MARYLAND STATE DEPARTMENT OF EDUCATION

EQUITY AND EXCELLENCE

CONSOLIDATED PLAN TEMPLATE

Local Every Student Succeeds Act (ESSA) Consolidated Strategic Plan

Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

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

MARYLAND STATE DEPARTMENT OF EDUCATION

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Instructions

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

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Cover Page (1 page)

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Superintendent of Schools Printed Name	**Date**
_____	_____12/12/2022_____
Superintendent of Schools Signature	**Date**

Executive Summary (2 pages)

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

INTRODUCTION

Frederick County Public Schools (FCPS) is a successful school system in a diverse and growing community. Frederick County is home to 70 schools and programs, including four charter schools, an alternative school, a special education school, Frederick County Virtual School (FCVS), and a Career and Technology Center (CTC). In the 2022 school year (SY), a Blended Virtual Program (BVP) serving students in Grades 1-12 was created. Nearly 47,000 students are enrolled in FCPS—50% white, 21% Hispanic/Latino, 14% black/African American, 7% Asian, 7% two or more races, and less than one percent American Indian/Alaskan Native or Pacific Islander/Native Hawaiian. FCPS serves students with varying needs, including approximately 11% of students with disabilities, 33% of students who receive free/reduced-priced meals, and 7% of English learners. (Source: September 30, 2022 data)

AREAS OF FOCUS

The FCPS Strategic Plan is used to guide academic and operational goals. The plan includes five goals:

★ *Organizational Culture of Achievement.* FCPS will equip each and every student to be an empowered learner and an engaged citizen to achieve a positive impact in the local and global community.

★ *Operational Excellence.* FCPS will hire, support, and retain staff who champion individual, professional, and student excellence.

★ *Safety and Wellbeing.* FCPS will pursue and utilize all resources strategically and responsibly to achieve identified outcomes and inspire public confidence.

★ *Stakeholder Engagement.* FCPS will nurture relationships with families and the entire community, sharing responsibility for student success and demonstrating pride in all aspects of our school system.

★ *Student and Staff Experience.* FCPS will promote a culture fostering wellness and civility for students and staff.

For the 2022 local ESSA consolidated plan, FCPS identified academic achievement in English language arts (ELA) and math (i.e., aligned to FCPS Goal Area: Organizational Culture of Achievement) and school quality and student success (i.e., aligned to FCPS Goal Area: Student and Staff Experience) as its two overall areas of focus. These two areas were identified through a comprehensive and multi-event process including lessons learned over the past three years through the pandemic. Details on these processes can be found under the section, Needs Assessment.

Rationale and Root Cause(s)

The 2022 SY marked the first school year since the onset of the pandemic that students returned to in-person instruction for the full academic year despite some COVID restrictions in place (e.g., facial coverings, contact tracing). In particular, the 2022 SY clearly showed a need for agility to continue being ready for any scenario. FCPS recognizes the importance of using the lessons learned during the pandemic to further foster innovation, a sense of urgency, and transformation in every operational aspect. Thus, in the spirit of new approaches and agility, lessons learned over the past three years informed a new plan for the 2023 SY, including an upgraded tiered approach and monitoring process to ensure FCPS is ready for any shift to its education program. In the 2023 SY, FCPS will use a streamlined approach focusing on relationships, excellence, and equity. Furthermore, as FCPS welcomes a new superintendent, the FCPS

Strategic Plan is being revisited to clarify focus areas and refine key performance indicators to ensure FCPS serves every child, every day.

Academic Achievement

Using quantitative and qualitative data from multiple state and local sources (when data are available), FCPS continuously seeks to understand not only its strengths but areas of growth to identify strategies for systemic and school improvement. FCPS disaggregates data by student groups (e.g., gender, race/ethnicity, special services) to examine trends, assess equity and evaluate access to resources and/or programs, and to identify evidence-based activities, strategies, supplemental instruction, and/or interventions aligned to data-informed needs. Root cause analysis concluded a need to not only address unfinished student learning but continue to accelerate learning in the 2023 SY. A disruption to high-quality instruction [as defined by Charlotte Danielson's Framework for Teaching (FfT)] and inconsistent implementation of the FCPS' Accelerated Learning Process (ALP) (i.e., an evidence-based practice of teacher collaboration) which impacted the ability for teachers to meet, analyze data, and together determine best instructional design had a negative impact on student achievement. Specifically, analysis of local assessment data[1] showed that achievement gaps among student groups—black/African American, Hispanic/Latino, and students receiving special services—continue to exist (see Table 1 in Appendix A). Furthermore, analysis from the last year provided evidence that these student groups were the most impacted academically from the pandemic.

School Quality and Student Success

Similar to academic achievement, multiple data points were analyzed in identifying school quality and student success as the second focus area. In particular, local data (e.g., attendance, discipline, etc.), local school climate survey data, and stakeholder feedback were analyzed. During the 2022 SY, 26.3% of FCPS students were chronically absent and 1,422 students were suspended. Root cause analysis suggests the need to continue existing efforts and employ additional ones to address student social and emotional learning (SEL) needs as well as promoting and ensuring a positive climate in all schools. Stakeholder feedback indicated the extreme shift in presentation of student's ability to self-regulate and persist. Thus, the 2023 SY began with a renewed focus on upgrading the FCPS' multi-tiered system of supports (MTSS) for not only student achievement but a deep dive into behavioral and social-emotional supports.

ENSURING EQUITY

In FCPS, equity remains a critical priority. Equity is a thread that runs through all work; it is not a separate focus but instead at the forefront of the learning, processes, and systems. In FCPS, educational equity means every student has access to the resources and educational rigor they need at the right moment and that personal and social identifiers are valued as an asset. In past years, FCPS focused on understanding one's own values and perspectives and how these might impact the learning of students and interactions with colleagues, whether positively or negatively. In the 2023 SY, the focus will be on equity in action (i.e., reflecting on how words, actions, and relationships create a welcoming and affirming environment).

In addition to promoting equity for each and every student, ensuring equity in FCPS includes school improvement and accelerated learning processes. These processes involve school teams meeting frequently for the purpose of reviewing individual and student group performance and progress and having collaborative conversations relative to instructional practice and pedagogy. The goal of this process is to respond to individual student needs with thoughtful, appropriate, and strategic instructional decisions. FCPS' approach to instruction fosters the belief that there is no one-size-fits-all approach grounded in

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[1] Analysis was based on the end of year (EOY) third-party diagnostic and screening assessments—Performance Series and Dynamic Indicators of Basic Early Literacy Skills (DIBELS).

evidence-informed thinking. Staff must also be equipped to meet the individual and unique needs of each student.

Upgrading the MTSS for academics and behavior helps to ensure that each school has the identified plan to respond to individual student needs. Each school team has reviewed their MTSS plan to align to the FCPS MTSS framework to ensure consistency across the school system. Upgrading Tier 1 included each school reviewing their core program to ensure instructional plans were in place to teach and reinforce behavioral expectations and consistent responses to behavior. Establishing core teams to collaboratively review student data to make individual decisions helps to determine when a student needs more than Tier 1 supports. Tier 2 and 3 structures and supports were refined to ensure responses and supports for student needs were available and ready. FCPS will continue to monitor progress to make sure that students continue to be appropriately supported.

FCPS REOPENING PLAN 2023 SY

The 2022 Local ESSA Consolidated Plan is aligned to the FCPS 2022-2023 School Opening & Continuity of Learning Plan (hereafter, Reopening Plan). For additional information on the 2023 SY Reopening Plan, go to https://www.fcps.org/information..

Needs Assessment

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

NEEDS ASSESSMENT

Systemic Process

For FCPS, conducting a needs assessment is not a singular event. It is an ongoing, comprehensive process that occurs throughout the year to help inform continuous improvement efforts and to ensure educational equity, including equitable distribution of resources. A needs assessment helps FCPS determine its strengths and areas of growth while understanding the context and constraints and ultimately leading to identification of strategies for systemic and school improvement. The needs assessment process occurs over multiple events—e.g., implementation, refinement, goal-setting, and reviewing progress pertaining to the FCPS Strategic Plan, the FCPS School Improvement Process (SIP), the FCPS Collaborative Improvement Process (CIP), and the ALP.

Systemic Needs Assessment for Reopening Plan

FCPS completed a systemic needs assessment as part of its reopening plan. The needs assessment included a triangulation of quantitative (e.g., local assessment, enrollment, attendance, discipline, graduation) and qualitative data (e.g., surveys) from multiple sources and disaggregated by student groups. Findings from the assessment serve as a foundation for future direction in delivering high-quality education to students in FCPS. Specific priority areas [e.g., high-quality instruction and processes to promote equity for students (MTSS and ALP)] identified in the Reopening Plan are directly aligned to the two main focus areas for the consolidated plan–i.e., supporting academic achievement and promoting school quality and student success. Through these pursuits and more, FCPS is positioned to implement an educational model that will inspire excellence, transform the student learning experience, develop relationships, and advance the development of every child, every day. (For additional details on the specific areas identified for the Reopening Plan, go to https://www.fcps.org/information.)

School Improvement Process

While FCPS provides a framework for systemic consistency, each FCPS school conducts a comprehensive needs assessment based on data, identifies root causes, sets measurable goals, and plans for implementation of evidence-informed strategies. Each plan focuses on equity, providing each student or group of students with what they need. Thus, each school's improvement plan serves as the vehicle for supporting the needs of every child every day and bringing the systemic vision to life.

Needs Assessments for Titled Grant Programs

Data from the systemic needs assessment(s) are used to inform the needs assessments for titled grant programs. The needs assessments for both systemic purposes and each titled program are in alignment to the FCPS Strategic Plan. Overall goals in each titled grant program align to the systemic needs assessment and the two main focus areas of the consolidated plan–i.e., focusing on academic achievement and school quality and student success.

Grant	Grant Goal/Focus	Alignment to Goal Area
Title 1	Focus on ensuring that schools with high rates of poverty receive supplemental staffing, professional learning opportunities, and instructional resources to support student achievement. Specifically, Title I funds focus on accelerating student achievement through high-quality teaching, school improvement, family engagement, professional learning, supplemental support to new teachers, instructional coaching, and MTSS.	FCPS Goal Area: Organizational Culture of Achievement
Title II	To help recruit, develop, and retain high-quality school staff. Priority areas specific to Title II—teacher induction, leadership development, and MTSS—focus on providing professional development opportunities to increase teachers' ability to effectively teach all students.	FCPS Goal Area: Student and Staff Experience
Title III	Focus on ensuring that English learners develop English language proficiency and meet standards similar to their peers. Specifically, Title III funds will be used on summer programming, additional student supports, and professional learning for teachers to support English learners in meeting academic success.	FCPS Goal Area: Organizational Culture of Achievement
Title IV	To provide all students with access to a well-rounded education, improve school conditions for learning, and improve use of technology to improve achievement and digital literacy of all students. Specifically, Title IV funding will support summer programs (i.e., Young Scholars Program and English learner recovery credit program) and professional learning in MTSS.	FCPS Goal Area: Organizational Culture of Achievement

Programs and activities are grounded in research-informed practices and strategies [e.g., Mind, Brain, and Education (MBE), FfT, Professional Standards for Educational Leaders (PSEL), equity, cultural responsiveness, and collective teacher efficacy] to not only effectively teach all students, but to also reach students receiving specialized services, advanced learners, and students who have experienced trauma.

Evidence of Impact

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

EVIDENCE OF IMPACT

Experience in Effective Practices and Identified Strategies and Impact on Targeted Populations

As required by ESSA, FCPS has a strong focus on evidence-based strategies, interventions, and activities. Evidence-based strategies and interventions have been shown to have a positive effect on the outcomes of interest particularly when implemented in context and with fidelity. Thus, evaluation of programs and/or practices using an equitable approach is part of common practice in FCPS. FCPS evaluation staff, in collaboration with key stakeholders, utilize mixed-methods to conduct process and outcome evaluations. Results from the evaluation are used to inform mid-course program corrections/changes, monitor progress towards meeting goals and milestones, and to inform future decision-making.

The primary strategy areas to support focus areas #1 and/or #2 are specified below. In addition, FCPS will continue its work in educational equity (see *FCPS Policy #444: Educational Equity and Excellence*). Of note, a new three-tiered equity-based staffing model will be fully implemented in the 2023 SY to provide additional staff to support academics and SEL. Professional learning for the 2023 SY is grounded in these systemic priorities.

Additional Student Learning Opportunities/Time

Tutoring is a highly-researched educational intervention with positive outcomes on student achievement. Beginning in the 2022 SY, all FCPS students had access to a wide variety of tutoring offerings. Tutoring plans were implemented at each school. Findings from the tutoring program evaluation showed increases in academic growth among all student groups, including black/African American, Hispanic/Latino, and students receiving special services, in reading/ELA and math who participated in tutoring services in the 2022 SY.[*] Furthermore, feedback gathered from tutor and student surveys was favorable regarding student engagement and supporting student academic needs via tutoring. Thus, tutoring will be offered to students in the 2023 SY in addition to high-quality instruction in the core program.

[*]*Tracking of specific content areas students received tutoring was limited; thus, resulting in reporting limitations. Consistency in data tracking was recommended in the 2023 SY.*

Summer Programs

During the summer of 2021, FCPS provided a robust offering of summer programs to support the needs of students in PreK-Grade 12. In particular, Elevate Academy focused on academics and SEL as well as relationship building and reacclimating students back to school post pandemic. High school focused on supporting students with course recovery opportunities and SEL. Other programs focused specifically on designated student groups such as homeless, students with disabilities, English learners, and rising kindergarten students. Findings from the summer program evaluation indicated that a majority of Elevate Academy students showed some level of academic growth. There was a 95% completion rate for students earning high school credits in the courses offered at Elevate Academy. Staff and student feedback surveys yielded high favorable responses regarding the academic and SEL impact the program had on students. Summer programming occurred in 2022; evaluation results are forthcoming.

Accelerated Learning Process

FCPS teachers participate in the ALP, a classroom instruction focused process that promotes teacher collaboration and builds collective teacher efficacy. ALP allows teachers to collaborate with a focus on deeply understanding the Maryland College and Career Ready standards (MCCRS), establishing clear

student success criteria for evidence of learning and high-quality instructional design to meet the needs of each student. Gaps in student learning are identified and evidence-based instruction is planned to meet students where they are in their learning. High-quality instruction in the core program is defined by the FfT and the ALP provides teacher collaboration. With the reignition of ALP in the 2023 SY, outcomes will be monitored at the school level in required meetings and in systemic ALP sessions when each school's progress is reviewed. Mid-year data reviews will begin in February 2023.

As an evidence-informed school system, FCPS relies on robust research to administer decisions about practices that are most effective for student learning and success. FCPS is committed to integrating learning sciences into its daily work. MBE science, also referred to as the "science of learning" or the "learning sciences," examines how the brain learns and what can be done to enhance learning. MBE provides the bridge that fosters research-informed decision making about how we teach and how students learn. To learn more about the impact of MBE implementation in FCPS, refer to the case study, *Bringing the Science of Teaching and Learning to a Public School District's Teachers and Administrators[*] (The Center for Transformative Teaching and Learning and Frederick County Public Schools; 2022).*

Note: Each ALP meeting focuses on how to meet the needs of underperforming students, specifically students with disabilities, English learners, and students who are not making progress toward/failing to meet standards. This process drives instructional practices to meet the needs of each and every learner.

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Multi-Tiered Systems of Supports

Students who are not responding to classroom instruction receive additional support and services. Over the past five years, FCPS has made a lot of progress in its MTSS work, specifically in academics. However, in 2020, the pandemic disrupted the full implementation of the MTSS plan as well as the ability to monitor progress in meeting intended goals and/or objectives. In the 2023 SY, not only will schools utilize core teams to monitor academic progress of students to provide appropriate interventions and support, schools will also apply the principles of MTSS to support the behavioral and SEL needs of students. All schools will implement a core instructional component while identifying additional tiers of support for students. As FCPS strives to equip staff to positively intervene for students, additional training is being planned to increase proactive and/or positive de-escalation strategies for student behavior. Each school has clearly identified the Tier 1 supports and instruction provided to all students as well as high-quality Tier 2 and Tier 3 supports to identified students of need. Core teams are established at each school who monitor individual student data to determine how to support students academically and/or behaviorally. Core teams consist of administrators, counselors, instructional specialists, special education teachers, English learner teachers, and teachers of record depending on the students. In addition, FCPS programming (i.e., Delta program) has been expanded at the elementary level to support students in kindergarten-Grade 2 who are not responding to current building-level behavior interventions and are struggling to demonstrate age expected emotional regulation. To date, case study and anecdotal data on the impact of levels of student support have been promising. Evaluation of MTSS and its impact on desired outcomes will occur in the 2023 SY.

Science of Reading (SOR)

Expanding upon the work of MTSS, FCPS is committed to its focus on the SOR. Similar to MBE, decades of research provide evidence to inform the development of reading and writing proficiency. Since 2017, FCPS has upgraded and aligned its intervention offerings to the SOR. In addition, screening assessments were adopted to assist with identification of struggling readers. Additional assessments were established to assist with drill-in data to identify individual student needs. The local assessment schedule outlines beginning-, middle-, and end-of-year assessments to monitor student data while teachers have progress monitoring assessments to assist with ensuring appropriate support is provided to each student. Along with alignment

of evidence-informed screening assessments and structured literacy interventions, the FCPS core program has been undergoing changes to align to the SOR as well. The foundational skills program and small-group instruction in kindergarten-Grade 2 were aligned to the SOR beginning in 2019. In the 2023 SY, FCPS elementary schools are implementing a new comprehensive ELA curriculum based in the SOR in Grades 3-5 as part of the Maryland Leads Grant Program. Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Lectura assessment is used to identify English learners with foundational reading needs. Implementing evidence-based strategies and instructional plans will increase the likelihood of student success. Systemic and school-based data are disaggregated and monitored at the beginning, middle, and end of the school year to ensure implementation and student progress. At the end of the 2022 SY, 71% of all students in kindergarten-Grade 2 were proficient on DIBELS. FCPS practices continual progress monitoring of reading data via school level ALP meetings, system level ALP meetings, and via reporting of key performance indicators (KPIs) aligned to the FCPS Strategic Plan.

Additional Curriculum and Scheduling Strategies

Rationale for Strategies: Implementing evidence-based strategies and instructional plans will increase the likelihood of student success.

Elementary School

- Implement an elementary schedule that provides additional time for students in science and social studies standards. These content areas are critical to fully engage FCPS' youngest learners.
- Incorporate a flexible utility block to assist with addressing individual or small-group student needs.

Middle School

- Focus on key Habits of Work (HOW) that foster success in the classroom and provide feedback to students and parents on student progress.
- Expansion of semester courses in career and technology, fine arts, physical education, and world languages to ensure a well-rounded curriculum for all students.

High School

- Schedule students using modified schedules or flexible utility blocks to allow students to focus learning on specific standards that require mastery to earn credit.

Blended Virtual Program (Grades 1-12)

Utilizing the FCPS curriculum, FCPS teachers instruct students in a remote learning setting that includes regular, live synchronous and asynchronous learning opportunities. The program was created in response to stakeholders including parents and to support those students that learn best in a virtual environment. The continued implementation of this new program offers a personalized pathway to success for FCPS students. Data analyzed from the 2022 SY showed that attendance rates were higher for BVP students compared to non-BVP students. In the 2022 SY, attendance rates across each school level for the BVP was ≥95%. Less than 10% of students enrolled in the middle school BVP (n=262 enrolled) and less than 20% of students enrolled in the high school BVP (n=381 enrolled) earned at least one failing grade in the 2022 SY. Stakeholder feedback from families and students on their experience with BVP were also favorable.

Ensuring the Success of Every Student

A multiple measures approach is utilized by FCPS in examining the academic success of students. Specifically, FCPS utilizes a systemic local assessment framework (LAF) that includes required and optional assessments for students enrolled in PreK-Grade 12. The LAF is across content areas and ensures the proper progress monitoring of student performance. FCPS teachers and leaders use the comprehensive assessment system to effectively evaluate student progress annually and help to inform systemic, school-based, and classroom improvement efforts.

Prioritizing Educational Equity

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

PRIORITIZING EDUCATIONAL EQUITY

As outlined above in the Executive Summary, equity remains a critical priority in FCPS . In FCPS, educational equity means every student has access to the resources and educational rigor they need at the right moment and that personal and social identifiers are valued as an asset. FCPS' *Educational Equity Policy #444* states that FCPS is required to ensure that achievement is raised for all FCPS students while eliminating the predictability and disproportionality of which student groups occupy the highest and lowest achievement. The local Board's policy and recommendations from its Racial Equity Committee will continue to help provide staff with the guidance that is needed to view all aspects of work using an equitable approach.

Focus Areas, Goals, and Outcomes

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

Focus Area #1: Academic Achievement–ELA and Math (Organizational Culture of Achievement)

Goal #1: FCPS will equip each and every student to be an empowered learner and engaged citizen to achieve a positive impact in the local and global community.

Measurable Outcome[*]**:** FCPS will increase the percentage (or number) of students:

- Attending preK at each tier[***]

- Scoring proficient/distinguished on MCAP ELA and math (Grades 3-8)[**]

- "On track" in 9th grade[***]

- Meeting CCR requirements at the end of 10th grade[***]

- Graduating high school while decreasing high school dropouts[**]

- Not chronically absent[**]

- Not suspended out-of-school (as well as having no schools identified as disproportionate)[**]

* Outcomes will be measured by student group (when available) and by each school year. Yearly targets are yet to be determined. [**] Baseline = 2021-2022 SY data. [***]Baseline = 2022-2023 SY data.

Goal #2: Click here to enter text.

Measurable Outcome: Click here to enter text.

Add more rows if necessary

Focus Area #2: School Quality and Student Success (Student and Staff Experience)

Goal #1: FCPS will promote a culture fostering wellness and civility for students and staff.

Measurable Outcome[*]: FCPS will increase:

- Access to gifted and talented programming to mirror FCPS student demographics[**]
- Access to advanced coursework at high school to mirror FCPS student demographics[**]
- Favorable response rates of students and staff on systemic survey(s) related to school climate, safety, and well-being[***]
- Favorable response rates of students and staff on systemic survey(s) related to workload, academic challenge, and available supports[***]

* Outcomes will be measured by student group (when available) and by each school year. Yearly targets are yet to be determined. [**] Baseline = 2021-2022 SY data. [***]Baseline = 2022-2023 SY data.

Goal #2: Click here to enter text.

Measurable Outcome: Click here to enter text.

Add more rows if necessary

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

Focus Area #3: Click here to enter text.

Goal #1: Click here to enter text.

Measurable Outcome: Click here to enter text.

Goal #2: Click here to enter text.

Measurable Outcome: Click here to enter text.

Add more rows if necessary

Title Programs, Equitable Services, and State Fine Arts

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

Title Program	Date Submitted to the MSDE
Title I, Part A: Improving Basic Programs Operated by Local Educational Agencies	11/9/2022
Title I, Part C: Education of Migratory Children	N/A
Title I, Part D: Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk	N/A
Title II, Part A: Supporting Effective Instruction	12/1/2022
Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement	9/30/2022
Title IV, Part A: Student Support and Academic Enrichment Grants	10/26/2022
Title IV, Part B: 21st Century Community Learning Centers	11/4/2022
Title V, Part B, Subpart 2: Rural and Low-Income School Program	N/A
Title VII, Subpart B of the McKinney-Vento Homeless Assistance Act: Education for Homeless Children and Youth Program (McKinney-Vento Act)	TBD - Application has not yet been released by MSDE
Equitable Services Report	10/12/2022
State Fine Arts Grant	11/9/2022

LEAs must complete the charts below for additional state requirements.

Gifted and Talented Education

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

1. The process for identifying gifted and talented students.

UNIVERSAL SCREENING

FCPS uses the Cognitive Abilities Test (CogAT) as its universal screener for all students in Grade 2.
<u>Note</u>: The process for identifying gifted and talented (GT) students is outlined in *FCPS Regulation 400-88 Gifted and Talented Education.*

2021-2022 SY

In the Spring of 2021, FCPS administered the CogAT to all students in Grades 2-5 without a CogAT score and who attended in-person or hybrid learning. Ability data, along with normed performance data, were used to identify students for GT services during the 2022 SY. The rising numbers of staff and students requiring quarantine due to COVID-19 exposure, in conjunction with the mandated state assessments (i.e., MCAP and MISA) resulted in a need to ease the burden on schools and families. Thus, CogAT administration was shifted to Spring 2022. Students in Grades 2-5 without a CogAT score were screened. From that pool, students were identified and tagged for GT services. These students were identified in the May 2022 MSDE Attendance File.

2022-2023 SY

During the late spring/early summer budget approval process for the 2023 SY, an additional administration of the CogAT to all students in Grade 5 was approved. Universal screening occurred for all students in Grades 2-5, as well as students in Grades 3-4 without a CogAT score, during the Fall of 2022.

IDENTIFICATION PROCESS

The FCPS universal screening process includes: 1) an ability measure, CogAT; 2) performance measures, Performance Series Reading and iReady Math; and 3) a measure of potential, the FCPS Gifted Learner Characteristics Scale (GLCS) (MSDE Level 4 instrument). The revised FCPS Universal Strength Finder process for the 2022 SY is outlined below. Local norms were used for identification of outlier students at each elementary school and included:

Ability Measure

-   <u>CogAT</u>: Census testing will be conducted according to schedule for Grade 2; however, students in Grades 3-5 without a score will be screened during Spring 2022.[*] <u>Note</u>: These schedule changes were due to the MSDE's mandated Fall 2021 MCAP and MISA administrations.
-   <u>Full-Scale IQ or General Ability Index</u>: Scores may be used in addition to or in place of CogAT and to determine domain-specific services.

Achievement/Performance Measures

-   ACCESS for English language learners (ELLs) (scores exceeding ESSA goal/county-generated average)
-   Performance Series Reading and iReady Math
-   Universal reading screener data (not used to exclude a student)

Potential

The GLCS will be used to determine learner dispositions and characteristics to support GT student identification rather than impede it.

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

    *The number of GT students in each school and LEA will be derived from 2021-2022 Attendance Data provided to the MSDE Office of Accountability. The LEA does not need to include this information.

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

STUDENTS IDENTIFIED (2021-2022 SY)

Out of 35,529 students, approximately 19% (i.e., 19.26%; n=6,841) of FCPS students in Grades 3-12 were identified as GT in the 2022 SY.

Denominator (35,529)

All students in Grades 3-12 enrolled in FCPS as of May 2022 regardless of GT status. Excludes all schools listed below as exempt.

Numerator (6,841)

All students in grades 3-12 enrolled in FCPS as of May 2022 who were flagged as GT based on universal screening in the 2022 SY. Excludes all schools listed below as exempt.

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

EXEMPT SCHOOLS

Two primary schools—Middletown and Thurmont—are exempted because GT identification occurs in Grade 3 and the universal screener is administered during Grade 2. Three FCPS charter schools—Carroll Creek Montessori, Frederick Classical Charter, and Monocacy Valley Montessori—have programming models, placement, and assessment tools that differ significantly from other FCPS schools; nonetheless, they are responsible for alignments with COMAR 13A.04.07 during the 2022 SY and henceforth. Alternative and non-permanent schools—CTC, FCVS, Heather Ridge, SUCCESS Program, and Rock Creek—are exempted because the placements are temporary, providing dual-enrollment with a home school or providing a life-skills curriculum for students with severe disabilities only.

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5. The continuum of programs and services.

Note: This section outlines district-level[*] and school staff, service delivery/plans, instruments, and curricular resources and/or methodologies.

ELEMENTARY SCHOOL (PRIMARY: PREK - GRADE 2)

STAFFING
*   The FCPS tiered staffing model and budget process determine staffing support for Advanced Academics (AA) at each FCPS school.
*   One 11-month elementary AA teacher specialist (EAATS)[*] supports identification processes and staff. The 11-month EAATS will also support the BVP (kindergarten-Grade 5).
*   FCPS is transitioning towards a tiered staffing model for AA to ensure the provision of necessary

supports to advanced and gifted learners. This model is being phased in, beginning with elementary schools, as gifted service delivery in all schools is emergent. Currently, AA has nine budgeted 10-month EAATS who serve groups of schools. EAATS are responsible for ensuring Primary Talent Development (PTD) implementation and supporting intermediate cluster group teachers and students.

- The FCPS Regional Magnet Program included three Magnet 5 teachers who supported the program through its termination at the end of the 2022 SY.

PROGRAMS & SERVICES

Early Talent Development

Early Talent Development (ETD) is designed for all students in PreK-Grade 2. The revised (2020-2021) PTD curriculum was piloted for teacher feedback during the 2022 SY. It explicitly teaches and reinforces seven learning behaviors—communicative, creative, inquisitive, leadership, perceptive, persistent, and resourceful—and four cognitive areas—creativity, logic, memory, and visual-spatial reasoning—which include, support, and/or extend beyond FCPS' HOW and MBE initiatives. They include transfer tasks that will be scored and used as part of the GT student identification process during the 2023 SY.

Delivery Plans/Instruments

Revised ETD curriculum for all students in PreK- Grade 2—Scores on transfer tasks are entered into a centralized database and artifacts are filed. Scores will be included in the multiple measures used for GT identification at the end of Grade 2 (i.e., rising Grade 3 students).

Ability Grouping

Occurring in the general education setting, this strategy is employed during Grades PreK-2 prior to the formal identification process for intermediate cluster group services, which begin at Grade 3.

Delivery Plans/Instruments

- Advanced learner lessons, modules, and tasks: written centrally and shared with teachers for use with ability groups for ELA and/or math

Curricular Resources and/or Methodologies

- Interdisciplinary lessons, often connecting to a specific concept and/or essential question
- Explicit teaching incorporating four thinking skills—analytical, creative, critical, and executive—using strategically selected protocols/routines (e.g., *Six Thinking Hats*, *Harvard's Project Zero Thinking Routines*)
- William and Mary's *Jacob's Ladder*
- 3 Act Math lessons
- "Just-in-Time" math tasks: incorporate more ambiguous scenarios, complex questions, sophisticated number sets/constraints

Grade/Subject Acceleration

FCPS permits early entrance to PreK, Kindergarten, and Grade 1 (re: *FCPS Policy 430: Attendance at Schools).*

Delivery Plans/Instruments

- *FCPS Regulation 500-10 Placement and Promotion of Students* guides all grade and subject acceleration.
- *FCPS Regulation 400-88 Gifted and Talented Education* references both grade and subject acceleration.
- The FCPS Office of AA employs the *Iowa Acceleration Scale (3rd Edition)* during its review of students for full-grade acceleration, or, if more appropriate, subject acceleration.

ELEMENTARY SCHOOL (INTERMEDIATE: GRADES 3-5)

INTERMEDIATE PROGRAMS & SERVICES (GRADES 3-5)

FCPS Regional Magnet Programs (*Only Current Magnet 5 Cohort During 2021-2022 SY*)

Note: The FCPS Regional Magnet Program, which serves students who are gifted in both math and reading at New Market, North Frederick, and Urbana elementary schools, was phased out. The current Magnet 5 cohort completed the program at the end of the 2022 SY. Resources and support have been shifted to ensure equitable access to GT services at every non-exempt FCPS school.

Intermediate GT Cluster Grouping

GT cluster grouping is in place for students identified for GT services in Grades 3-5. Students are assigned to a teacher who agrees to be trained per *COMAR 13A 12.03.12: Gifted and Talented Education Specialist.* The first year of training includes a minimum of 3.5 hours.

Delivery Plans/Instruments

Intermediate Cluster Grouping for Math, Grades 3 -4

Curricular Resources and/or Methodologies

- 3-Act Math lessons
- "Just-in-Time" math tasks—incorporate more ambiguous scenarios, complex questions, sophisticated number sets/constraints

Intermediate Cluster Grouping for ELA

Curricular Resources and/or Methodologies

- Explicit advanced learner differentiation during the whole-group instruction block
- Interdisciplinary modules for use with small-group guided instruction in classrooms with identified GT students and with learners who demonstrate readiness for greater challenge in ELA
- Lessons are interdisciplinary, often connecting to a specific concept and/or essential question
- Explicit teaching incorporating four thinking skills—analytical, creative, critical, and executive—using strategically selected protocols/routines (e.g., *Six Thinking Hats*, *Harvard's Project Zero*, *Socratic Seminars*)
- William and Mary's *Jacob's Ladder Reading Comprehension Program*

Grade/Subject Acceleration

The FCPS Office of AA employs the *Iowa Acceleration Scale (3rd Edition)* conducting a thorough review that employs a whole-child approach during its review of students for full-grade acceleration. Please see Delivery Plans/Instruments/Grade/Subject Acceleration under primary programs and services above.

The Math Pathway

Beginning in Grade 5, this accelerated math trajectory—while not considered a "gifted program"—follows the curriculum telescoping acceleration model. The trajectory allows students with extraordinary math ability (gifted) and/or students with Work Habits of Productive Mathematicians (hard working) to follow a course of study that leads to the completion of both Algebra I and Geometry in Grade 8.

Curricular Resources and/or Methodologies

Grades 5-6 math standards—Telescoped curriculum provided by the FCPS elementary math department

Talent Spotting and Talent Development

The process for spotting students who have the potential to participate in future advanced academics

learning opportunities at the intermediate, middle, and/or high school levels is ongoing.

Delivery Plans/Instruments

Young Scholars Program—serves highly able students in Grades 2-5 in three of the most culturally, linguistically, and economically diverse schools—Hillcrest Elementary, Lincoln, and Monocacy elementary schools. The yearly summer camp provides students with hands-on STEAM-focused learning experiences. Topics vary by year.

Curricular Resources and/or Methodologies

Grades 2-5 Young Scholars 2022 Camp (focus on logic and reasoning with the concept of change):

- William & Mary's Project Clarion: *Dig It!*
- Use of *Lollipop Logic* and other logic and reasoning puzzles/games
- Reinforcement of ETD behaviors and cognitive areas

MIDDLE SCHOOL (GRADES 6-8)

STAFFING

One 11-month secondary AATS[*] supports highly able learner (HAL) programs in 13 middle schools. Additionally, each middle school has a school-based AA specialist to support HAL, talent spotting, and talent development opportunities. These positions are not yet part of a dedicated district-level tiered staffing model for AA. The 11-month secondary AATS will also support the BVP (Grades 6-8).

PROGRAMS & SERVICES

Highly Able Learner (HAL) Program

Students participating in HAL programs in the 2022 SY included both gifted and advanced students. These students were flagged as "gifted" in the MSDE Attendance File, as they were not universally screened per FCPS revised measures, which align to COMAR 13A.04.07. Until the new screening and identification processes are fully phased in, students identified by the old and the new processes will be reported. Students are assigned to a middle school HAL teacher who agrees to complete at least three hours of training/year. Training is held by teachers trained per *COMAR 13A 12.03.12: Gifted and Talented Education Specialist.*

Delivery Plans/Instruments

Cluster Grouping—all HAL students participate in cluster grouping with other advanced/GT students

Curricular Resources and/or Methodologies

- Tiered lesson design rooted in complex tasks and more sophisticated resources (e.g., above-level texts; GRASPS Tasks to measure transfer of knowledge and skills)
- Accelerated pace of instruction
- Explicit teaching incorporating four thinking skills—analytical, creative, critical, and executive—using strategically selected protocols/routines (e.g., *Six Thinking Hats, Harvard's Project Zero ThinkingRoutines; Socratic Seminars; Philosophical Chairs/Debates*).

Subject Acceleration

- HAL Plans are written for students who either enter FCPS having had an accelerated math program or had course schedules prohibiting them from taking an advanced-level course or being included in a HAL cluster group.
- Advanced math trajectory via the Math Pathway Program (continuation from Grade 5) or Honors Math

Full-Grade Acceleration

The FCPS Office of AA employs the *Iowa Acceleration Scale (3rd Edition)* conducting a thorough review that employs a whole-child approach during its review of students for full-grade acceleration. Please see Delivery Plans/Instruments below.

Delivery Plans/Instruments

- *FCPS Regulation 500-10 Placement and Promotion of Students* guides all grade and subject acceleration
- *FCPS Regulation 400-88 Gifted and Talented Education* references both grade and subject acceleration
- The FCPS Office of Advanced Academics employs the *Iowa Acceleration Scale (3rd Edition)* during its review of students for full-grade acceleration, or, if more appropriate, subject acceleration.

Talent Spotting and Talent Development

The talent spotting and development processes are ongoing for students who demonstrate readiness for advanced-level programs. A focus is placed on providing equity and access. Teachers pay additional attention to "spotting" those students who may lack the requisite background experiences and/or knowledge and skills that might have qualified them for advanced programs by way of traditional identification measures.

Delivery Plans/Instruments

- Talent development opportunities for talent-spotted students to provide them with knowledge and skills that will prepare them for inclusion in the HAL Program curricula: early Algebra and Geometry, both completed by Grade 8.
- Young Scholars Program serves highly able students in two of the most culturally, linguistically, and economically diverse schools: Monocacy Middle and West Frederick Middle. Students continue in the cohort model that begins in the Young Scholars elementary sites. The yearly summer camp provides students with hands-on STEAM-focused learning experiences. Topics vary by year.

Curricular Resources and/or Methodologies

Grades 6-8 Camp 2022 (focus on biomedical engineering)—Collaboration with Frederick Community College (FCC) professors to deliver specific lessons and demonstrations, community members and Noyce Scholars from Hood College, and guest speakers from the National Institutes of Health (NIH), Maryland School for the Deaf, and engineer for the Davinci arm.

HIGH SCHOOL (GRADES 9-12)

STAFFING

The FCPS AA supervisor is available for consultation with high school staff for programming and service support. In addition, a tiered staffing model is being planned, which would include the assignment of AA responsibilities.

PROGRAMS & SERVICES

Honors Courses

- Course opportunities for advanced/GT students in Grades 9-12.

College-Level Course Options

- Advanced Placement (AP), including Early AP US History for competitive students in Grade 9 (i.e., advanced/GT)
- International Baccalaureate (IB) at Urbana High School (UHS)
- Early college/dual enrollment coursework through FCC

Delivery Plans/Instruments

- AP courses—curriculum per each subject's course and exam description (CED)
- IB Programme at UHS classes offered with teachers trained in the specific subject area training per the IB
- Career Technology Education (CTE) courses
- Internships/mentorships through various industry and community partnerships in Frederick County
- Dual enrollment courses per the established FCC syllabi

Talent Development

See description in middle school section above.

Delivery Plans/Instruments

Young Scholars Program (Grades 9-12) serves highly able students in two of the most culturally, linguistically, and economically diverse high schools—Frederick High and Governor Thomas Johnson High. Students continue in the cohort that launches in the Young Scholars elementary sites and continues into middle school. The yearly summer camp provides students with hands-on STEAM-focused learning experiences. Topics vary by year.

Curricular Resources and/or Methodologies

Grades 9-12 Camp 2022 (focus on Biotechnology):

- Guest speakers and professors from fields related to the topic, as well community partners, including Noyce Scholars from Hood College
- Campus visit to Hood College—full-day learning about STEM programs as well as admissions
- Book Study—*Teach Yourself How to Learn*
- Studies on gel chromatography and DNA extraction

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

GOAL: Continue work towards the achievement of a consistent and equitable gifted learner identification process at all non-exempt schools (include Grade bands: 3-5, 6-8, and 9-12).

Rationale: The process now exists at each non-exempt elementary school, however, it will be phased in at all middle schools with rising Grade 6 students during Spring 2022. Plans also need to be established for the review of rising Grade 9 students to be formally identified as gifted. Currently, all middle and high schools have advanced-level coursework options. Reviews of existing equity data can inform strategies to mitigate access and enrollment gaps.

Target(s)	Strategy(ies)	Timeline(s)
.02 Identification A. Each local school system shall establish an equitable process for identifying gifted and talented students as they are defined in Education Article, §8-201, Annotated Code of Maryland.	• Strive to ensure equitable access by use of a formula, calculation, and/or use county-level data reporting tools (e.g., RADAR, an FCPS data reporting tool) to establish local norms. • Ensure consistent use of established local norms. • Include additional indicators from the *MD Model for GTE*-Approved List as relevant to ensure identification and service delivery to	Spring and Summer 2023

	diverse and historically underrepresented populations, including multilingual learners (ELs) and students as described as 2e. • Continue to utilize WIDA's ACCESS for ELLs data; focus on students exceeding "Growth to Target" • When possible, utilize ability data from students with IEPs and 504 Plans used to identify students as described in 2e.	
Target(s) **.02 Identification** **D.** A universal screening process shall be used to identify a significant number of students in every school and at least 10 percent in each local school system, as early as possible, but no later than Grade 3. Additional identification shall occur at the 3—5 and 6—9 grade bands for participation in the programs and services described in Regulation .03	Strategy(ies) • Continue to refine universal screening processes and data analysis for students in Grades 3-5 and rising Grade 6. • Strengthen collaboration during the middle to high school articulation processes to ensure talent spotting based on strong trajectory of Grade 8 normed performance data (absent the ability measure for this 2022-2023 cohort. • Establish a consistent process to include use of specific data for the Grades 5-6 transition, Grades 6-8, and the Grades 8-9 transition. Ensure involved staff are trained in best practices for GT identification. Students will be reviewed via collaboration with the FCPS Office of AA staff (11 and 10-month EAATS; the 11-month EAATS will work with school-based middle school AA specialists. • Ensure processes for tagging students are consistent at/for every building. Ensure that GT remains as an overarching identification tag in eSchool, requiring a corresponding service/program selections(s) for identified GT students. Ensure that non-GT students can still be tagged for advanced-level program or course participation.	Timeline(s) Winter (January) - Summer 2023
.02 Identification **E.** (1) Each school system shall document early evidence of advanced learning behaviors, PreK–2.	• Ensure that the revised and rebranded, and MSDE Javits Grant-funded FCPS ETD Program—Growing Elementary Advanced Academics Readiness in Students (GEAARS)—curriculum is fully launched in every FCPS primary and elementary school. • Ensure that ETD GEAARS transfer task scores are entered into Performance Matters and utilized during the Grade 3 GT identification processes.	2022-2023 SY (During the GTID processes in April/May 2023)

GOAL: Review gifted and talented programs and services provided to students in the elementary grades, using the FCPS Office of Advanced Academics-generated longitudinal databases to ensure that identified GT students are making growth that is a.) commensurate with ability, and/or b.) consistent with their previous trajectory of normed performance scores.

Rationale: The consistent delivery of gifted and talented programs and services is essential in all elementary schools; it ensures equitable access to high quality, research-informed gifted and talented pedagogy at every school, regardless of neighborhood. Underachievement by identified GT

Target(s)	Strategy(ies)	Timeline(s)
.03 Programs and Services A. Each school system shall provide different services **beyond those normally provided by the regular school program** from an annually reviewed Maryland State Department of Education approved list of programs and services in order to develop the gifted and talented student's potential. Appropriately differentiated, evidence-based programs and services shall accelerate, extend, or enrich instructional content, strategies, and products to demonstrate and apply learning AND B. Each school system shall review the effectiveness of its programs and services.	• Ensure consistent implementation of the intermediate cluster group model at each nonexempt elementary non-charter school; ensure delivery of GT services at charter schools. • Ensure that elementary Advanced Academics-generated resources are in use in every GT cluster group classroom. • Ensure the use of HAL resources and tiering strategies in every HAL classroom. • Establish equitable access to advanced learning coursework at every high school. Use existing RADAR data regarding program participation to analyze equity percentages for each high school.	2022-2023 SY and thereafter

GOAL: Ensure consistent training model for all teachers of gifted and talented students at the elementary school level and for point persons at high schools.

Rationale: Organized and consistent training processes are currently being developed for elementary-level teachers. Knowledgeable, skilled staff are essential to equitable, consistent, and high-quality gifted service provision.

Target(s	Strategy(ies)	Timeline(s)
03 Professional Learning	• Plan and communicate a consistent process and training schedule for teachers of	Late Spring 2023

A. Teachers and other personnel assigned specifically to work with students who have been identified as gifted and talented shall engage in professional learning aligned with the competencies specified by the Gifted and Talented Education Specialist certification in COMAR 13A.12.03.12	identified GT students in elementary and high schools.
	• Ensure at least 95% of all elementary and middle school teachers with gifted and talented students are trained.
	• Plan and execute:
	  • Gifted Learner 101 Launch (identification, characteristics and needs of the gifted)
	  • Gifted Learner 102 (S/E needs of the gifted)
	  • Personalized professional learning for experienced middle school HAL staff	

Comprehensive Teacher Induction & Mentoring

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

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

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

Name	Role	Responsibilities
Amy Struntz	Supervisor, Induction and Professional Learning	Oversees implementation of induction program, including managing the budget, supervising staff (i.e., teacher specialists), and evaluates program effectiveness.
Courtney Kelly	Teacher Specialist (12-month)	Serves as primary lead for Induction Program and responsible for *New Hire Symposium*, master teacher selection and training, and supporting *RISE Induction Program*.
Christine Borman-Bozick	Teacher Specialist (10-month; grant-funded)	Provides support for new hires who had a non-traditional pre-service experience due to the pandemic and virtual teaching, supports. Serves as secondary lead for induction courses, *RISE and Thrive*, as well as a mentor advisor.
Maureen Corio	Teacher Specialist (11-month)	Serves as co-leader for Year 3 of both R*ISE and Reflect* and Networking Nights with master teachers as well as a mentor advisor.
Kristin Ratkowski	Teacher Specialist (11-month)	Serves as co-leader for both Year 2 of *Rise and Apply* and the mentoring program as well as a mentor advisor.
Tammy Sander	Teacher Specialist (11-month)	Serves as leader for Year 1 of *Rise and Thrive* (elementary), organizes Master teacher and PLC

		facilitators for Year 1, and serves as a mentor advisor.
Dianne Thompson	Teacher Specialist (11-month)	Serves as co-leader for Year 3 of both *RISE and Reflect* and *Networking Nights* with master teachers as well as a mentor advisor.
Annemarie Whang	Teacher Specialist (11-month)	Serves as co-leader for both Year 2 of *Rise and Apply* and the mentoring program as well as a mentor advisor.

2. Please provide information on your mentors.

Type of Mentor	Amount
Full-Time Mentors	0
Part-Time Mentors	0
Full-Time Teachers	Mentors: n=109 Mentors will be used to lower the ratio of mentees to mentors in schools with a high number of new hires. • 79 (funded via general budget) • 17 (funded via Title II budget to add additional support for targeted schools and virtual schools) • An addition of up to 20 mentors for the 2023 SY (funded via MD Leads grant) Master Teachers: n=50 Master teachers are selected to support new hires at *New Hire Symposium* and during the Year 1 course. Master teachers are designated to provide the content and/or grade level support that new hires need throughout the Year 1 course. Those who opt to take the Year 3 course also have access to master teacher support.
Total Number of Mentors	*109*

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

	SY 2020-2021	SY 2021-2022	SY 2022-2023
Number of first year non-tenured, new teacher hires	291	368 (*As of 8/19/21)	347 (*As of 9/26/22)
Total number of non-tenured	449	696	927*
Number of teachers on conditional certificates	20	28	99*

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

MENTEE–MENTOR RATIO

FCPS has at least one school-based mentor in each of its 70 schools/programs. Support is provided by mentors at a 1:10 ratio and increased support for schools (budget depending) when the ratio exceeds 1:10 (mentor to mentees ratio). Title 1 schools and collaborative improvement schools have a lower ratio and multiple mentors are provided to support their more specialized needs. For the 2023 SY, FCPS allocated additional funds from the MD Leads grant to hire and train up to 20 additional mentors. These mentors will help to lower the mentees to mentors ratio in schools with a high number of new hires.

Section B-Comprehensive Teacher Induction Program Training and Supervision

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

MENTOR TRAINING AND SUPERVISION

Training

All new mentors take a one-credit MSDE course designed to build capacity in coaching/mentoring teachers. This course helps prepare school-based mentors to support the first- and second-year teachers by building capacity in instructional coaching using the FfT as a guide, understanding the impact of a quality mentor and mentoring program, and learning to apply mentoring skills and techniques.

All mentors receive a three-hour evening training in June to prepare them for the upcoming school year. All new mentors receive a three-hour training in August prior to the start of newly hired teachers. All new mentors are required to participate in a one-credit course to prepare for their mentoring role. All mentors have two all-day training sessions during the school year. Half of each of those days is spent engaging in sessions with the professional learning team and the other half is spent in their school building meeting with mentees and/or observing their teaching and providing non-evaluative feedback. Topics for mentor professional learning include but are not limited to:

- Cognitive coaching
- Collegial conversations rooted in the FfT
- Active listening
- Leadership development
- Research-informed planning and instruction
- Building mentor capacity related to systemic initiatives so they can best support new hires
- Opportunity for collaboration and to build collective efficacy
- Use of collegial coaching log
- Information and/or research from the New Teacher Center

Supervision

Principals ensure that mentors and mentees are meeting on a regular basis. Principals help direct new hires to mentors when questions arise. If the mentor-mentee ratio exceeds a reasonable and workable number (i.e., typically more than 10), principals request additional support from the FCPS Organizational Development department. Mentors are selected by the building-level administrator based on a role description provided by the FCPS Employee Induction and Professional Learning Team. Each mentor is assigned a mentor advisor (i.e., a mentor advisor is a teacher specialist from the FCPS Employee Induction and Professional Learning Team).

The mentor advisor supports the school-based mentor throughout the school year. They visit the school to meet with the school-based mentor and new hires. They consult/assist with problem solving, instructional needs, and provide support, as needed. If new hires' needs are not being adequately addressed by the selected mentor, principals communicate with the mentor advisor assigned to their school.

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

TRAINING OF ADMINISTRATORS

In order to select the best mentors for the job, administrators are given guidelines and criteria to assist in selecting the best person for the role. The description provides characteristics and qualities found in a quality mentor. It also outlines the expectations for those selected to serve in the mentoring role. As mentioned above, if needs/concerns arise from a meeting between the mentor and mentor advisor that needs to be officially communicated with the principal, the mentor advisor will often handle that situation.

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

EVALUATION

The data collected quarterly from mentors allows the FCPS Organizational Development department to identify the focus of mentor/mentee conversations. Data can be compared to data in RADAR to see if the focus areas match or are consistent with the needs that exist according to observation/evaluation data. If there is a disconnect, information is shared with mentors through their mentor advisor to influence their instructional conversations with their mentees. In addition, feedback is collected from new hires at the conclusion of each school year. This data provides us with the perspective of new hires as it relates to having their needs met throughout their first and second year. If there is a consistent negative trend within a school or with a specific mentor, the team would recommend a change in the position. In addition, principals provide a recommendation at the end of each school to proceed with the existing mentor due to satisfactory performance or they select a new mentor to fulfill the obligations of the role.

Section C- Comprehensive Teacher Induction Program Overview

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

ORIENTATION AND PROFESSIONAL LEARNING

New Hire Symposium
Newly-hired FCPS teachers attend a four-day symposium held in August. The symposium introduces new hires to systemic priorities and provides opportunities to explore curriculum, resources, and research-informed instructional strategies. Throughout the four-day experience, new hires network with mentor and master teachers and begin to build relationships to support their success throughout their first year(s).

Professional Learning Opportunities
FCPS new hires are offered many professional learning opportunities during their three-year non-tenured period to support their professional growth. During their first three years, six separate opportunities are offered for new hires to earn MSDE continuing professional development credit.

Year 1

The course for teachers in the first year of FCPS is a hybrid, two-credit course. The course provides opportunities for teachers to continue to network, learn, and receive support from their content/grade-level master teachers. This course builds on information, knowledge, skills, and relationships initiated at the new hire symposium. New hires benefit from working in small professional learning communities (PLCs) to explore topics such as research-informed strategies and instruction, classroom environment (i.e., routines and procedures), equity, and SEL.

Year 2

The coursework for teachers in their second year with FCPS includes two book studies (two-credit). The books chosen encourage teachers to explore and implement research-informed strategies to increase student achievement. The books for the 2022 SY include *Teach Like a Champion 2.0* by Doug Lemov and *Culturally Responsive Teaching* and the *Brain* by Zaretta Hammond.

Year 3

The coursework for teachers in their third year with FCPS is a two-credit course rooted in the FfT. This course is designed to build reflective practitioners focused on increasing student achievement and enhancing their own educator effectiveness. In addition, third-year teachers can participate in networking nights with content-level master teachers. This is an additional opportunity to learn, collaborate, discuss, and share with colleagues (one-credit).

Title 1 Schools

New hires in Title 1 schools have a unique course opportunity. They are offered an additional one-credit course that focuses on the specialized needs and challenges that come with teaching in a high-needs school.

NeuroTeach Global

New hires enrolled in the second and third year of induction coursework have access to NeuroTeach Global, a mobile professional learning platform. This platform provides the opportunity for new hires to learn and apply the latest groundbreaking, research-informed strategies to help increase instructional practice and help students learn and achieve at their highest potential.

Jumpstart Year 2

Jumpstart Year 2 provided new hires, who experienced a very atypical first year, an opportunity to address potential gaps in experience and lay the groundwork for a successful beginning to the 2023 SY.

In addition to credit-bearing coursework, FCPS new hires join a Schoology group. This group serves as a community forum where relevant information and resources can be shared, such as: 1) organization and schedules for mentor/mentee meetings; 2) opportunities for observation and co-teaching; 3) monitoring of new teacher needs, concerns, ongoing support, formative review, and follow-up; 4) action plans; 5) and use of relevant and appropriate data.

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

OBSERVATION/FEEDBACK/CO-TEACHING

Observation

The FCPS Organizational Development department allocates 50 days to provide newly-hired teachers the opportunity to visit/observe master teachers in other schools. These visits afford new hires an opportunity to visit a veteran teacher, gain further insight into their content, and grow their repertoire of successful classroom practices. New hires are accompanied on these visits by a teacher specialist and/or mentor. Upon conclusion of

the visit/observation, the new hire has the opportunity to reflect and debrief with a seasoned educator on the lesson observed.

Feedback

The FCPS Employee Induction and Professional Learning Team members make themselves available to observe a new hire teacher teach a lesson and provide non-evaluative feedback. These arrangements are made at the request of a principal, school-based mentor, and/or new hire.

Co-Teaching

Mentors are provided substitute coverage two half-days per year (i.e., carved out of their two full-day professional learning sessions) to meet with their mentees, co-teach a lesson, observe a lesson, and/or provide non-evaluative feedback.

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

ADDITIONAL SUPPORT AND FEEDBACK

- Each component of the induction program has a feedback evaluation that is used at both the midpoint and conclusion of the experience/course. FCPS uses this valuable feedback to make enhancements and/or modifications to its programming. Mentor advisors also meet regularly with school-based mentors to listen and/or address specific new hire needs/concerns. FCPS monitors observation/evaluation data using RADAR. Data on non-tenured teachers help to identify areas of strengths and weaknesses in new hires as it relates to specific components within the FfT. This allows FCPS to tailor its support to identified areas of need.
- Mentors record the dates/times of their meetings and they also report how they spend their time supporting their mentors. For example, if they spend two hours in September supporting their new hires with classroom set up and establishing routines, that time is reported as two hours of support in Domain 2: Classroom Environment. This allows FCPS to monitor the type of support being provided.
- The FCPS Organizational Development department stays up-to-date on research and national and local trends related to induction and retention. The data from institutions such as The New Teacher Center and Learning Forward also influence its decisions related to programmatic shifts.

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

CONTINUOUS IMPROVEMENT

School-based mentors create action plans identifying how they intend to support the newly hired teachers in their school. Many factors are considered in the plan, such as, how many mentors are assigned to support new hires in the building, number of first and second year new hires, experience of new hires, variability of grade/content levels represented in the new hires, etc. Consideration of these factors enables mentors to create a more comprehensive support plan. Elements in the support plan include minimum requirements for communicating and meeting with new hires. Specifics of the plan include frequency and mode of communication, structure, and topics of regular meetings. These plans are shared with the FCPS Employee Induction and Professional Learning Team.

Section D- Comprehensive Teacher Induction Programmatic Evaluation

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

PROGRAM EVALUATION

Each component of the induction program has a feedback evaluation that is used at the midpoint and conclusion of the experience/course. FCPS uses this valuable feedback to make enhancements/modifications to our programming. Other forms of relevant data include: a) evaluation feedback surveys (e.g., New Hire Symposium, induction coursework, mentor/master teacher trainings); b) mentor data collection; c) observation/evaluation RADAR filter for non-tenured teachers, and d) anecdotal data.

New Hire Symposium

Describe the level of support you received regarding understanding and accessing the FCPS-approved curriculum.

52 responses

- A great deal
- Quite a bit
- Some
- Little
- None
- Not Applicable

15.4%
32.7%
40.4%
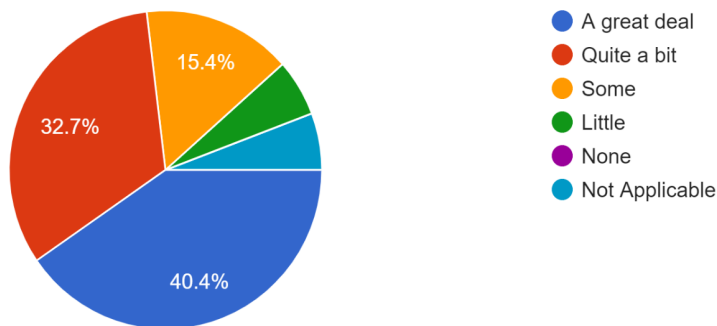
Describe the level of support you received on instructional strategies or methodologies.

52 responses

- A great deal
- Quite a bit
- Some
- Little
- None
- Not applicable

25%
34.6%
34.6%
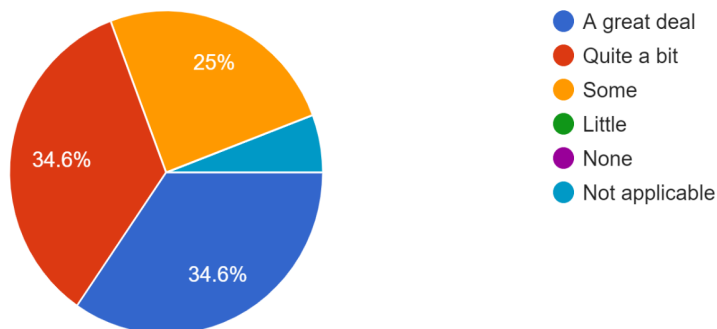
Master Teacher Support

I really enjoyed having time with a master teacher learning from them and their experience.

The time with my master teacher was the most valuable and helped me learn a lot about how to do my job.

I value having master teachers available and have reached out for help on numerous occasions over the last week and a half.

It was very much centered on us and what our needs were.

They were great, and they continue to be a resource.

Overall - New Hire Symposium Experience

It was great

Teachers were very helpful and was realistic when explaining everything

Very welcoming and well organized!

This was the best New Hire Training I have ever been to. I loved the energy and all of the information. I feel confident and prepared going into this new school year! Thank you so much!
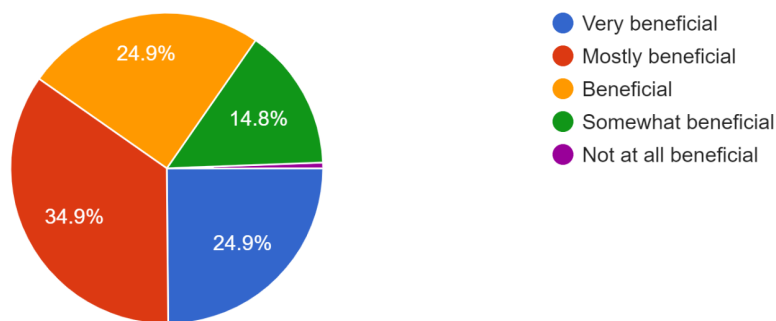
The set up was well designed

Thank You!!! Very grateful for all the hard work everyone put in for the NHS. Loved the food trucks and cookie break!

Induction Course Feedback - Year 1

How would you describe your experience in EIA Year 1 this year?

169 responses

- ● Very beneficial
- ● Mostly beneficial
- ● Beneficial
- ● Somewhat beneficial
- ● Not at all beneficial

Induction Course Feedback - Year 2

It gave me a lot of good techniques to handle my classroom behavior and learning. New ideas that I have implemented in my class.

Very easy to navigate, feedback was appreciated, continued awareness of the "latest" in Education was helpful!

I have implemented many strategies that the book talks about. It has improved the flow of my classroom.

I think the book was very eye opening and helped me shift my perspectives

It is always helpful to reconsider our implicit biases.

I have seen most of the training materials and content from the book in other areas of study or professional learning opportunities. This book study group was an effective way to process and apply the material to future teaching and lesson planning.

I found this book study beneficial. I would have liked maybe one more synchronous session.

I enjoyed reading the text and exploring new strategies for culturally responsive teaching.

I liked being able to learn more about how to support the diverse needs of our students especially during the synchronous lesson.

Induction Course Feedback - Year 3

I appreciated everything about this course. The workload was just right and I enjoyed attending all of the sessions!

Wonderful course! Keep as is!

I loved this course. Actual sessions (virtual and f2f) were helpful to stay on track. Maybe having another one before the video would be helpful

Mentoring Data

FIRST TERM MENTOR HOURS			SECOND TERM MENTOR HOURS		
TOTAL MENTOR HOURS	TOTAL NUMBER OF MENTORS	Number responding	TOTAL MENTOR HOURS	TOTAL NUMBER OF MENTORS	
111.25	5	5	49	5	
348.25	22	21	278.25	22	21
199.25	14	12	98	10	
263	16	12	149	14	
289.3	21	16	169	18	
266	17	14	122.35	17	
167.25	17	13	106	16	
1644.3	112	93	971.6	102	9.525490196
		17.68064516			
	Data as of Dec 20, 2021 for first term only	AVG. HOURS PER MENTOR			AVG. HOURS PER MENTOR

THIRD TERM MENTOR HOURS			FOURTH TERM MENTOR HOURS				
TOTAL MENTOR HOURS	TOTAL NUMBER OF MENTORS		TOTAL MENTOR HOURS	TOTAL NUMBER OF MENTORS			
32	5			5			
195	22	22	152.25	22			
156.25	14			14			
149.5	16			16			
191	21			21			
122	17			17			
88.75	17			17	TOTAL HOURS MENTORING 2021-2022		
934.5	112	8.34375		112	0		3550.4
915	106	8.632075472					
		AVG. HOURS PER MENTOR			AVG. HOURS PER MENTOR	AVERAGE HOURS PER MENTOR =	31.7

Mentoring Feedback

I enjoyed the time to touch base with other mentors.

The chance to collaborate with other mentors in breakout rooms.

Connecting with others, I like the different break out sessions

I liked meeting other mentors, sharing stories, brainstorming ideas, and revisiting the Framework for Teaching.

Very organized, loved the conversations in the breakout groups, I am looking forward to the using the tic tac toe boards, this was very helpful,

Talking with others to see how things are going with them. Also, having those reminders of the resources.

PLANNING TEAM MEMBERS

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

Name	Title	Responsibilities
Jamie Aliveto	Executive Director, System Accountability and School Administration (SASA) *FCPS Department: SASA*	Oversees leadership and support for all schools and related programs and activities, local/state accountability programs, and strategic plan progress and updates. Provides direction and monitors program evaluation and research efforts.
Jennifer Bingman	Director, System Accountability and School Improvement *FCPS Department: SASA*	Oversees local/state accountability programs, strategic plan progress, school improvement, and program evaluation and research efforts.
Natalie Gay	Coordinator, Data Analysis and Research *FCPS Department: SASA*	Point-of-Contact for Local ESSA Consolidated Plan; Oversees and coordinates program evaluation and research efforts
Kelly Denti	Supervisor, Local Assessment and Intervention *FCPS Department: SASA*	Leads implementation and support of accelerated learning process via assessment and intervention models.
Kimberely Seiss	Supervisor, Accountability, Improvement and Innovative Programs *FCPS Department: SASA*	Leads school improvement process and related support, Title 1, and grant-funded or state-initiated improvement efforts in compliance with ESSA.
Kevin Cuppett	Executive Director, Curriculum, Instruction, and Innovation (CII) *FCPS Department: CII*	Oversees the implementation and evaluation of PreK-Grade 12 curricular programs. Provides leadership and direction to curriculum-based staff.
Scott Murphy	Director, Curriculum, Instruction, and Innovation *FCPS Department: CII*	Primary lead for coordination, development, implementation, and evaluation of PreK-Grade 12 curriculum programs.

Jennifer Ralston	Elementary ELA Curriculum Specialist *FCPS Department: CII*	Oversees design and implementation of elementary ELA curriculum and provides instructional support to schools
Sue Ann Nogle	Secondary ELA Curriculum Specialist *FCPS Department: CII*	Oversees design and implementation of secondary ELA curriculum and provides instructional support to schools
Debra Myers	Elementary Math Curriculum Specialist *FCPS Department: CII*	Oversees design and implementation of elementary math curriculum and provides instructional support to schools
Stacey Sisler	Secondary Math Curriculum Specialist *FCPS Department: CII*	Oversees design and implementation of secondary math curriculum and provides instructional support to schools
Keith Harris	Executive Director, Accelerating Achievement & Equity (AAE) *FCPS Department: AAE*	Lead for accelerating student achievement and assuring equitable opportunities for all students, with a particular focus on students receiving special services as well as minorities.
Carrie Artis	Supervisor, Accelerating Achievement & Equity *FCPS Department: AAE*	Leads programs (and resources) to increase academic performance and SEL of historically underperforming students groups and supports implementation of educational equity objectives.
Jessica Reinhard	Supervisor, Advanced Academics *FCPS Department: AAE*	Supervises implementation of gifted and talented programs for PreK to Grade 12 and advanced academics.
Katherine Gull	Supervisor, English Learner *FCPS Department: AAE*	Supervises development, implementation, and assessment of ELL program and provides instructional support to schools
Troy Keller	Director, Special Education (Elementary) *FCPS Department: Special Education*	Leads implementation of instruction, research-based strategies, services and programs to elementary students with special needs.
Linda Chambers	Director, Special Education (Secondary) *FCPS Department: Special Education*	Leads implementation of instruction, research-based strategies, services and programs to secondary students with special needs.

Margaret Lee	Director, Organizational Development *FCPS Department: Organizational Development*	Oversees organizational development and systemic professional development strategies and objectives.
Amy Struntz	Coordinator, Professional Learning *FCPS Department: Organizational Development*	Oversees implementation of induction program, including managing the budget, supervising staff (i.e., teacher specialists), and evaluates program effectiveness.
Dana Falls	Director, Student Services *FCPS Department: Student Services*	Oversees program areas—school mental and behavioral health and supports, social work, school counseling, pupil personnel, school health, school culture and conflict resolution, home and hospital teaching, and home instruction monitoring.
Leslie Pellegrino	Chief Financial Officer, Fiscal Services *FCPS Department: Fiscal Services*	Leads management of integrated fiscal services program
Heather Clabaugh	Officer, Budget *FCPS Department: Fiscal Services*	Serves as main lead for developing, managing, and analyzing operating budget
Doreen Bass	Grants Management Specialist *FCPS Department: Fiscal Services*	Point-of-Contact for Local ESSA Consolidated Plan; Manages grant development process and responsible for seeking external funding resources.

Add more rows if necessary

Appendix A

Table 1. Frederick County Public Schools: ELA/Reading and Mathematics Performance, End-of-Year (EOY)/Spring Data (2021-2022 SY)

Student Group	READING				MATHEMATICS			
	DIBELS*	PERFORMANCE SERIES**			i-READY^		PERFORMANCE SERIES**	
	K-2	3-5	6-8	9-12***	1-2	3-5	6-8	9-12***
All Students	**71%**	**75%**	**71%**	**76%**	**56%**	**55%**	**67%**	**74%**
Asian	90%	91%	88%	89%	73%	80%	88%	86%
American Indian	66%	63%	75%	62%	44%	50%	60%	^^
Black/African American	67%	68%	62%	68%	38%	41%	55%	65%
Hispanic/Latino	55%	61%	54%	60%	34%	38%	49%	60%
Two or More Races	72%	76%	69%	81%	52%	53%	65%	70%
White	76%	80%	77%	83%	63%	63%	75%	82%
Free/Reduced Meals	51%	58%	51%	58%	30%	33%	45%	61%
Students with Disabilities	41%	33%	29%	36%	28%	22%	25%	42%
English Learners	42%	39%	12%	19%	22%	21%	16%	29%
Male	70%	72%	65%	71%	54%	57%	66%	74%
Female	72%	78%	75%	81%	53%	54%	69%	74%

*DIBELS Composite: At Benchmark + Above Benchmark
**Performance Series: Low Average + High Average + Above Average
***Second semester ENG 9, 10, and 12 (Reading)/Second semester Algebra/Geometry (Math)
^iReady: Above + On Grade
^^ n ≤ 10