 – Freshman on Track to Graduate – Power School Graduation Plan Platform](#)

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*

Anne Arundel County provides intensive in-person and virtual tutoring opportunities for students identified through data point(s) as those who are/may not meet CCR standards during the school day and outside of it. English Language Arts and Math content offices create tutoring plans for teachers to focus on major content standards in small groups through highly engaging lessons regularly monitored for growth. In addition to AACPS staff members providing these tutoring opportunities, AACPS partners with community members and programs to provide support in areas where students are striving.

Community partners such as The Complete Player Charity (TCP) provide problem & project-based summer programming opportunities for students in targeted areas supporting their academic and personal growth towards meeting CCR. Starting with the 21/22 school year and



continuing through the 22/23 school year, all AACPS teachers were trained in Culturally Responsive Teaching Practices during systemwide equity professional development days.

For students who do not meet the CCR standard on time, the AACPS high school mathematics and English departments will utilize the “FLEX” period that has been built into the school day, as well as after-school opportunities and summer experiences to provide experiential and meaningful lessons that are aligned to the MCCR Standards for math and English. These lessons will reinforce secondary math and English skills for students to achieve proficiency in the MCCR Standards and meet CCR.

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.

AACPS students who have not yet demonstrated readiness for college and career will utilize the “FLEX” period built into every AACPS high school schedule. Math and English teachers will be assigned to support individual and small groups of students as they complete culturally responsive lessons and project-based learning activities during the “FLEX” blocks. Content-specific department chairs and special education teachers may also utilize the “FLEX” time to support students who need more individualized services. Using the flexible time block for support during the school day will allow students to complete all the required coursework needed to earn a diploma.

AACPS high schools will offer after-school remediation and summer camp opportunities, including SAT preparation classes. Using Naviance, school counselors will continue to work with students to create their college and career goal(s) and identify the steps for their plan. All AACPS can access post-college and career readiness opportunities, regardless of their CCR status. CTE programs, Dual Enrollment opportunities, and AP/IB courses are available to all students. AACPS is exploring additional partnerships with post-secondary institutions to expand early college accessibility.

Linked Artifacts:



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

While AIB and MSDE work to set the long-term CCR standards, AACPS will concentrate on retesting and preparation for the SAT in mathematics and MCAP English 10. AACPS will work on reteaching opportunities for students who don't meet the ELA and/or Mathematics standards before retesting, focusing on a student's weakness. AACPS gives all juniors the PSAT in the fall as preparation for the SAT given later that spring. AACPS will work with students who have not met the CCR Math standard on additional preparation for the SAT Math sections. While the AIB and MSDE consider the long-term standards, AACPS will look to ensure that students enrolled in CTE programs have opportunities to prepare for those assessments during and after school. AACPS will continue to grow its Dual Enrollment program as an alternative means for students to demonstrate success with post-secondary education.

Recognizing that not all students will choose to attend college, AACPS is researching the use of the ACT Work Keys assessment, which assesses students for the National Career Readiness Certificate (NCRC). The Work Keys measures a student's ability to solve real-world workplace problems. This assessment is a valuable tool for students to demonstrate their career readiness. AACPS will continue to work with students interested in pursuing a career in the military with the hope that the AIB and MSDE will recognize the ASVAB as a tool to determine military career readiness.

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.

AACPS will partner with Anne Arundel Community College to review current system practices regarding the support of students who struggle to meet CCR requirements in the core discipline areas. As MSDE releases additional information around allowable alternative mechanisms for high school students to showcase their College and Career Readiness, we will work with our partners to support students to meet these alternate allowable metrics.

For now, we are working with our AACC colleagues to offer students College Algebra inside our high schools, support struggling high school students to take pre-entry or entry-level English and Math courses at AACC with tutoring support, all the while offering these students career pathway information that aligns with student interest. Simultaneously, we are working to offer internships and apprenticeships to these students to assist them in finding their passion so they can then matriculate at the community college in an area of personal high interest with an industry certification and/or job prospects in mind as tangible goals.

We have processes in place to track CCR (met/not met) by student and mechanisms to in place



to track student course selection and success in AACC college courses (this is found within our Confidential Data Portal). AACPS and the Anne Arundel Community College has a strong partnership and already has standing meetings to review programs and student progress and we make revisions as necessary. Furthermore, we meet quarterly to discuss data sharing and collection processes for us to work together seamlessly. We review our shared student data quarterly for purposes of understanding where students are struggling and what supports we will put in place or adjustments we will make to ensure greater student success moving forward.

In the spring of 2024, AACPS and AACC will meet to review data on student success for each course where an AACPS student enrolled during first semester and to discuss progress towards these students completing an approved pathway at AACC. This meeting will include data from both AACPS and AACC to ensure that students are meeting the criteria of success established for in the following areas.

- Passing any dual enrollment courses to ensure graduation credits are being met. Our goal is that 85% of the students taking a dual enrollment course pass the course the first time.
- Attending class regularly and receiving the support that they need through AACC structures in place. Criteria for success to be determined.
- Progress of students in completing the approved career pathway. Criteria for success to be determined.

At this meeting we will also determine if there are additional courses or pathways that need to be considered to address student need, community economic need, and/or a new job field. If we determine that the AACC partnership is not meeting our needs, we will discuss revisions for the next MOU and if necessary work with other education providers (surrounding county community colleges) to fill in any gaps.

As any new allowable ways for students to meet CCR are released by MSDE, AACPS will continue the partnership with AACC to develop programming for students that is career aligned, focused on experiential learning, and designed to support students to achieve the criteria for CCR. Quarterly reviews will drive our collaborative action.

In addition to our work with AACC, the school system will continue to augment their work with approved online (MVLO) vendors to offer virtual coursework to support struggling students to earn remedial credit in core areas. Furthermore, additional offerings will be made available to students for test preparation and practice. We have a Credit Recovery Committee that meets quarterly to ensure we are reviewing students who are struggling with academic success and providing them Evening High, Twilight School, MVLO, and tutoring opportunities to recover high school credits.

[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.

Development of Plans:

All students in AACPS have **individualized learning plans** that are developed with school counselors beginning in Grade 4. Using Xello and Naviance, students identify their strengths, areas for growth, and age-appropriate goals related to College and Career Post-Secondary Plans as part of their comprehensive program. Plans address student interests, preferences, and setting goals. IEP, Gifted and Talented, and ELL plans incorporate student and family identified goals as appropriate.

In the coming years, AACPS will use the partnership with the Anne Arundel County Workforce Development to include reflections and revised goals that students have as they engage with Career Counseling opportunities.

Secondary Plans

School Counselors currently review student progress each year and identify any gaps that they have in relationship to progression through prerequisite coursework and the accumulation of credits. School counselors use this information to help students revisit their own goals and revise as needed.

AACPS uses an early warning system that identifies students who are at risk for not meeting grade level standards or who are at risk of not graduating on time. School counselors, school administrators, and student advisors currently use this data to conference with students and families as school counselors create **individualized graduation plans**. During these conferences, families discuss student career interests and identify pathways that will best set students up for success. School counselors and others use the plans created during these meetings to help students identify courses that best fit their goals and that support any identified academic needs.

During a student's Grade 10 year, the school testing coordinator monitors the completion and success of students in relationship to a variety of state and other assessments. If students are determined to be CCR ready, then the school counselor works with the student on appropriate next steps and the individualized graduation plan remains in effect.

The CCR Plan:

When students do not score well enough on the MCAP to meet the CCR by the end of Grade 10, the school testing coordinator as well as the district office of accountability notifies the school that a CCR Plan meeting is required. Beginning in the 2023 – 2024 school year, each high school will identify one staff member to serve as the CCR Coordinator at the school.

This individual will work with department chairs, classroom teachers, specialized teaching staff (special education, English language development, Pupil Personnel Worker, etc.), students, and parents/guardians in developing and implementing individualized support plans for the identified students. The plan will focus on:

- Academic supports needed to demonstrate content of knowledge and skills required on the CCR assessment;
- Wraparound supports needed for out of class barriers that are hindering student success;



- Goal setting and career counseling that will help students make connections between their goals and opportunities within school; and
- Retesting opportunities (once we receive this information from MSDE).

Linked Artifacts:

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.

As mentioned in Question 113, each school will identify a CCR Coordinator who will work within the school to identify which teachers and other staff members will work with identified students on their CCR Plans. Each school in AACPS is unique and we will first need to determine the number of students who will need CCR Plans in relationship to the size of the staff and the school structures in place for support so that we can create a realistic plan of support. However, through Confidential Data Portal, all teachers who have students who are not CCR will be notified of such and will have access to students CCR Plans, even if the teacher is not the teacher working with a particular student.

Once the CCR Coordinator at each school has determined the individual teachers and teams who will be responsible for the CCR Plans for each student, information will be shared with pertinent staff members to support students in their CCR post-secondary pathway.

As an extension of a Multi-Tiered System of Supports (MTSS), classroom teachers will ensure students participate in a support pathway created by the school-level leadership team. Teams will review student progress to evaluate support plans and student success. Content teams will review student progress as needed; the team will revise the plan for the student's individual instructional needs.

Depending on a student's individual CCR Plan, supports might occur during weekly Flex Time where students receive tutoring and other support related to academics, in specific intervention courses, part of or as part of a differentiated instruction within existing classes.

As the AIB and MSDE provide additional pathways for students to showcase their college and career readiness, the school team will review and adjust protocols to align with practices that best meet the needs of students.

Training for CCR Teams:

In the Summer and Fall of 2023, AACPS will hold training sessions for school administrators, school counselors, school testing coordinators, CCR coordinators, and identified teachers in the requirements for CCR and how to work with families to collaborate on a CCR Plan. AACPS welcomes the opportunity to work with MSDE on the AIB Requirement that, "MSDE and LEAs shall provide guidance and training to teachers in developing an individualized plan designed to prepare the student to meet the CCR standard by the end of high school."



If this partnership does not present itself in a timely manner, then AACPS will create their own training in conjunction with the Division of Academics, the Office of School Performance, School Counseling, Accountability, Specialized Instruction, English Language Development, Gifted and Talented, and the Blueprint Implementation Coordinator. Professional development planning will be revised and occur each year aligning to the needs of students and teachers. The CCR Lead will continue to support, train, and mentor the teachers who will work directly with students throughout the year.

Monitoring the CCR Plans:

Possible options for instructional remediation include Flex Time, after-school programming, online programming, and summer school programming to meet the needs of students and caregivers. In addition, AACPS is expanding support structures and instructional opportunities for students. As an example, AACPS will expand AVID offerings through AVID Excel which will, support Long-term English Language Learners in developing their academic vocabulary while building their student skills to help them to be successful in advanced coursework in preparation for college or career. Programs like AVID Excel will provide additional skills for students both prior to and during their post-CCR pathway.

The Office of Accountability will create a dashboard (i.e., Performance Matters) where the schools and the district can monitor the various options for remediation and student success. Students will engage with their advisory teachers during FLEX periods built into the weekly schedule. School counselors will continue their current structures of meeting with students and planning. Additionally, teachers will serve as advisors adding coaching and planning opportunities where students will be able to review progress and continue to achieve their set goals. The school system will adjust plans throughout the year as MSDE looks to make CCR recommendations following the current study.

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?

Throughout the design and implementation process family stakeholders will partner to ensure all structures built include family communication and engagement.

Family Communication:

Families will receive information and provide input based on their individual child's goals and needs. AACPS will provide all students and caregivers with the MSDE-Score Report, which explains the student's testing status as part of the individualized planning for student success. AACPS will give students and parents information regarding their instructional support for AACPS District Tutoring Programs and other opportunities for extended day and extended year programming designed to meet students' needs in achieving CCR success.



High school schools will use Flex Periods for academic support and intervention in assessment areas. School Counselors will assist in the notification to parents by completing the Senior Graduation Contract related to graduation requirements as well as copies of the CCR Plan, if applicable. They will work with students as they progress toward their academic goals and will send families communications regarding progress and next steps for family engagement.

Engaging Families:

For students who are not yet CCR, the school will continue to have regular meetings with the family to review goals and progress related to goals. At this meeting, the teachers and other team members (as applicable) review student progress and work with the family to review samples of student work. The team with the family members will create and revise recommended next steps, including any plans for support or interventions.

When family members are not able to attend the scheduled meeting, the school reaches out via email, telephone call, and/or postal service to try to schedule time with the family members to discuss student needs.

During the fall of 2023, AACPS will host a series of workshops for families on CCR and how to advocate for a plan that will best support individual students in meeting CCR standards. These workshops will be conducted in cooperation with the Offices of Specialized Instruction, English Language Development, and Gifted and Talented so that families know of the requirement to ensure that all plans related to student success are braided and blended. The workshops will include bilingual facilitators to ensure that all families have access.

AACPS will leverage school counseling sessions as well as early release days for family conferences, and flex time during the school day to meet with students, families, and other team members to create plans. In future years, AACPS will hold summer information sessions for students and families where teams will meet to create CCR Plans.

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.*

AACPS promotes awareness of post-CCR pathways at all elementary, middle, and high levels to ensure students may participate in curricular experiences aligned with their needs and interests. These experiences will ensure students are aware of and prepared for post-CCR pathway opportunities. We offer a robust suite of expanding programs where students can access courses within Career and Technical Education (CTE), the Arts, STEM, Humanities (IB), and more throughout grades K - 12 to highlight awareness and drive academic engagement.

In the middle and high school years, we leverage Naviance as a mechanism to provide individualized experiences for students more closely aligned with their unique interests. Consequently, based on surveys and career cluster interests, students have access to course selection of targeted elective offerings and programs of study, open house events at our Centers of Applied Technology, family scheduling nights, guest speakers from businesses and various



institutions of higher education, field trips to businesses and institutions of higher education, and 8th-grade tours of CTE programs customized by student preferences. Each high school will have a College and Career Advisor to assist students and families in Tier 2 and Tier 3 services. This will be expanded in the coming years to include career counseling at the middle and high school levels as developed in partnership with Anne Arundel Workforce Development Board and Anne Arundel Community College.

Our career counseling program is expected to expand on our current opportunities for students to engage in meaningful experiences aligned with their unique interests. Furthermore, our 6th - 8th grade CTE curriculum has been enhanced to embed career research lessons into our current courses. This will support students as they learn more about diverse career fields and the course offerings within AACPS that align with post-CCR pathways to include our innovative Magnet, Signature, and CTE programs. In high school, we will complete the identification of pathways of courses to offer through our High School Signature Programs in collaboration with Anne Arundel Community College. These programs allow students to earn Certificates of Completion in content areas after completing between 15-18 credits and/or industry-recognized certifications. AACPS has implemented these programs at 11 of 13 high schools with plans to finalize programming for the remaining two high schools by the end of the 24 /25 school year. Each of these programs is tailored to the specific school community and allows students to initiate their college course engagement without leaving their home high schools.

All students in AACPS will be allowed to access post-CCR pathways regardless of their CCR status, as indicated in the law. All rising seniors and their parents participate in senior meetings in the summer immediately preceding senior year. During this meeting, school counselors review the senior's status towards attaining graduation requirements, complete pathway(s), and post-secondary path planning. This time is instrumental in ensuring the success of all students as they outline the final secondary requirements in preparation for their postsecondary journey.

Linked Artifacts:

[116 - Career & Technical Education \(CTE\) Programs of Choice](#)

[116 – Signature Programs](#)

[116 – Magnet Programs](#)

- 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.

AACPS has worked closely with stakeholders, including staff, parents, students, and local business partners, to develop a well-rounded list of activities to be implemented with support from our Local Workforce Development Agency- Anne Arundel Workforce Development Corporation (AAWDC) and



Anne Arundel Community College. AACPS will enter into a Memorandum of Understanding (MOU) with AAWDC that will outline hiring and training for staff. This includes ongoing discussions around a tiered approach based on the student's grade level and career readiness, as described below:

Career Exposure: Students will complete basic interest surveys and participate in diverse classroom career exploration activities. In coordination with AAWDC, local business partners will present in various career fields.

Career Exploration: Students will progress through experiences ranging from large-scale Career Expos, where businesses host interactive stations, to Job Shadowing, where they will, in smaller groups, visit host sites to see real-world, day-to-day activities. We will begin to practice interview skills and introduce workplace readiness skills (soft skills). Through support from mentors secured through AAWDC, students can participate in career and trade-oriented extra-curricular activities, including SkillsUSA, FFA, FBLA, and others.

Career Preparation- Early Secondary (Grades 9-10): Students will choose from different opportunities to explore and hone their interests in various courses directly related to career pathways. These may include choices for short-term (0.25 credit) or long-term (0.50 credit) courses, simulated work-based learning courses at our Centers for Applied Technology and other CTE programs, or other courses or experiences in these early high school years. To support students in choosing different opportunities, Career Counselors will help students use various research tools to identify coursework and experiences that will allow them to explore different pathways and learn skills such as applying for jobs that best align with their interests and passions.

Career Seeking- Secondary (Grades 10-12 + Post-secondary): Students can work with Career Counselors to enroll in and succeed in different CTE and other post-CCR pathways like AP, IB, and early college access. This may include ECAP or any of the 45+ CTE programs. Students will be encouraged to participate in various internship and apprenticeship opportunities. Additionally, all students will participate in mock interviews and Career Fairs hosted by local businesses with available openings. Where available and aligned, students will take college-level courses, earn credit through our Signature and CTE programs or ECAP, earn industry certifications, and gain work readiness skills.

Linked Artifacts:

[117 – Career Counseling MSDE Guidance](#)

[117 – Draft of MOU with Workforce Development](#)

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.

AACPS has three authorized IB Career/Diploma Programme schools: Annapolis, Meade, and Old Mill. The three IB high schools allow students across the district to participate in the IB Career/Diploma Programme via a magnet lottery system. Challenges include ensuring that the opportunity to participate is effectively communicated to all students, providing an ample number of highly qualified teachers to deliver the program, aligning IB offerings with AP offerings, and getting the buy-in and understanding from all faculty and staff members needed to promote a culture of IB teaching and learning in the schools.

The AACPS IB Office has worked with each of the IB high schools to examine their current AP and IB offerings and encouraged them to offer either an AP or an IB course in a content area or to co-seat the AP and IB class where feasible thereby aligning the programs and ensuring that we have highly qualified teachers for these courses since they would not need to staff both AP and IB courses in the same content area. The collapsing of classes within an IB high school enables strategic schedule development of highly qualified educators while opening opportunities to engage in both the IB and AP assessments. In the course collapse design preparation is inherently fostered to thrive/demonstrate mastery in both exams.

NOTE: AP and IB will continue to have a role in CCR at the IB high schools. Not all assessments are aligned, nor should all AP be eliminated. AACPS is committed to the provision of rigorous opportunities for its students.

Linked Artifacts:
[118 - Program of Study IB Diploma Programme](#)
[118 - IB Diploma Programme FAQ](#)

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.

N/A

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.



Anne Arundel County Public Schools offers 35 AP courses across 13 comprehensive high schools, 1 MSDE-approved virtual school, and 1 charter school. The offerings at each site vary depending on school size, teacher capacity, and year-to-year enrollment. In the coming years, The AP Capstone Diploma Program will be offered at all non-IB high schools. The first step is the inclusion of the Research course to the one school currently only offering Seminar by 24/25. AACPS recognizes that the AP Capstone program requires College Board summer and midyear trainings. Thus, a multi-year plan has been established inclusive of data collection on how the program would benefit the school/students/community.

For the IB schools, Theory of Knowledge will continue to be required as part of the Diploma Programme. Additionally, the AACPS IB Office has worked with each of the IB High Schools in examining their AP and IB offerings. Schools were encouraged to offer either an AP or an IB course, or to co-seat a class where feasible. These actions are steps in aligning the programs, help ensure availability on highly qualified teachers for these courses and opens opportunities for students to engage in both exams.

Anne Arundel County Public Schools is committed to equitable access and anticipates continuing to provide the same offerings with strategic support to ensure all enrolled students thrive with assessment success.

Linked Artifacts:

[120 - 2021-2022 AP District Summary](#)

[120 - 2022-2023 AP Data and Action](#)

- 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?

During the scheduling process, high school counselors provide academic advisement, which includes information about college preparatory opportunities and pathways. All AACPS high schools have college and career centers and advisors available for additional support. All high schools have an AVID program that targets first-generation collegegoers and underrepresented populations. Through Naviance, students and families receive communication regarding program opportunities, college fairs, and scholarships. Each program monitors participant diversity and demographics to ensure equitable student access.

School counselors and Magnet/CTE leads hold caregiver and student workshops to provide knowledge about CTE, Magnet, AP, and ECAP Programs. Additionally, in collaboration with the International Welcome Center (IWC) and the Office of Family Partnerships, we disseminate information about college and career pathways since counselors provide universal services. In the future high school leadership teams will review program participation data each year to ensure families have the information needed and that if there are gaps related to student groups, high school principals will create a school-level plan with their department chairs.

Linked Artifacts:



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?

Students not meeting the CCR standard are not restricted from enrolling in college preparatory programs. Most programs are application-based and reviewed by Advanced Studies coordinators, Signature Site-Coordinators and Program Managers. Students can take classes outside of the school day if necessary. School counselors provide academic advisement and support to assist students in earning a diploma. AACC Student Support Services provides academic and social support for students enrolled in the ECAP program to gain college credits. School counselors meet with students at least once a year to review their graduation and scheduling requirements. School staff makes students aware of the academic support available to them in each of the high schools.

[Linked Artifacts:](#)

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.

In AACPS, there are no middle or early college high school programs. However, there are opportunities for high school students to participate in both dual enrollment and dual credit courses. The Office of Curriculum and Instruction offers over 100 dual credit options. The Office of Advance Studies and Programs additionally offers several Signature Pathways where students take AACC college courses that count for dual credit, many of which result in a CTE completer and/or certification in a particular area.



Challenges may include students having to take courses they need for a diploma which may limit their access to dual enrollment. Increasing the number of dual credit courses to include diploma requirements may resolve this issue. Many students participate in after-school activities and sports by flexing their schedules. Taking college classes in the morning would allow students to still participate in clubs and extracurriculars.

Recognizing many students do not have access to transportation, Digital Learning Centers (DLC), now implemented at all comprehensive high schools, enable students to dually enroll in online college courses (some of which count for dual credit) virtually in their high schools. Moreover, additional AACC professors could teach college courses on a high school campus to provide even more access to students. The challenge will be communicating new programs from existing programs. Working with Design and Print to create marketing materials will be imperative so all parties are clear on program pathway options and how to register.

Linked Artifacts:

[123 - 2022-2023 AACPS Proficiency Credit Agreement](#)

[123 - 2022-23 Dual Enrollment Courses](#)

[123 - 2023-24 SIGNATURE Dual Enrollment Courses](#)

- 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.

AACPS has a very strong relationship with Anne Arundel Community College. We will continue to work with AACC to create pathways for students to earn Associate Degrees and Industry Certifications, so they are able to progress into career, college, or both following high school graduation.

AACPS currently offers Signature Programs at all our 13 comprehensive high schools. A *Signature* Program is a 21st century workforce-relevant themed program around which curricula, job shadowing, mentoring, co-curricular clubs, college courses and internships are crafted for students. Each Signature Program has one or more college (AACC) pathways embedded where students can earn on average 18 college credits within a college career pathway prior to high school graduation while also engaging in job shadow and internship or apprenticeship experiences. In some cases, where students have met CCR requirements by the end of the 10th grade, they may be able to earn up to a full Associate's degree while still in high school.

Although we do not yet have a formal *early college high school model* in AACPS, students can individually design a plan for their own years of high school study to include a suite of college courses that lead to an Associate's degree during their high school years. At present, we are working to expand our list of dual credited courses to increase the ease at which high school students can work on their first two years of college simultaneously with their high school courses. Some college credits will be earned inside the high schools and others will be offered on AACC campuses or online.

AACPS has begun collaborative discussions with Anne Arundel Community College to build a Middle College High School program located on one of the three AACC campuses. Our Middle College will target a student population that has been historically underserved and



underrepresented in college. We see the Middle College model serving approximately 100-200 students. We have yet to finalize this model; it may be offered to serve the students over more than the traditional four-year high school model. We want to build a program to build student self-esteem, sound professional skills, academic success, and the ability for all students to see themselves as career professionals. Upon completion of Middle College, participating students will have earned their high school diploma, a minimum of six college credits, and will be ready to engage in an industry certification pathway or college degree pathway designed to help them reach their chosen career goals.

The greatest challenges that we have in Anne Arundel County related to expanding middle college and early college models are those linked to transportation. We have little to no public transportation to connect the AACC campuses to our many diverse communities. We are working with county government, our community college, Anne Arundel Workforce Development Corporation, and numerous business partners to reduce the transportation barriers for our students who desire to attend college in person. This includes the use of newly purchased AACPS vans and the potential increase of bus transportation lines in areas of the county. Certainly, the advent and expansion of virtual college courses supports more of our AACPS students to engage in the college going culture without leaving school or home. However, we know that many students need the in-person college experience to see themselves as full college students. Finally, paying college tuition and fees for high school students has historically been a challenge, however, Blueprint will ease this challenge temporarily.

The Blueprint mandate will serve us well now, but we will need to think about this as a recurring funding challenge as more and more AACPS students begin to take significant numbers of college courses in the future. We do believe that the number of students enrolled in college courses and the number of total college courses AACPS students are enrolled it will both increase significantly within the next two to three years. We will work with district leadership and county government so that funding for college tuition, fees, and course resources will be built into future operating budgets of the school district.

We are working to build models to support student enrollment increases while being mindful of funding challenges and the need to support students to achieve academic success. Student success models are being designed to support a) college information sharing with students and families, b) student academic success in college courses through tutoring, and c) continued career awareness building through career counseling in high schools and at AACC. The school system and community college have working groups that meet monthly to collaborate on these issues as well as overall program work transitioning high school students to the opportunities offered in career pathways at AACC.

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.



In AACPS, there is no middle and early college program. However, dual Credit options are highly encouraged for Early College Access Programs (ECAP). Schools host scheduling nights, college fairs and field trips, and individual advisement with school counselors and college/career advisors. High schools host Personal Registration Days (PRD) with Anne Arundel Community College to enroll students in college programs.

All juniors and seniors are provided information about ECAP (dual enrollment) and dual credit programming through student and parent informational sessions. Counselors meet with students individually to discuss the student's post-secondary planning and all available options.

Linked Artifacts:

[125 - 2022-23 Dual Enrollment Courses](#)

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.

AACPS and the Anne Arundel Community College have a long history of offering students college-level coursework. The structures currently in place will continue supporting students in pursuing college-level coursework. Specifically:

- **Students who are not YET CCR** will have the same opportunities to enroll in AACC courses through signature and ECAP programs that they have now. Student CCR status will not prevent students from participating in existing programs.
- **Flexible schedules** allow students to take AACC courses in various formats and at different times. AACC courses will be offered during the day, evenings, and weekends in AACPS high schools (depending on location). These courses will be a mix of in-person as well as synchronous and asynchronous courses, depending on the appropriateness of the courses. Students can also take courses at the main and satellite AACC locations as negotiated with AACC and AACPS.
- **Support for student success** will continue and will be a combination of AACPS Student Services Staff (high school counselors) and AACC success coaches. These individuals support students as they learn new structures and challenges with college coursework, including students' autonomy in some courses. Students and families will be provided with an orientation on all support services available at AACC. Students can access homework help, writing labs, mental health support, etc. Those services can be in person or virtual.

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.).

AACPS constructed a cross-functional team from Finance, Curriculum and Instruction, Advanced Placement and Studies, Communications, Student Services, and the Anne Arundel County Community College to develop an implementation plan for the College and Career readiness funding requirements FY2023. In consulting State law, the Oct 7 MSDE guidance memo on CCR and the MSDE Roadmap to Implementation report, budget, and expenditure estimates were created based on anticipated participation in Advanced Placement, International Baccalaureate, Career and Technical Education, and Dual Credit/Enrollment.

Furthermore, we are working to identify specific students so these programs' costs can be allocated to the schools in which these students are enrolled. Hence, we comply with 5-234 of the Education Article. Communication was released for dual enrollment/credit in partnership with the Anne Arundel Community College in December, and communication regarding Advanced Placement, International Baccalaureate, and Career and Technical Education.

Finally, proposed budgets in FY2024 were increased to reflect the additional CCR revenue and anticipated participation in post-CCR pathways. Our FY2024 budget request also includes FTEs to provide additional support for the Blueprint-mandated CCR initiatives. Identification of CCR students is ongoing with MSDE, and budgets will be adjusted to reflect the outcome of CCR identification.

Linked Artifacts:

[127 - AACCC-AACPS CCR Press Release](#)

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.

AACPS CTE offers 51 different complete programs in all 11 MSDE-recognized Career Clusters. This includes new programs in Agricultural Education, Computer Science, Youth Apprenticeship, and more. Each of our programs meets with a Program Advisory Committee of educators and business partners in the related field. When considering new programs, we analyze workforce needs, collaborating with our local Workforce Development board to focus on programs that support high-skill- high-wage, and in-demand careers.

We support our CTE programs using both Local and grant funds. Our CTE programs benefit from funds sourced through the Perkins V grant, MSDE Reserve Fund grants, MSDE Innovation grants, MSDE Apprenticeship Maryland grants, and our local budget. In total, CTE funds directly support 35 different schools. These funds are distributed to programs at 13 comprehensive High Schools, our two Centers of Applied Technology, Evening high school, and programs supporting our 19 Middle School students.

Linked Artifacts:

[128 – AACPS CTE Program of Study](#)



- 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 allow students to complete a coherent sequence of courses, earn college credit, participate in an apprenticeship, and earn an industry-recognized credential.

Career Cluster	Program Name	Current				
		Number of Schools	Coherent Sequence of Courses (Y/N)	Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)
Arts, Media, and Communication	Graphic Communications	2	Y	varies	N	Y
Arts, Media, and Communication	Interactive Media Production - Digital Media	1	Y	3	N	Y
Arts, Media, and Communication	Interactive Media Production - High Schools	2	Y	3	N	Y
Arts, Media, and Communication	Interactive Media Production - Simulation and Gaming	1	Y	3	N	Y
Arts, Media, and Communication	Print Media Technology	1	Y	varies	N	Y
Business Management and Finance	Accounting and Finance	5	Y	3	N	Y
Business Management and Finance	Administrative Services Management	6	Y	varies	N	Y
Business Management and Finance	Business Management	9	Y	3	N	Y
Business Management and Finance	Marketing	7	Y	3	N	Y
Career and Research Development	Apprenticeship Maryland	17	Y	varies	N	Y
Career and Research Development	Career Transitions	13	Y	3	N	N
Career and Research Development	Junior Reserve Officer's Training Corps (JROTC).	3	Y	varies	N	Y



Construction and Development	Building/Industrial Maintenance	1	Y	varies	N	Y
Construction and Development	Carpentry	2	Y	6	N	Y
Construction and Development	Construction Design and Management	1	Y	6	N	Y
Construction and Development	Electricity	2	Y	6	N	Y
Construction and Development	Heating, Ventilation, and Air Conditioning (HVAC)	2	Y	13	N	Y
Construction and Development	Masonry	1	Y	varies	N	Y
Construction and Development	Plumbing	1	Y	9	N	Y
Construction and Development	Welding	2	Y	varies	N	Y
Consumer Services, Hospitality, and Tourism	Baking and Pastry	1	Y	7	N	Y
Consumer Services, Hospitality, and Tourism	Barbering	1	Y	varies	N	Y
Consumer Services, Hospitality, and Tourism	Cosmetology	2	Y	varies	N	Y
Consumer Services, Hospitality, and Tourism	Culinary Arts	2	Y	7	N	Y
Consumer Services, Hospitality, and Tourism	Food and Beverage Management (ProStart)	15	Y	7	N	Y
Environmental, Agriculture, and Natural Resources	CASE Curriculum for Agricultural Education: Natural Resources	1	Y	15	N	N
Environmental, Agriculture, and Natural Resources	CASE Curriculum for Agricultural Education: Plant and Animal Science	2	Y	15	N	N
Environmental, Agriculture, and Natural Resources	Natural Resources and Conservation	1	Y	varies	N	N
Health and	Academy of Health	3	Y	12	N	Y



Biosciences	Professions (CNA/GNA, CCMA, Pharm Tech, Dental Assisting)					
Health and Biosciences	Project Lead the Way (PTLW)— Biomedical Sciences	2	Y	12	N	Y
Human Resource Services	Early Childhood Education - Child Development Associate (CDA)	13	Y	7	N	Y
Human Resource Services	Homeland Security Emergency Preparedness— Criminal Justice/Law Enforcement	1	Y	3	N	Y
Human Resource Services	Homeland Security Emergency Preparedness— Geographic Information Systems	1	Y	3	N	Y
Human Resource Services	Homeland Security Emergency Preparedness— Homeland Security Sciences	1	Y	3	N	Y
Human Resource Services	Teacher Academy of Maryland	5	Y	varies	N	Y
Information Technology	Computer and Information Sciences	3	Y	6	N	Y
Information Technology	IT Networking (CISCO)	2	Y	15	N	Y
Manufacturing, Engineering, and Technology	Drafting and Design Technology	1	Y	6	N	Y
Manufacturing, Engineering, and Technology	Manufacturing Technology	1	Y	9	N	Y
Manufacturing, Engineering, and Technology	Project Lead the Way (PLTW)—Pre- Engineering	5	Y	12	N	Y
Transportation Technologies	Automotive Collision Repair and Refinishing	2	Y	varies	N	Y
Transportation Technologies	Automotive Technology	2	Y	5	N	Y



Transportation Technologies	Marine Service Technology	1	Y	varies	N	Y
Transportation Technologies	Medium/Heavy Truck Equipment Tech	1	Y	varies	N	Y
Transportation Technologies	Transportation, Logistics, and Cargo Security	1	Y	18	N	N



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?

Using our team of 12 Work Based Learning facilitators and our Manager of Work Based Learning, we meet with existing and local business partners to market the benefits of Youth Apprenticeship sponsorship. With support from the Department of Labor, we have recruited over 23 businesses that the Maryland Apprenticeship Training Council has approved to be Youth Apprenticeship sponsors. This has allowed us to enroll over 142 students in Youth Apprenticeship, the largest number in the state. Many of these Apprenticeships encourage students to earn industry credentials.

We have found two specific challenges impeding the exponential growth of Apprenticeship enrollment. The first is that the process to identify, recruit and support a business in becoming an apprenticeship sponsor is resource intensive. We currently only have one staff member dedicated to this task. The ability to recruit enough businesses to accommodate the number of students we plan to have to participate in apprenticeships could be an obstacle. We look to collaborate with our Workforce Development Board to coordinate these efforts and maximize efficiency.

Additionally, the other major challenge we have faced in connecting students with Apprenticeship opportunities continues to be transportation. We have found supportive business partners and interested students. However, the barrier to getting students to the work site continues to inhibit student participation. We are working to solve this problem through different means, including using grant-funded programs to provide student drivers' education and identifying other governmental agencies that may be able to support public/private transportation.

Linked Artifacts:

[130 - AACPS Work-Based Learning Portal \(snapshot\)](#)

[130 – Youth Apprenticeship Approved Businesses by County](#)



- 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?

AACPS currently administers over 44 different industry-recognized certifications throughout our completer programs. We are constantly researching the inclusion of new certifications in programs that only offer College Credit and have successfully submitted new certifications to MSDE for consideration. In programs where we have not traditionally administered certification assessments due to cost, we are reallocating funds, including Blueprint CCR funds, to support further implementation.

Our challenges are in career field programs where no certifications are available without a continued post-secondary education. This includes programs in the IT and Engineering career fields. In these programs, we have consistently relied on articulated credit to encourage students to continue pursuing these careers. Additionally, the absence of a system that reports student certifications from the certifying agency to the school system results in much of this data being self-reported by students and teachers.

There are several challenges when looking to increase the number of opportunities for apprenticeship. These include the challenge of creating a general awareness among businesses about these partnerships, the ability to transport students to their work sites, and the workflow associated with supporting a business in registering with the MD Department of Labor.

We are **seeking grant funds** to address the marketing of apprenticeship through the Maryland Works Grant. This grant application includes a comprehensive marketing campaign that utilizes increase staffing, additional website materials, an increased social media presence, and increased use of existing partnership with our local workforce development organization- Anne Arundel Workforce Development Corporation.

We are likewise leveraging partnerships with AA Co. Department of Transportation to support student use of public transport to their work-based learning sites. The logistics of this arrangement are still in development and pending local budget approvals, but the goal will be for students to use point to point transportation provided by our local Dept. Of Transportation. We are also exploring opportunities to provide drivers education courses through our local community college, eliminating at least one of the barriers to students earning their MD State Driver's License.

The workflow to onboard a local business as a sponsor of registered youth apprenticeship is not cumbersome, but it is time consuming. We are streamlining this process through increased collaboration with our local workforce board, including having them act as a conduit for business who want to sponsor apprentices. They currently meet with dozens of different businesses monthly. They will act as an additional arm of the school system in promoting and supporting enrollment in registered youth apprenticeship.

There are several Career and Technical Education programs that do not have post-secondary industry recognized credentials. These include programs that follow the MSDE prescribed state developed programs; Graphic Communications, Business Management, Marketing, Prostart,



Career Research and Development, C.A.S.E, JROTC, and Transportation, Logistics, and Cargo Security. We are currently seeking IRCs in each of these programs and related Apprenticeships for students interested in career fields who wish to participate in work based learning. This includes submitting additional IRCs to MSDE for consideration- Project Management Ready, Certified Associate in Project Management, etc.

Linked Artifacts:

[131 – Career & Technical Education \(CTE\) Programs of Choice](#)

- 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?

We use a diverse approach to marketing CTE programs and recruiting student participants. This includes opportunities like Open House nights at both of our Centers of Applied Technology, where the entire community is invited to learn more about our programs. AACPS also provides school information sessions multiple times throughout the year to educate parents and students about CTE opportunities. The applied technology centers also host tours during the day, allowing focused groups of middle school students to experience the centers. Often, these opportunities are accompanied by translation services to support our multilingual families. This will enable us to target under-represented student groups to ensure they know about all CTE programs available to them.

Additionally, we are digitizing our marketing by creating a new interactive CTE website that allows students to see programs recommended for them based on survey results. We also celebrate student achievement both inside programs and in Career and Technical Student Organizations (CTSOs). When students win competitions or awards in the community, we celebrate their accomplishments on the school system's Facebook and Twitter accounts.

Linked Artifacts:

[132 – CATN ESOL Invite](#)

[132 – Computer Science Flyer](#)

[132 – Dental Assisting Flyer](#)

[132 – Evening HS Flyer](#)

[132 – OMHS Completer](#)

[132 – Southern HS Completer](#)

[132 – Youth Apprenticeship](#)

- 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 in Anne Arundel County Public Schools access CTE programs at either their comprehensive high school, one of the Centers of Applied Technology, in Evening High School, or during Summer School. A student's CCR status is not a factor in a student's ability to enroll in CTE courses and programs.

Comprehensive High School Programs: AACPS offers a robust selection of programs in our Comprehensive High Schools that result in industry certifications and career completers. Any student may enroll in a program at their high school. By participating in a CTE program in a comprehensive high school, students may earn various certificates, including Microsoft Office Specialist, Revit Architecture, Early Childhood Education (CDA), Project Lead the Way, and Software Development Fundamentals.

Each comprehensive high school has a series of courses related to a school-specific **Signature Program**. Any student may take courses as part of a Signature Pathway. Students who take a specific course sequence often earn certifications or complete requisite coursework for AACC associate degree in areas such as Homeland Security, Cybersecurity, Biomedical Health, and Business.

Centers of Applied Technology (CAT): AACPS has two CAT centers – one in the northern part and one in the southern part of the district. Admission into a program at a CAT center is competitive, and unfortunately, we do not have as many seats as we demand. To address increased demand, we have expanded offerings to Evening High School and Summer School so that more students can complete coursework and participate in programming.

While in a CAT Center, students have the opportunity to leave with a variety of industry certifications and coursework required to immediately enter the workforce in programs related to culinary arts, barbering and cosmetology, diesel power technology, graphic design, masonry, plumbing, masonry, dental assistant, marine service technology, certified nursing assistant, carpentry, and electricity.

Community College Opportunities:

We are also leveraging our partnership with Anne Arundel Community College and the Community College of Baltimore County to offer aligned CTE programs using their staff and resources.

Youth Apprenticeships:

We are also building the ability for students to participate in Youth and Pre-Apprenticeship through our existing and new business partnerships. Working with the Department of Labor, we recruit and process sponsors for Youth Apprenticeship. We then work with school counselors, teachers, and other stakeholders to market these opportunities to students. Our Work Based Learning team and Career Counselors then support students once they have started their apprenticeship journey.

[Linked Artifacts:](#)

Pillar 3: Equitable Access and Tracking



134. Progress-monitoring student performance and assigning students to groups, classes, and programs based on their achievement levels can result in tracking, a practice which can further limit educational access and opportunities for historically underserved groups and widen achievement gaps. Tracking occurs at all grade levels (Pre-K-12) and the Blueprint aims to eliminate that practice. What safeguards does the school system implement to mitigate and eliminate opportunities and occurrences of tracking at the elementary, middle, and high school levels?

AACPS continuously evaluates programs and practices to ensure students have equitable access and support. Creating yearly assessment calendars for high-quality assessment led to district and school-level analysis of student performance. The system's Research Office uses high-level statistical analysis to develop predictive metrics that identify students who need additional support to be successful.

AACPS will continue to refine data metrics in alignment with the Blueprint expectation of monitoring students using the 9th grade tracker system to measure each student's progress toward graduating on time, including credit accumulation and the number of semester core course failures during the first year of high school for students completing the 9th grade year.

AACPS works to refine and implement programming for middle or high school students who are not progressing in a manner that would predictably result in the student meeting the CCR standard by the end of the 10th grade to ensure students are provided all necessary support to remain on track. All these efforts will ensure that all students will have the opportunity to access the highest quality programming and can select a pathway aligned with their goals for their careers.

Although AACPS uses a robust set of data to monitor student progress related to being on track for the CCR standard, students are never kept in specific classes or out of specific programs based on their CCR status or other indicators. All students in our schools with IB programs are eligible to participate in the PYP and MYP programs, and all students in our IB high schools can take select IB courses, regardless of whether they are in the IB Diploma Program or not. In addition, AACPS has had open enrollment in our AP courses for over a decade, and any student interested in taking an AP or honors course is encouraged to do so.

Each year, our Research Office uses years of predictability data to identify students who, data suggests, would excel in specific AP courses but are not currently enrolled. This file is distributed to high schools, which are encouraged to counsel students to enroll in these courses.

[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.



AACPS is not currently seeking any revisions. We will continue to monitor the implementation and impact on Pillar III components and will submit possible revisions during the next iteration.

[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
<ul style="list-style-type: none"> Anne Arundel Community College (AACC) 	<ul style="list-style-type: none"> CCR Course Opportunities (MOU - Enrollment & Access) and Career Awareness via Career Pathways and use of Transition Advisors in our high schools, Career Coaching via Transition Advisors in our high schools and on AACC campuses 	<ul style="list-style-type: none"> Biweekly Meetings/Weekly Consultations/Partnership Planning as needed
<ul style="list-style-type: none"> Anne Arundel Workforce Development Corporation (AAWDC) 	<ul style="list-style-type: none"> Career Counseling/Coaching (MOU – Career Interest Surveys, Career Awareness Building, Skill Training, networking of experts across fields to use as career awareness resources in grades 6-12) 	<ul style="list-style-type: none"> Biweekly Meetings/Ongoing supports/services through Signature
<ul style="list-style-type: none"> GoStudyHall.com (Arizona State University) 	<ul style="list-style-type: none"> Offers a low-risk, low-cost entry set of four college courses available virtually for the high school student 	<ul style="list-style-type: none"> Ongoing Contract Conversations (bi-weekly)
<ul style="list-style-type: none"> PAC – CTE Advisors 	<ul style="list-style-type: none"> CCR/CTE Guidance, Networking/Mentoring, Skill Development with Presence, Internships, Apprenticeships 	<ul style="list-style-type: none"> Monthly Meetings/Frequent Involvement in Program/School Events
<ul style="list-style-type: none"> Integrated Community Stakeholder Teams (ICSTs) – Signature Program Advisors 	<ul style="list-style-type: none"> CCR/CTE Guidance, Networking/Mentoring, Skill Development with Presence, Internships, Apprenticeships 	<ul style="list-style-type: none"> Monthly Meetings/Frequent Involvement in Programs & School Events



<ul style="list-style-type: none">Fort Meade Alliance	<ul style="list-style-type: none">Network of STEM Career Professionals used as career awareness builders for students and resource personnel for teachers. Experts offer security clearance briefings for students (Project SCOPE) and Tech Mania to showcase high-tech and cyber careers	<ul style="list-style-type: none">Monthly Meetings/Frequent Involvement in Programs & School Events
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Linked Artifacts:
[136 – PAC Meeting Auto Collision Refinishing](#)
[136 – PAC Meeting Dental](#)



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

Many departments within AACPS will work diligently together to ensure we are engaging and communicating with our families who speak languages other than English.

AACPS Communications Office translates and Interprets messages that go out system or schoolwide into the family's preferred language (telephone, text, email, central office and school websites, and Brightspace (LMS)).

AACPS Interpretation and Translation Office will translate documents for parents and provide Interpreters for school and system-wide events such as parent-teacher conferences, field trips, back-to-school events, school information nights, community gatherings, etc.

Bilingual Facilitators are the bridge between our English learner families and the schools. Aligned with student enrollment, most bilingual facilitators currently support Spanish-speaking families. These staff members use social media (Facebook) and telephone outreach to support the EL families (parents/guardians) to, in turn, support their students to succeed in school. The bilingual facilitators also often help our EL families to navigate their communities to learn where food, housing, healthcare, and transportation supports can be found. Families can text, email, or call our bilingual facilitators to assist them with their school-related needs. The BFs serve as multi-lingual liaisons between EL families and our schools' teachers, principals, or nurses. EL families frequently contact the BFs to translate documents from English into the families' native languages.

Community School Bilingual Specialists are hired using Concentration of Poverty Grant funds. These individuals provide additional translation services and translate for students and families during medical and behavioral health sessions so that language is not a barrier.



AACPS School and Family Partnerships Office uses Title III funds to provide supplemental support and enrichment to English Learner families. We train and encourage school-based stakeholders to implement Family Activities that support EL students' academic achievements.

Family Academy on Brightspace is a resource developed to engage parents and guardians in their student's education. Family Academy has three themes: Wellness, Navigating AACPS, and Academics. Under each theme are 5 to 20-minute videos in both English and Spanish. There are about 50 videos about topics such as Filling out the Free Meals Application, kindergarten readiness, Coping Skills for Kids and Teens, and College Application Process. In addition to continuing to add asynchronous content, AACPS will develop synchronous content so parents can engage in groups in their desired growth path to support their students.

AACPS School and Family Partnerships Office hosts the **International Parent and Community Leadership Academy (IPCLA)**. The goals of the IPCLA are to improve communication with international families and diversify the pool of leaders in schools and the community to support the academic achievement of international students. Interpreters are provided for the many parents who speak different languages. IPCLA runs annually; this year, it will be offered from February through April.

AACPS routinely engages in community-based outreach festivals, fairs, and other events to offer school system information, share programs and opportunities, recruit employees, celebrate successes, translate, and interpret – whatever and wherever we are needed, we attend to support our EL families. Staff from all AACPS departments take part based on the needs of individual events and offerings.

Linked Artifacts:

[137 – AACPS Bilingual Facilitator Website](#)

- 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.

AACPS provides many supports for English Learners so that they are on a trajectory to acquire English language skills to exit ELD classes and be reclassified. These strategies include:

Teacher Collaboration - Stipend funding is provided for content teachers and ELD teachers to plan together outside contracted hours, thus focusing on the needs of specific students to ensure rigor and equitable opportunities for engagement.

Co-teaching models in secondary content courses, as ELD staffing allows. Co-teaching provides an opportunity to integrate English language objectives and targeted support with grade-level core content instruction. For students at higher proficiency levels or with more time in U.S. schools, co-taught courses serve as ELD services, thus freeing up space in the students' schedules for more elective opportunities.



Introduction of Co-teaching models at elementary schools with large EL student groups. Co-teaching in upper elementary grades for students in U.S. schools since kindergarten allows for the seamless integration of content and language instruction within an authentic context.

AVID Excel Course Adoption for three middle schools with high concentrations of ELs. Students and families were recruited based on long-term EL (LTEL) status. AACPS then sent a delegation of principals, teachers, and central office staff to a 3-day AVID EXCEL institute in the summer of 2022. Students attended a summer bridge to prepare for AVID Excel.

Sharing LTEL data systemically. LTEL indicator added to Data Management system (Performance Matters) so that all teachers are informed and can plan rigorous grade-level instruction that develops academic language skills. LTEL data is shared in professional learning sessions and data chats with teachers, principals, and central office staff.

Collaborating with the Equity Office to develop PD about High Expectations as Equity for ELs, emphasizing access to grade-level content, and building self-efficacy with scaffolds that are “just in time,” not “just in case.”

Dual Language Program planning – In December 2021, AACPS formed a committee to plan for the launch of a dual language program in AACPS. The committee work has included site visits, collective professional learning, learning walks, and stakeholder input sessions. As we prepare plans, we ensure they align with Blueprint Recommendation 3a - Scale Two-Way Immersion Program.

Funding to support The Science of Reading through LTRS training for English Language Development teachers.

Summer Programming focused on the needs of LTELs - Through a partnership with Anne Arundel Community College # (Add number) of high school students participated in the “ELs in College” program where they completed a college prep course in academic writing and earned their first college credit for completing a student success seminar.

Full-time ELD teachers are dedicated to CAT North and CAT South CTE programs. These teachers help ensure that English learners have the support needed to complete CTE programs.

Linked Artifacts:

[138 – English Language Development Website](#)

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*

AACPS has a growing English learner population, and we use a variety of funding sources to support our multilingual learners. Between FY17 and FY23, AACPS has increased the ELD staff (teachers, bilingual Teacher assistants, and ELD paraeducators) by 52%. Over the same time, AACPS has used Title I and Title III funds to provide additional support to our English learners. In recent years, we have used ESSER funds, Title IV, and Community School funds to support the needs of multilingual students and families.

As a result of increased funding for English learners under Blueprint, AACPS has requested \$1,678,200 in the FY24 budget to hire 19 **new ELD teachers** and two new teacher assistants.

AACPS will utilize braid various funding sources (i.e., general funds, Titled programs, Community Schools, and Blueprint funds) to support our English learners in the following ways:

- Additional academic teacher positions and bilingual teacher assistants
- Bilingual school counselors and other student service staff (i.e., psychologists and social workers)
- ELD instructional coaches and department chairs
- Extended day and year programs to support English learners, including summer opportunities to earn high school credits, tutoring, and camps for newcomers
- Bilingual clubs and activities
- English language classes for families
- Professional development for all staff on how to meet the needs of multilingual students and families
- Planning and launching AACPS's first dual language program at Tyler Heights Elementary School

Linked Artifacts:
[139 – FY24 Budget in Brief](#)

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*

AACPS will utilize increased funding for students with disabilities in the following ways.

Increase the Number of Staff Members to Support Students with Disabilities:

AACPS has requested additional special education staffing positions within the FY24 school budget, including funding for special education teachers, teacher assistants and paraprofessionals, behavior support positions, and IEP facilitators. These additional positions will better support students in inclusive environments and those in specialized programs. The additional behavioral support positions will allow educators to work with students on regulation and coping skills that are often barriers to successfully participating in the classroom. IEP facilitators help alleviate the paperwork that many special education teachers have so that these educators can better help students meet their IEP goals.

The FY24 budget includes the request for 148.8 positions to support students with disabilities. These requests include the following:

Comprehensive Schools (70.2 positions requested)

20.2 IEP Clerks

50 Teacher Assistants (convert current temporary staff to full-time)

Specialty Sites (35.0 positions requested)

3.0 Teachers (ACC/Autism)

6.0 Teacher Assistants (ACC/Autism)

8.0 Crisis Interventionists (ACC/Autism/Autism Diploma) – 6.0 are ACC/Autism 2.0 are Autism Diploma

1.0 Central Office Clerk

1.0 Board Certified Behavior Analyst (BCBA)

6.0 Teachers (K-2 Self-Contained)

4.0 Teachers (Autism Diploma)

4.0 Teacher Assistants (Autism Diploma)

1.0 Speech Pathologist (Autism Diploma)

1.0 Occupational Therapist (Autism Diploma)

ECI Conversion to PreK (34.6 positions requested)

20.1 Teachers

14.5 Teacher Assistants



Birth to Five (1.0 position requested)

1.0 Registrar

Non-Public (1.0 position requested)

1.0 IEP Clerk

Office of Special Services (7.0 positions requested)

2.0 Speech Pathologists

2.0 Occupational Therapists

3.0 ASL Interpreters

Provide Professional Development to AACPS Educators:

Funds will also provide professional growth opportunities for school personnel focusing on equity and inclusion to ensure all children receive an equitable education and have the same opportunity to graduate from high school ready for college or a career. AACPS will provide professional growth opportunities for school personnel who work with children with disabilities to ensure that such personnel have the skills and knowledge necessary to improve the academic achievement and functional performance of children with disabilities, including using scientifically based instructional practices maximum extent possible. Such opportunities include:

- Characteristics of Successful Inclusive Practices Co-Teaching Academy
- Access to the general curriculum
- Collaborative development of Curriculum and Assessments that integrate UDL/DI
- Reading Strategies: Wilson Reading System, Wilson Foundations, Visualize & Verbalize, LETRS Multisensory Math Strategies
- Data Collection and Progress Report Writing
- Behavior Learning Institute

Curriculum Development to Support Students with Disabilities:

Ensuring that students with disabilities have the support to access the general education curriculum is a priority in AACPS. We will use increased funding to modify and revise the AACPS curriculum to include differentiated instructional opportunities aligned with UDL to provide the resources teachers need to teach students with disabilities in the least restrictive environment. We will increase the number of Learning Strategy Specialists working in curriculum writing teams each summer so that more educators with special education backgrounds are actively writing and modifying curriculum resources before teachers implement the curriculum.

In examining the allocation of time to meet the needs of students with disabilities, the Department of Special Education, is examining its current continuum of services and staffing models. Initiatives include the use IEP clerks to provide clerical support, allowing special education teachers to focus on planning and instruction.

In collaboration with other district offices, the Department of Special is investigating alternative scheduling options that will allow students to receive interventions aligned to the services and goals within their IEPs during while fully participating in other course offerings.



AACPS will continue to utilize its existing online IEP system that is customized to meet systemic needs regarding all aspects of the IEP process. Additionally, AACPS will continue to utilize its online Medicaid billing program streamlining current processes and eliminating additional work case managers and related service. The program improve efficiency in data entry and increases data accuracy.

Linked Artifacts:

See artifact for Question 139

- 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.

AACPS will utilize existing **Multi-Tiered Systems of Support (MTSS) and Positive Behavioral Interventions and Supports (PBIS)** structures to support student's academic achievement, behavior, and social-emotional development. This includes implementing research and evidence-based interventions with fidelity and incorporating culturally responsive teaching practices within the curriculum and daily teaching practices.

Through the 504 and IEP processes, AACPS will utilize existing procedures to ensure that all children whose observable and specific learning, emotional, and social behaviors and/or academic performance results in consideration of their having a disability are evaluated and, as appropriate, receive needed special education and related services in the most appropriate setting. For example, AACPS, in collaboration with MSDE, has formed a **Coordinated Comprehensive Early Intervening Services (CCEIS)** committee focused on the over-identification of Black, African American students as Intellectually Delayed (ID) and Emotionally Disabled (ED).

This committee consists of leaders in AACPS within the special education, equity, alternative education and programs, and fiscal offices. The CCEIS committee meets quarterly with representatives from MSDE to review AACPS's planned response actions, which include:

- Hire 3 Social Workers/counselors, 3 technicians, and 3 teacher assistants to serve on the Coregulation Resource team to observe students, provide modeling and coaching support to teaching staff, to increase opportunities to participate in general education.
- Hire 1 CCEIS Project specialist to supervise the Coregulation Resource Team, participate in monthly meetings, and lead efforts and initiatives revealed through collaboration with the third-party consultation firm.
- AACPS will work with licensed BCBAs and technician support to develop FBA /BIP consistent with evidence-based practices, including identifying and implementing behavioral strategies with fidelity. Strategies would focus on preventative and less intrusive, reactive measures to prevent/reduce challenging behaviors. BCBAs/technicians would track challenging behavior data and maintain logs of FBA/BIPs developed.
- Hire one general education teacher to serve as a liaison for the MTSS team and CCEIS committee to provide resources and coaching to identified elementary schools, collaborate with the co-regulation teams, and inform practices, procedures, and tools.
- A review of policies, procedures, and practices, in addition to fidelity checks and professional learning on evidence-based inclusive practices, will inform AACPS on the



additional need for materials or curriculum to support students in the general education classroom.

- The CCEIS committee will engage in monthly PD/coaching opportunities, MTSS fidelity checklists, screening and evaluation processes, tools, and collaboration to discuss topics and suggest improvements to the process and procedures of our MTSS, Creation, and oversight of the Coregulation Resource Teams systemwide.

To address under-identification, staff within the Department of Special Education will be working collaboratively with Advanced Studies and Programs staff and staff from the psychological services to revise the Twice Exceptional Student guidebook to include the development of standard operating procedures schools can utilize when determining the identification of the twice exceptional student. Additional collaborative efforts will occur with the Office of English Language Acquisition to examine the under-representation of English Language Learners with disabilities. Both efforts will include the development of a professional development plan to build the capacity of all teachers to recognize understand when the referral and identification process should begin.

The Department of Special is in the process of securing a contract with an outside consulting firm to complete a comprehensive audit of special education programming, policies, and structures currently in place that might be contributing to the identified disproportionality in discipline, identification, and placement. Recommendations from the audit will be a catalyst for the development of a strategic plan to move recommendations to the implementation phase in order to create positive change in culture; climate; eligibility/identification; instruction; as well as the use of talent, time, and resources.

[Linked Artifacts:](#)

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*

Collaboration between general and special education is vital to the success of students with disabilities. AACPS will continue to have special education teachers/staff actively involved in collaborative planning with their general education colleagues in schools and at the Central Office levels. Active involvement can include attendance and participation in content



meetings, ongoing curriculum and assessment writing activities, collaborative planning teams, the material of instruction committees, and student achievement steering committees.

AACPS is partnering with the University of Maryland to cover tuition for general education teachers to acquire a graduate certificate in special education. This program is targeted mainly for general education teachers in inclusive settings to gain knowledge and skills to meet the needs of students with disabilities in comprehensive classrooms. General education teachers and staff will gain evidence-based instructional strategies, effective behavior interventions, and knowledge regarding the requirements of the IDEA law.

AACPS will provide professional growth opportunities for school personnel who work with children with disabilities to ensure that such personnel have the skills and knowledge necessary to improve the academic achievement and functional performance of children with disabilities, including using scientifically based instructional practices maximum extent possible. Such opportunities include:

- Co-Teaching Academy
- Access to the general curriculum
- Best Practices to Address Disproportionality in Special Education
- Universal Design for Learning (UDL) as a foundation for equity
- Equity and Social Justice in the Classroom
- Designing for equity using UDL and personalized learning
- Culturally responsive teaching and equity
- Restorative practices and student-centered learning

The system actively monitors student progress to determine the continued need or release of student support.

The system continues to review best practices and make plans for the continued support of students. AACPS will prevent students with disabilities from being underserved by continuing to develop evidenced-based models that focus on inclusive, collaborative special education services. For example, AACPS requires special education case managers to conduct IEP meetings if a student is marked “not making sufficient progress in meeting the goal” on their IEP during any of the four quarterly progress monitoring windows. When requested and using resource teachers, department chairs, and program specialists, the central office supports and collaborates with the IEP team to adjust supplementary aids and services, goals and objectives, and specific data criteria. These adjustments allow for adequate programming for students in their least restrictive environment and assistance in placement decisions when appropriate.

AACPS is converting half-day self-contained ECI classrooms at the developmental centers and one early childhood center for three and four-year-olds into full-day co-taught three and four-year-old classrooms for the 23-24 school year. These classrooms will be staffed with a general and special educator, utilizing inclusive practices aligned to co-teaching models and UDL.

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?

Our schools support appropriate student behaviors that facilitate learning and minimize disruption in several ways. One example is Social Emotional Foundations of Early Learning (SEFEL), embedded in the primary years' curriculum.

AACPS will utilize existing Multi-Tiered Systems of Support (MTSS) structures that emphasize proactive and preventive strategies for defining, supporting, and teaching appropriate behaviors to create a positive school climate, both socially and academically. The MTSS model includes Positive Behavioral Intervention and Supports (PBIS), Restorative Practices (RP), and other proven interventions and supports.

All AACPS staff are committed to creating positive school climates that teach students how to engage, connect, and succeed in their school community. For example, AACPS, in collaboration with MSDE, has formed a Coordinated Comprehensive Early Intervening Services (CCEIS) committee focused on over-disciplining students with disabilities. This committee consists of leaders in AACPS within the special education, equity, alternative education and programs, and fiscal offices.

The CCEIS committee meets quarterly with representatives from MSDE to review AACPS's planned response actions, which include:

- The Early Intervention and SDI Team will meet monthly to collaborate and discuss topics, including opportunities for participation in general education, PD/coaching opportunities, additional personnel support, and the articulation process from Pre-Kindergarten to grade K.
- The Special Education Leadership Team will examine LRE data three times per year to identify ways to increase participation in the general education environment. The team will share outcomes with school personnel and system leadership.
- Hire 3 LRE Specialists, 3 technicians, and 3 teacher assistants to observe students and provide modeling and coaching support to teaching staff to increase inclusion opportunities in the general education setting.

AACPS will work with licensed BCBAs and technician support to develop FBA /BIP consistent with evidence-based practices, including identifying and implementing behavioral strategies with fidelity. Strategies would focus on preventative and less intrusive, reactive measures to prevent/reduce challenging behaviors. BCBAs/technicians would track challenging behavior data and maintain logs of FBA/BIPs developed.

A review of policies, procedures, and practices, in addition to fidelity checks and professional learning on evidence-based inclusive practices, will inform AACPS on the additional need for materials or curriculum to support students in the general education classroom. The CCEIS committee will examine student data three times per year to identify ways to increase participation in the general education environment. Outcomes from the meetings will be shared with school personnel and system leadership.

Linked Artifacts:



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)
4092	Annapolis Elementary School	Yes	Yes
1082	Belle Grove Elementary School	Yes	Yes
4142	Eastport Elementary School	No (temp district support)	Yes
4162	Georgetown East Elementary	Yes	Yes
4182	Germantown Elementary School	Yes	Yes
1142	Hilltop Elementary School	Yes	Yes
4064	Mary Moss at J. Albert Adams Academy	Yes	Yes
3132	Maryland City Elementary School	Yes	Yes
4222	Walter S. Mills-Parole Elementary School	Yes	Yes
1172	North Glen Elementary School	Yes	Yes
1202	Park Elementary School	Yes	Yes
4074	Phoenix Academy	Yes	Yes
4262	Tyler Heights Elementary School	Yes	Yes
3152	Van Bokkelen Elementary School	Yes	Yes
1262	Woodside Elementary School	Yes	Yes



- 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.

All AACPS community schools have full-time Program Managers (coordinators). When positions become open due to attrition, the Office of Community and School-Based Programming provides direct support during recruitment and hiring. We have a pool of applicants who have passed a panel interview for Program Manager (coordinator). These individuals are considered whenever an opening for Community School Program Manager exists.

AACPS advertises the Community School Program Manager role annually under the AACPS Leadership Opportunities. We host an information session so interested individuals can learn what the position includes, and we post this virtual session on our website. After applying, candidates are screened by HR to ensure they meet the requirements for the positions, as listed in the Job Description. Once candidates are cleared by HR, they are invited to complete a video task to create a video they would make when introducing the community school strategy to a new school community. The videos are scored, and some candidates are invited to a pool interview. Once in the pool, candidates can apply to school openings as new Community Schools are identified.

Program Managers receive extensive training in the Community School strategy and support for writing the Needs Assessment, Implementation Plan, and Yearly Plan. Based upon a survey of the Program Managers, the district could provide two full-time positions within the district budget to provide full-time financial/budgetary support to Community Schools and support for Program Managers new to their positions. Principals, school leadership teams, Title I leaders, and Program Managers join together each summer for extensive onboarding and opportunities to meet community and school representatives who help schools learn about the different resources and to help schools create yearlong plans that address the four pillars of Community Schools and Blueprint wraparound services, as identified in AACPS and law.

Linked Artifacts:

[145 – Information Video for candidates for Program Manager](#)
[145 – Community School Program Manager Job Description](#)
[145 – Community School Website Overview](#)

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.



All AACPS Community Schools have a full-time medical health care practitioner. We partner with the Anne Arundel County Health Department to braid funds so that there is a fulltime RN paid 50% by Anne Arundel County Health Department funds and 50% by the school's Concentration of Poverty Grant funds.

Linked Artifacts:

4.4.2 Community school coordinators shall establish a community school and conduct a school-level needs assessments in partnership with local entities/agencies

[Blueprint Requirement \(MD Code, Educ §9.9–102\)](#)



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
Anne Arundel Community College	Provide adult education	Multiple Schools	All grades	Parents	Existing	2021-2022
Anne Arundel Public Library	Provide family enrichment opportunities	Multiple Schools	All grades	Students and Families	Existing	2022-2023
Annapolis Police Department	Mentorship	Multiple Schools	All grades	Students and Families	Existing	2021-2022
Anne Arundel Workforce Development Corporation	Career guidance and planning	Multiple Schools	6-12	Students and Parents	Existing	2022-2023
Boys and Girls Club	Afterschool enrichment and academic support	Multiple Schools	K-5	Students	Existing	2021-2022
Girls on the Run	Physical fitness and SEL skills	Multiple Schools	PK-5	Students	Existing	2022-2023
Language Immersion Learning	Improve quality of learning for Hispanic students	Multiple Schools	PK-5	Students	Existing	2021-2022
Leading by Feeding	Provide healthy food to families	Multiple Schools	PK-5	Families	Existing	2021-2022

Linked Artifacts:

[147 – Community School Partnerships by Location](#)



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.

Not applicable

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
Ryan Voegtlin	Director of Student Services	Oversees the Office of Student Services, including school counseling, psychological services, social work, pupil personnel, and the Expanded School-Based Mental Health program. There is also a partnership with School Health (school nurses and health aides), which is a part of the Anne Arundel County Health Department
Heidi Taylor	Coordinator of School Social Work	Supervises all the school social workers in AACPS. She also serves as the Mental Health Coordinator through the Maryland Safe to Learn Act of 2018.

150. Appointing a Behavioral Health Services Coordinator: Describe the LEA’s plans for ensuring that the role of Behavioral Health Services Coordinator is fulfilled for the school system. Discuss the key recruitment and retention strategies used, especially those that are unique to this role.

The school system has appointed two individuals for the Behavior Health Services Coordinator role. These individuals are the **Director of Student Services** and the **Coordinator of School Social Work**. These individuals were chosen because the Director of Student Services oversees all school mental and behavioral health for AACPS. The Coordinator of School Social Work has



been identified as the Mental Health Coordinator through the Maryland Safe to Learn Act of 2018.

Both individuals are the liaisons to the AACPS Expanded School-Based Mental Health program, as well as AACPS liaisons with important Anne Arundel community partners. The Behavioral Health Services Coordinator role through Blueprint fits well into the existing job responsibilities of these individuals, which will be key for recruitment and retention of the role. MSDE has regular collaboration meetings to support the Directors of Student Services and the Coordinators of School Social Work throughout Maryland.

[Linked Artifacts:](#)

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.

Several challenges exist in meeting students' behavioral health needs in Anne Arundel County. Before the pandemic and after the pandemic, Anne Arundel County Public Schools experienced an increase in the number of young children exhibiting behavioral health challenges in school. For that reason, AACPS has implemented some initiatives to address the issue and support **elementary-age students**. These include:

- AACPS created a structure called the **Central Office Elementary Behavioral Crisis Team**. When a school is in crisis due to the behavioral challenges of one or more young children and their behavioral health concerns, a team of individuals from the AACPS Central Office will meet with the school to brainstorm creative ideas to support the school. This has led to using grant funds to pay for additional adult support staff and creating sensory spaces in the school.
- AACPS has also addressed this issue by creating an **elementary therapeutic classroom** to support students engaging in challenging behaviors. The students attend this classroom with a small teacher-to-student ratio and additional behavioral health support. The goal is to provide the student with the support needed to stabilize behaviors so that they can return to their comprehensive school successfully. General budget funds were designated for this program, and the hope is to expand this program in future years. This program has a community partnership with Transforming Lives.

Another challenge is students being unable to access mental health support due to **insurance barriers**. This would include students with no insurance and students with private insurance not being able to access outside mental health services or school-based mental health services because the provider does not accept the insurance, or the deductible is too high. To address this challenge, AACPS has utilized grant funds to pay for school-based mental health services for these students through the **AACPS School-Based Mental Health partnerships** with:



- Children's Guild
- Thrive Behavioral Health
- Innovative Therapeutic Services
- T.I.M.E.
- Villa Maria

These School-Based Mental Health partnerships have allowed students who did not previously have access to mental health services to access them in school.

In addition to students who have barriers to accessing mental health support due to insurance challenges, AACPS also struggles to provide behavioral health support to students and families who **speak English as a second language**. There is a lack of bilingual mental health clinicians available in Maryland. To address this issue, a few of our **Community Schools** have utilized Concentration of Poverty Grant funds to hire "**Bilingual Specialists**" at their schools. One of the roles of this position is to provide translation for students and families during therapy sessions. AACPS Student Services have trained bilingual specialists in confidentiality and the importance of boundaries as they engage in translation.

The stigma around mental health remains a challenge in Anne Arundel County. Many families feel ashamed to admit their child may need behavioral health support. This can lead to students being afraid to talk about their mental health struggles at home and leading them into further despair. For that reason, AACPS has collaborated with community partners on initiatives designed to overcome the stigma around mental health. These programs include:

- The **Sound of Silence** is a school assembly and community program by the Northern Lights Against Substance Use. The program discusses mental health and substance abuse and how they are tied together. There are members of child and family serving agencies throughout Anne Arundel County on the panel answering questions for students and families.
- AACPS also has a club called **Student Alliance for Flourishing**, a partnership between AACPS and Notre Dame University of Maryland. This club thrives at five high schools and three middle schools and focuses on teaching students to flourish mentally and physically. It reduces stigma by teaching students how to succeed in school, community, and globally.
- AACPS also engaged in a **quarterly documentary series** for students and parents on bullying, social media, and anxiety. These documentaries were intended to open the conversation around these sensitive topics.

Providing appropriate support for children and adolescents with **substance use struggles** continues to challenge AACPS. For that reason, AACPS utilized federal grant funds to create a partnership with Thrive Behavioral Health to address the issue. The program is called the "Substance Use Prevention and Intervention Team." It comprises two mental health and addictions clinicians who provide treatment to students in the schools during the school day, with parental consent. They also engage in prevention by providing psychoeducation on substance use during classroom lessons. This program has allowed many students to access substance use treatment directly in the school building.

Linked Artifacts:
[151 – Expanding School Based Behavioral Health Services Report](#)



- 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.

AACPS screens students to identify and provide services to meet their behavioral health needs differently.

- If a student makes a **suicidal threat** or gesture, they are immediately referred to a student services staff member in the building (school counselor, school psychologist, or school social worker). The student services staff member does a suicide risk assessment and determines further support for the student. The parent/guardian is contacted, and resources are provided to the family. If the threat of self-harm seems imminent, the school will call 911 or Mobile Crisis to address the situation. The Student Services staff member completes an online report to track the suicidal behavior of the student.
- If a student threatens to harm **others**, AACPS administrators (principals and/or assistant principals) will start the behavioral threat assessment process. If the threat is deemed transient, the administrator will follow the Code of Conduct and refer the student to a Student Services staff member for further behavioral health support. If the threat is substantive, the administrator will gather their behavioral threat assessment team to gather more information and determine the next steps. A safety plan and/or a safety report may be necessary. The family of the individual engaging in the threat and any victims are provided with behavioral health support by a student services staff member.
- **Behavioral threat assessment** teams use Navigate 360 to guide them through the threat assessment process and track threats of harm to others. AACPS teaching staff are trained yearly on the warning signs of students needing behavioral health support. If they see these warning signs in their classroom, they are trained to bring this to the attention of a student services staff member and to bring this student up to a few teaming options available in the school.
- If a teacher and/or student services staff member decides that a student needs to move forward to one of the teaming options at the school, they would first engage in the **Collaborative Decision-Making (CMD)** process. This is a process in which teaching and resource staff, including student services staff, meet to discuss the student's behaviors, brainstorm strategies to support the student, put an action plan in place, and start collecting data on the effectiveness of the implementation of the strategy or strategies. The team continues to meet and may decide to do a Functional Behavior Assessment and create a Behavior Intervention Plan for the student.
- AACPS also provides voluntary screenings for students with substance use challenges through the **Screening Teens Access to Recovery (STAR) program**. Through this program, students twelve and older can go to the school's health room to receive a virtual substance use screening by an addiction's clinician. Based on the screening results, the clinician will recommend treatment, which may include school-based therapy. School counselors work with all students in the building and are the main school support for helping students and families access behavioral health resources. School counselors receive information from all staff in the building. They are trusted



individuals who understand behavioral health resources available in the school and the community.

Linked Artifacts:

- 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.

AACPS offers direct behavioral health services to students and works with community partners to provide needed wraparound services. These individuals work as teams to address various issues, including suicide prevention, trauma-sensitive care, behavioral threat assessment, homelessness, chronic absenteeism, social-emotional learning, truancy, bullying, substance use, trauma response, and chronic health conditions. These are identified below.

AACPS Student Service Staff:

- School Counselors
- Part-time School Psychologists
- School Nurses (.5 Elementary; 1.0 Secondary)
- Pupil Personnel Workers (shared between schools by region)
- Social Workers (part-time position in some schools, determined by school needs and district staffing)

AACPS Community School Student Service Staff Enhancements:

AACPS has leveraged Concentration of Poverty Grants to add student service staff, including:

- Fulltime nurses in all Community Schools
- Fulltime Psychologists in select Community Schools (select schools, based upon needs)
- Fulltime Social Worker in select Community Schools (all schools in years 4+)
- Additional School Counselors (select schools based on needs)

Expanded School-Based Mental Health (ESBMH) Programs:

Each school cluster in AACPS is assigned to one of five agencies. These agencies provide additional behavioral and mental health support to students and families. These five agencies conduct individual, group, and family therapy in school buildings. The program is intended to break down barriers, such as transportation and scheduling, for those students and families who need more intensive mental health services than the AACPS student services staff can provide. These partnerships include:

- Children's Guild
- Thrive Behavioral Health
- Innovative Therapeutic Services
- T.I.M.E.
- Villa Maria

Each of these agencies accepts private insurance as well as Medicaid. AACPS leveraged ESSER funding to allow these agencies to bill AACPS for students who do not currently have insurance and/or cannot afford their copays.



AACPS also offers specific programs for students and families that address behavioral and mental health. These programs include:

- **The Screening Teens Access to Recovery (STAR)** initiative provides voluntary substance abuse screening for middle and high school students. The STAR program allows school health nurses to utilize technology to connect middle and high school students in a tele-session with a licensed therapist from the Anne Arundel County Department of Health or Thrive Behavioral Health.
- **The Central Office Crisis, Behavioral Support Team**, exists as a support team for schools when students are engaging in challenging behaviors in the school building. The team supports the school when they have exhausted their resources in supporting the student/s and are still struggling to stabilize the student's behavior. This can sometimes lead to the entire school being in crisis. The Central Office Crisis, Behavioral Support Team, works with a school to brainstorm solutions to stabilize the student's behavior and help the school get out of a crisis. The Central Office Crisis, Behavioral Support Team, has funding for additional adult assistants to support behaviors. This program provides the school with sensory items to use in the sensory room or calm-down corners.
- AACPS currently operates the **Expanded Childhood Behavioral Intervention (ECBI)** program in partnership with Thrive Behavioral Health. Expanded Childhood Behavior Intervention (ECBI) aims to maintain students enrolled in their current school setting who exhibit behavioral challenges. ECBI incorporates short-term intensive therapy with positive behavioral supports in the school setting and provides modeling of interventions in the student's home.
- **Anne Arundel County Crisis Response System (CRS)** is an Anne Arundel county program that supports individuals in crisis. Anne Arundel County Public Schools has a strong partnership with county agencies related to mental health and support for youth, families, and children. AACPS ensures that families know about the CRS as part of this partnership. Commonly known as the Community Warmline, the CRS is a service that provides Anne Arundel County Residents in crisis with supportive assistance and linkages to resources within the community. The "Community Warmline" can receive calls 24 hours a day, 7 days a week. Non-emergency calls are handled by staff, and will provide the caller with information, support, and referrals. The Crisis Response System Staff intervenes with callers who are experiencing a mental health and/or substance use disorder emergency. Also, the Crisis Response System "Community Warmline" coordinates calls with the police, fire, and community agencies requesting information on crisis matters. AACPS relies on CRS to support students and families in crisis and/or need to be linked to services.

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?

AACPS engages families in identifying and providing student behavioral health support through the school counselor, school social worker, pupil personnel worker, and/or school psychologist.



When a family comes to one of these individuals, they can identify the behavioral health resources available in the school building and those available in the community.

The primary school-based behavioral health resources are accessing the services of the school counselor, school social worker, school psychologist, and/or pupil personnel worker. When a family needs more than that, students can be referred to the AACPS Expanded School-Based Mental Health program, where they receive more intensive mental health services in the school building from a mental health clinician who works for one of the partner agencies.

The student services staff member can also connect families with resource navigation services to access community resources. This would include the Anne Arundel County Warmline, part of the Crisis Response System. If a family calls this line, they can talk to an operator 24/7 who will guide them to the appropriate resource in Anne Arundel County to meet their needs. They can refer families to the Anne Arundel County Systems of Care. This is a navigation system that supports families in accessing resources for housing, transportation, mental health, kinship supports, food, insurance, etc.

There is also the Network of Care, which is a website that has listings of all the behavioral health resources in Anne Arundel County and the types of insurance options that each service takes. The Center for Children is another navigation system that will meet and sit with families as they make the calls to access resources. This alleviates families' fear of reaching out to services and gives them the confidence to move forward with help.

Linked Artifacts:

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.

AACPS requires all staff to receive annual behavioral health training through a custom-developed course in the Safe Schools platform. Safe School is an online platform where slides can be uploaded, and quizzes can be created to assess the participants' knowledge. Information in training covers suicide prevention, threat assessment, the impact of trauma, and trauma-sensitive classroom strategies.

The participants review the information on the slides in Safe Schools and then complete the multiple-choice questions on the quiz. Completion is monitored through the Office of Human Resources, and staff members are provided with consistent reminders to complete the training. If they do not meet the training within the required window, a representative from Human



Resources will give them a verbal reminder. If this continues, there may be disciplinary consequences for not completing the training.

Linked Artifacts:

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.

We do not have any proposed changes at this time.

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
Individual Community School Steering Committees	Each CS’s Steering Committee meets to review data, assess programming, consider partnerships, and monitor success at each school	1 – 2 times per quarter
Anne Arundel Mental Health Agency	Discussions of county trends related to mental health and collaboration on needed supports in the school and greater communities	Monthly
Leadership Meetings – Mental Health	Leaders of the different mental health organizations meet to discuss needs within different agencies and organizations within the county	Monthly
Partnership for Children, Youth, and Families Board Meetings	Collaboration on the needs of Anne Arundel County families	Monthly
Community of Hope Meetings	Brooklyn Park, West County, South County, and Annapolis meetings where community needs, and issues are discussed and community opportunities for families are shared	Monthly



County Executive Staff Meetings	Opportunities to share mental health, community schools, and other youth program initiatives, issues, and progress with the County Executive Staff	Quarterly
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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.

AACPS assembled **Blueprint Workgroup Teams** in the fall of 2021. This group was divided into workgroups based on individual expertise and work responsibilities. It included AACPS staff and community partners with the Anne Arundel Community College, Anne Arundel County Workforce Development, and many mental health community members. These workgroups have met weekly since September 2021.

In the fall of 2022, we formed several **stakeholder subcommittees** that met to work on specific questions or parts of the Blueprint. Our administrative and teacher bargaining units were asked to appoint individuals to each subcommittee. Our Office of School & Family Partnerships advertised the opportunity to serve on a subcommittee, and parents were chosen based on geographic school locations. Finally, our student government body was asked to appoint students to select subcommittees. Together these subcommittees drafted information needed for the Implementation Plan. The AACPS Executive Team then reviewed the plan and provided feedback, as required, for revisions or considerations.

Each month, we hold an AACPS Steering Committee meeting that includes members of AACPS' Executive Team and Senior Staff as well as representatives from the Anne Arundel Community College, Workforce Development, and Mental Health Agencies. Together, these team members hear about the progress and challenges related to each pillar and provide feedback and guidance related to the next steps by the teams.

Finally, each quarter, the Blueprint Implementation Coordinator, meets with the Anne Arundel County Executive and his staff to review progress related to Blueprint.

Linked Artifacts:



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	Office/Organization	Stakeholder Group
Ms. Trish Saynuk	Coordinator, Early Childhood Education	AACPS – Curriculum & Instruction	Pillar I: Early Childhood Education Group Lead
Ms. Amanda Salveron	Manager, Academic Supports	AACPS – Curriculum & Instruction	Pillar I: Early Childhood Education Group Lead
Dr. Pam Brown	Executive Director, Partnership for Children, Youth, and Families	Anne Arundel County Government	Pillar I: Early Childhood Education
Ms. Karen Donovan	Regional Assistant Superintendent	AACPS – Broadneck & Southern Clusters	Pillar I: Early Childhood Education
Ms. Sonya McElroy	Director, Specialized Instruction (Birth to Five)	AACPS – Special Education	Pillar I: Early Childhood Education
Ms. Candy Place	Director, TEACH Institute and Parenting Center	Anne Arundel Community College	Pillar I: Early Childhood Education
Ms. Jean Raymond	Program Manager, Birth to Five	AACPS – Special Education	Pillar I: Early Childhood Education
Ms. Janine Robinson	Regional Assistant Superintendent	AACPS - Glen Burnie & Severna Park Clusters	Pillar I: Early Childhood Education
Mr. Kyle Ruef	Director, Facilities	AACPS – Facilities	Pillar I: Early Childhood Education
Ms. Arda Shahverdian	Senior Budget Analyst	AACPS – Financial Operations	Pillar I: Early Childhood Education
Ms. Andrea Sporre	Coordinator, Library Media	AACPS – Curriculum & Instruction	Pillar I: Early Childhood Education
Ms. Jessica Valadie	Coordinator, Music	AACPS – Curriculum & Instruction	Pillar I: Early Childhood Education
Ms. Christiana Walsh	Coordinator, Health, PE, and Dance	AACPS – Curriculum & Instruction	Pillar I: Early Childhood Education
Ms. Miesha Walker	Specialist, Equity	AACPS – Office of Equity and Accelerated Student Achievement	Pillar I: Early Childhood Education
Ms. Julie Cares	Director, Leadership Development	AACPS – Professional Growth and Development	Pillar II: Teachers and Leaders Group Lead
Ms. Kelly Thomas	Senior Manager, Compensatory Ed/ Title I	AACPS – Community and School Based Programing	Pillar II: Teachers and Leaders Group Lead
Ms. Melissa Camden	Lead Budget Analyst	AACPS – Financial Operations	Pillar II: Teachers and Leaders
Ms. Jessica Cuches	Executive Director, Human Resources	AACPS – Human Resources	Pillar II: Teachers and Leaders
Ms. Kris Hanks	Teacher Specialist	AACPS EEE Program	Pillar II: Teachers and Leaders
Dr. Daman Harris, Ph.D.	Manager of PDS and IHE Partnerships	AACPS -- Professional Growth and Development	Pillar II: Teachers and Leaders
Ms. Jazmin Lawhorn	Director, Office of School Performance	AACPS – Meade Cluster	Pillar II: Teachers and Leaders
Ms. Lisa Leitholf	Regional Assistant Superintendent	AACPS – Northeast and Old Mill Cluster	Pillar II: Teachers and Leaders
Mr. Scott McGuire	Senior Manager, Human Capital	AACPS – Human Relations	Pillar II: Teachers and Leaders
Dr. Heidi Oliver-O'Gilvie	Executive Director	AACPS – Professional Growth and Development	Pillar II: Teachers and Leaders
Ms. Stacy Pipkin	Manager, School Performance Resources	AACPS – Office of School Performance	Pillar II: Teachers and Leaders



Ms. Melisa Rawles	Director, Employee Relations	AACPS – Human Resources	Pillar II: Teachers and Leaders
Mr. David Sembly	Manager, New Teacher Support	AACPS – Professional Growth and Development	Pillar II: Teachers and Leaders
Mr. Chris Truffer	Regional Assistant Superintendent	AACPS – Crofton, South River, and Arundel Cluster	Pillar II: Teachers and Leaders
Mr. Brian Whitley	Specialist, Equity	AACPS – Office of Equity and Accelerated Student Achievement	Pillar II: Teachers and Leaders
Mr. Ryan Sacket	Coordinator, CTE	AACPS – Curriculum & Instruction	Pillar III: CCR & CTE Group Lead
Mr. Kevin Wajek	Director, Instruction	AACPS – Curriculum & Instruction	Pillar III: CCR & CTE Group Lead
Ms. Kate Williams	Project Specialist, Curriculum & Instruction	AACPS – Curriculum & Instruction	Pillar III: CCR & CTE Group Lead
Ms. Dorothy Arida	Coordinator, AVID	AACPS – Advanced Programs	Pillar III: CCR & CTE
Ms. Michele Batten	Assistant Superintendent	AACPS – Curriculum & Instruction	Pillar III: CCR & CTE
Ms. Sara Eger	Director, Instructional Pathways and Partnerships – Secondary	Anne Arundel Community College	Pillar III: CCR & CTE
Dr. Tina Gillmeister	Coordinator, STEM	AACPS – Advanced Studies	Pillar III: CCR & CTE
Dr. Kevin Hamlin	Director, Magnet Programs	AACPS – Advanced Studies	Pillar III: CCR & CTE
Mr. Jeff Haynie	Senior Manager, Student Data	AACPS – Office of Accountability and Student Data	Pillar III: CCR & CTE
Ms. Ginger Henley	Director, Office of School Performance	AACPS – Annapolis Cluster	Pillar III: CCR & CTE
Dr. Daryl Kennedy	Regional Assistant Superintendent	AACPS Meade Cluster	Pillar III: CCR & CTE
Mr. Kirkland J. Murray	President and Chief Executive Officer	Anne Arundel County Workforce Development Corporation	Pillar III: CCR & CTE
Dr. Karen Phelen	Chair and Associate Profession, Teacher Education and Child Care Institute	Anne Arundel Community College	Pillar III: CCR & CTE
Ms. Victoria Romanoski	Coordinator, Science	AACPS – Curriculum & Instruction	Pillar III: CCR & CTE
Ms. Mary Tillar	Assistant Superintendent	AACPS – Advanced Studies and Programs	Pillar III: CCR & CTE
Ms. Katara West	Specialist, Equity	AACPS – Office of Equity and Accelerated Student Achievement	Pillar III: CCR & CTE
Dr. Nuria Williams	Director, Office of School Performance	AACPS – Glen Burnie and Severna Park Cluster	Pillar III: CCR & CTE
Dr. Shannon M. Pugh (NBCT)	Blueprint Implementation Coordinator	AACPS – Community & School Based Programming	Pillar IV: More Resources Group Lead
Mr. Matt Stanski	Acting Chief Operations Officer	AACPS – Financial Operations	Pillar IV: More Resources Group Lead
Mr. Ryan Voegtlin	Director, Student Services	AACPS – Student Services	Pillar IV: More Resources Group Lead
Dr. Kellie Anderson	Coordinator, Psychological Services	AACPS - Student Services	Pillar IV: More Resources
Ms. Melissa Comella	Acting Director, Financial Operations	AACPS – Financial Operations	Pillar IV: More Resources



Mr. Patrick Crain	Director, Alternative Programs	AACPS – Student Services	Pillar IV: More Resources
Ms. Jolyn Davis	Regional Assistant Superintendent	AACPS – Annapolis Cluster	Pillar IV: More Resources
Mr. William Goodman	Regional Assistant Superintendent	AACPS – North County and Chesapeake Clusters	Pillar IV: More Resources
Ms. Nicole Howard	Director, Curriculum and Assessments	AACPS – Curriculum & Instruction	Pillar IV: More Resources
Dr. Lorenzo Hughes	Senior Manager, Equity	AACPS – Equity and Accelerated Student Achievement	Pillar IV: More Resources
Ms. Shirley Jackson-Avery	Coordinator, School Counseling	AACPS - Student Services	Pillar IV: More Resources
Ms. Laurie Jones	Coordinator, Pupil Personnel	AACPS - Student Services	Pillar IV: More Resources
Ms. Susan Love	Coordinator, School Counseling	AACPS – Student Services	Pillar IV: More Resources
Ms. Diane McGowan	Director, Specialized Instruction	AACPS – Special Education	Pillar IV: More Resources
Ms. Theresa St. Hillaire	Senior Budget Analyst	AACPS – Financial Operations	Pillar IV: More Resources
Ms. Heidi Taylor	Coordinator, Social Work	AACPS - Student Services	Pillar IV: More Resources
Dr. Mark Bedell	Superintendent, Anne Arundel County Public Schools	AACPS – Superintendent	Pillar V: Accountability Group Lead
Mr. Mike Borkoski	Chief Information Officer	AACPS – Office of Technology	Pillar V: Accountability
Mr. Jason Dykstra	Executive Director, Instructional Data Division	AACPS – Accountability	Pillar V: Accountability
Dr. Maisha Gillins	Executive Director, Equity and Accelerated Student Achievement	AACPS – Equity and Accelerated Student Achievement	Pillar V: Accountability
Ms. Monique Jackson (NBCT)	Deputy Superintendent	AACPS – Deputy Superintendent	Pillar V: Accountability
Dr. Dawn Lucarelli	Associate Superintendent	AACPS – Office of School Performance	Pillar V: Accountability
Ms. Sarah McDonald-Egan	Assistant Superintendent	AACPS – Office of Student Services	Pillar V: Accountability
Dr. Maureen McMahon	Deputy Superintendent	AACPS - Academics & Strategic Initiatives	Pillar V: Accountability
Mr. Bob Mosier	Chief Communications Officer	AACPS – Office of Communications	Pillar V: Accountability

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.

Our **administrative and teacher bargaining units** were invited to appoint individuals to serve on each subcommittee. These subcommittees met in the fall of 2022, and every subcommittee included at least one school-based individual (teacher and/or administrator).

Our administrative and teacher bargaining units were invited to send representatives to all webinars and workshops. All district teachers and leaders were encouraged to review the plan sections online and to provide feedback via a survey.



AACPS hired a consultant group to partner with AACPS and our bargaining units to develop a career ladder. During the fall of 2022, we conducted over 20 focus groups with teachers and administrators (more than 200 persons) on recruiting, retaining, and compensating our educators. These teachers and administrators were primarily school-based and included specific sessions for specific topics, such as National Board-Certified Teachers, Veteran Teachers, Special Educators, Teachers of English Language Development, New Teachers (in their first 3 years of teaching), and teachers in magnet and technical education centers.

To ensure more participation of school-based personnel in the future development of plans, we are working through the challenges of the lack of substitute coverage that has kept school-based personnel from participating in the active writing of the plan rather than being part of small subcommittee teams that made recommendations.

[Linked Artifacts:](#)

- 160. Quality Control and Project Management:** What guidance, support, or structures (working groups, recurring meetings, protocols for communicating and collaborating, project management tools, etc.) did the LEA provide to the individuals responsible for developing and writing the Plan to ensure the Plan was well developed, clearly articulated, and representative of the LEA's community and its needs?

AACPS had multiple levels of teams working on the plan. **Our Steering Committee**, comprised of AACPS leadership, met monthly, and our work groups (divided by pillar) met weekly for over a year. These teams met primarily through virtual formats, but there were some in-person meetings as needed. Teams kept copies of notes and presentations in One Drive to share with others as required. As MSDE provided technical assistance for each pillar, at least one representative from each pillar workgroup attended.

Teams met in person in cross-teams to ensure that opportunities to address the work in a similar format (i.e., questions about professional development) were approached similarly across the pillars. Teams also met in person to review draft responses and to provide feedback based on a review of the Criteria of Success.

The AACPS Executive Team reviewed the answers to questions in small groups and provided feedback. A small team reviewed all answers for consistency, format, and style.

[Linked Artifacts:](#)

- 161. Stakeholder Engagement:** At the end of each Pillar, LEAs list the stakeholders engaged to develop plans for a specific Pillar.

In response to this question, discuss how and when the individuals responsible for writing the LEA's Blueprint Implementation Plan engaged community members at large, including the local school board, and any other key groups across all pillars in the development of its Blueprint



Implementation Plan. Describe the strategies the LEA employed to increase participation by members of historically underrepresented groups, especially groups representative of the LEA's student demographics. Discuss the evidence the LEA collected that reflects its engagement efforts.

As AACPS unpacked the Blueprint Law and the requirements for the Implementation Plan, AACPS included multiple stakeholders in the process. Specifically, AACPS engaged in the following opportunities for community input.

Blueprint Workgroup Teams:

AACPS Blueprint Workgroups met over the past 18 months to unpack the Blueprint Law and organize the required work. Due to the challenges of substitute coverage for school-based teachers and administrators, their involvement was not as robust as ideal. We will change some of our meeting times moving forward to find more opportunities for school-based input, including summer meeting opportunities. For school-based involvement, school Equity Liaisons were chosen to join teams. These liaisons are the individuals at each school who lead the professional development related to equity and who lead school-based equity teams. Although not all Equity Liaisons are members of historically underrepresented groups, these individuals engage in extensive professional development related to using the lens of equity in all decisions. Attendance at each of these meetings was taken via the TEAMS attendance feature.

Pillar Subcommittee Meetings:

In the fall of 2022 and the winter of 2023, AACPS engaged different stakeholder groups in developing the ideas and the draft answers for the Blueprint Implementation Plan. Each Pillar lead identified chairs for subcommittee groups, and these chairs engaged community members 2 to 3 times, as needed. All subcommittee groups included school-based staff, parents, students, and at least one member of a community group. When inviting parent participation on a subcommittee, consideration was made to ensure that geographic diversity was included, specifically from schools with the largest number of students from traditionally underserved groups. In addition, each subcommittee included an AACPS Office of Equity staff member. Each subcommittee meeting included a Spanish-speaking translator available to support families needing translation services. Each subcommittee lead took attendance and wrote the agendas/kept minutes and notes.

Superintendent Listening Tours:

In the fall of 2022, we had 16 in-person Superintendent Listening Tours to gain community input from families and community members related to the AACPS plan to create a new Strategic Plan. The new Strategic Plan will include four pillars, with one pillar devoted to Adherence to Blueprint. Including this pillar in our Listening Tours allowed AACPS to get input from over 900 community members related to the Blueprint Pillars. The Listening Tours occurred in each of our 13 high schools, and three sessions were conducted exclusively in Spanish. By offering these sessions at each of our 13 comprehensive high schools, we could include multiple voices found in our different communities. These voices included those from historically underrepresented groups, families of students with special needs, multilingual families, and members of our military



community. Family engagement was attended in small groups by AACPS staff. Feedback was recording and then coded to look for themes. These reports were placed on the AACPS website.

Blueprint Virtual Webinars and Workshops:

In the winter of 2023, AACPS held four virtual webinars and two in-person workshops where community stakeholders could attend to learn about the Implementation Plan draft, provide input, and ask questions. The four virtual webinars were conducted in English and Spanish, and one of the in-person workshops was explicitly designed and advertised for our Spanish-speaking families.

In addition to the webinars and workshops, we posted our plan on the AACPS website with a survey link to ask community stakeholders to review the plan's sections and provide any thoughts or questions. The survey results and input from our webinars and workshops were used to finalize the draft plan.

Community Group Engagement:

In the winter of 2023, AACPS Blueprint Team leads met with various community groups to ask for their input and to provide draft answers to select questions for their review. We specifically chose groups that included members of historically underrepresented groups as part of the community group engagement. Below is a partial list of the community groups that we engaged with:

- The Partnership for Children, Youth, and Families
- Teachers Association of Anne Arundel County
- Association of Educational Leaders
- CRASC
- Education Committee of the NAACP
- Special Education Citizens' Advisory Committee
- Student Equity Team
- Superintendent's Teen Advisory
- Joint Commission on Eliminating the Opportunity Gap
- Mental Health Teen Advisory
- ASI-TAAAC

Linked Artifacts:

[161 – Final Schedule of Superintendent's Listening Tour](#)
[161 – Registration is Open for In Person Blueprint Plan Input Sessions](#)
[161 – Community Engagement Website](#)
[161 – Webinar Survey](#)

- 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.)?



AACPS has formed a Blueprint Implementation Plan Monitoring Team. This team will meet a minimum of 4 times per year, and these meetings will include updates from workgroups (previously mentioned) and data related to the implementation plan and its impact. The administrative and teacher bargaining units have each appointed educators to the team. The team also includes representatives from various groups, as identified below in the chart. The district Blueprint Implementation Coordinator will serve as the chair, and other district leaders will attend as ad hoc committee members.

To prepare for this monitoring, we have created project management documents that identify each task in the AIB and the AACPS Implementation Plan and assigns a small team for each task. At each quarterly meeting, these task teams will present the timeline of requirements, what AACPS committed to, the progress related to the implementation, the successes, and the challenges. Each presentation will include data, as applicable, that will be identified by the Office of Accountability. The task teams will discuss the data and identify if the plan, as created, is having the expected impact. Each task team will be tasked with providing any recommendations about amendments or other shifts in plans. The Monitoring Team will analyze the task team presentations, ask clarifying questions, and provide feedback and next steps related to any suggested plans. As work is accomplished, our color-coded timeline charts will track the accomplishments and questions we have.

To help prepare all members of the Monitoring Team to effectively monitor the plan and to be prepared to provide informed feedback, the Monitoring Team members will attend an onboarding session in the summer of 2023. During this session, we will review AIB documents related to Blueprint Implementation and the Kirwan report to better understand the philosophy and opportunities behind Blueprint and the requirements of the law.

AACPS will use Microsoft TEAMS to create a file system and communication structure for the Monitoring Team to include a file structure, calendar invitations, and the ability for virtual meetings. The results of each Monitoring Team meeting will also be incorporated into the quarterly update reports that will be made available on the AACPS website.

In the spring of 2024, the AACPS Blueprint Steering Committee will review the structures of the Monitoring Team for the year and work with the team to modify the Monitoring Team structure as needed.

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. Shannon M. Pugh, NBCT, Chair	Blueprint Coordinator	Blueprint Steering Committee
Ms. Tracey Ahern	Principal, Odenton ES	AEL Administrator Bargaining Unit
Ms. Michele Batten	Assistant Superintendent	Blueprint Steering Committee



Dr. Pam Brown	Executive Director of the Partnership for Children, Youth, and Families	Anne Arundel County Government
Ms. Kathy Bolton	Special Assistant to the Vice President of Learning	Anne Arundel Community College
Ms. Sandra R. Choute	Department Chair, Special Education Meade Middle School	Teachers
Ms. Nicole Disney-Bates	TAAAC President	Teachers Bargaining Unit
Dr. Marquis Dwarte	Director of School Performance, Broadneck and Southern	AACPS Office of School Performance
Ms. Sara Eger	Director, Instructional Pathways and Partnerships	Anne Arundel County Community College
Christopher Hersl	Physical Education Teacher Crofton Woods & Park ES	Teachers
Holly McDermott	English Teacher Northeast High School	Teachers
Mr. Kirkland Murray	President and Chief Executive Officer, Anne Arundel Workforce Development	Anne Arundel County Workforce Development
Dr. Heidi Oliver-O'Gilvie	Executive Director, Professional Growth and Development	AACPS Professional Growth and Development
Ms. Kathy Rentfrow	Chair, Anne Arundel County Special Education Citizens Advisory Committee	Special Education Citizens Advisory Committee
Ms. Trish Saynak	Pillar I Lead	Blueprint Work Group
Mr. Matt Stanski	Chief Financial Officer	Blueprint Steering Committee
Ms. Kelly Thomas	Pillar II Lead	Blueprint Work Group
Mr. Ryan Voegtlin	Pillar IV Lead	Blueprint Work Group
Mr. Kevin Wajek	Pillar III Lead	Blueprint Work Group
TBD	A representative from the Anne Arundel County PTA	Parents/Families
TBD	A representative from the CAC	AACPS Citizens Advisory Committee
TBD	Principal	Principals
TBD	1 CRASC Representative	Students
TBD	Principal	Principals
TBD	Parent Graduate from the International Parent and Community Leadership	Multilingual Families



Academy

- 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 AACPS School Board has received periodic updates on the Blueprint requirements and the Implementation Plan. The Blueprint Implementation Coordinator and the Acting Chief Operations Officer presented to the School Board at three workshops. The third workshop, on February 13, 2023, included an overview of the plan and opportunities for the board to provide input or ask questions. Board members were invited to take part in both webinars so that they could participate alongside county constituents. Under our policies and procedures, School Board approval is not required for state reports, so the Board did not formally approve the plan before submission. Copies of the Board Workshop presentations are linked in the Artifacts.

Linked Artifacts:

[163 - Board of Education Blueprint Update Press Release 1](#)
[163 - Board of Education Blueprint Update Press Release 2](#)
[163 - Board of Education Blueprint Update Press Release 3](#)
[163 - Board of Education Blueprint Update Press Release 4](#)

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.

As a result of the ESSA federal requirements for tracking district expenditures at the school level, AACPS can build upon this initial work as we explore the most efficient ways to budget allocations and additional expenditures at the school level.

During the 2022 – 2023 school year, AACPS began to pilot the budget allocation and expenditure tracking at the school level for Concentration of Poverty (COP), College and Career Readiness (CCR), and Transitional Supplemental Instruction (TSI) Blueprint funds. 100% of the COP funds and at least 75% of the TSI and CCR funds have been allocated and are being expended at the school level. This initial pilot demonstrates that business processes and school support structures must change to comply with this requirement. The CCR funding has been a challenge to distribute the costs associated with AP/IB exams, CTE fees, and Dual Enrollment costs to individual schools.

Using what we have learned from this pilot, we plan to develop systems and processes that ensure compliance with the new state requirements for the allocation and expenditure of Blueprint funds. During the 2022 – 2023 school year, we are conducting workshops with district and school stakeholders about the requirements of the Blueprint allocation and expenditure processes specifically related to staffing and personnel costs at the school level. Through this process, we will identify the needs, challenges, and anticipated supports for implementation. To date, stakeholders who have participated in these workshops include members of the Executive Team, Senior Staff, Offices of School Performance, Academics, Student Services, Equity, and Instructional Data. In the coming months, we will include school-based leaders in this workshop.

In addition to district workshops, we are partnering with the offices of Technology, Instructional Data, and School Performance to develop an implementation plan that meets the legal requirements for the allocation and expenditure of funds. From our initial plans, we have determined that the Office of School Performance and Financial Operations will be responsible for analyzing the amount of revenue a school should receive and will allocate staffing and resources accordingly.

AACPS is creating a system to track the funds spent on school-level programs traditionally allocated and expended at the district level for expediency. Examples of these expenses include summer programs, extended day programs, resource staff assigned to multiple schools, itinerant teaching positions (teachers who teach at more than one school), transportation, building maintenance, materials of instruction purchased at the district level for



schools (e.g., textbooks, learning management systems, technology software, musical instruments, art equipment such as kilns, etc.), and fixed charges including benefits for staffing positions.

AACPS has identified several challenges we will need state support and guidance to address. These challenges and questions include:

- What are the state rules of allocations and expenses? Do districts track on actual or averages?
- Do districts track actual school salaries, or the number of positions allocated (to ensure that schools most in need have adequate staff to address needs)?
- What are the allocation methods for the distribution of resources, such as maintenance, operations, and technology?

We will use the answers to these questions and additional state guidance for the AACPS Resources Workgroup (made up of budget, technology, student data, and school performance offices) to finish their recommendations during the 2024 – 2025 school year so that the state-mandated timeline requirements are met for FY 25.

[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)