



## Strategic Plan 2018-23

### Version 3.2.1: June 2019



**LEARNER**

Provide Multiple Pathway Opportunities for Student Success



**COMMUNITY**

Strengthen Productive Family & Community Partnerships



**WORKFORCE**

Develop & Support a Successful Workforce



**ENVIRONMENT**

Establish Safe, Secure, Healthy & Modern Learning Environments



# CARROLL COUNTY PUBLIC SCHOOLS

## Document Control

### 1. Document Information

<b>Title:</b>	CCPS Strategic Plan 2018 - 2023
<b>Security Level:</b>	Public Document
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### 2. Document History

Document Version	Date	Summary of Change
1	August 1, 2018	Draft – Presented at Board Work Session
2	December 11, 2018	Plan present on Public Website
3	May 29, 2019	Plan Revised based on Board Work Session <ul style="list-style-type: none"> <li>• “About CCPS” updated</li> <li>• Specific MCAP Targets added to Pillar I</li> <li>• Priority Focus Area targets revised in Pillar II</li> <li>• Staff Retention baselines and targets revised for Pillar III</li> <li>• “Equitable Opportunities” Priority Focus Area removed from Pillar III.</li> <li>• Referral categories expanded for baselines in Pillar IV.</li> </ul>
3.1	May 30, 2019	Board of Education Members updated
3.1	June 12, 2019	Plan endorsed by unanimous vote of the Board of Education.
3.2	June 17, 2019	Revisions made to Core Values and Beliefs on Page 3 regarding respecting and appreciating diversity, connecting with students, and striking “Reflecting the” from the 4 <sup>th</sup> Core Value.
3.2.1	June 21, 2019	Corrected Pillar II Focus Area Performance Targets to align with May Work Session Input



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**Core Statement:** *Carroll County Public Schools: Building the Future*

- Core Values:**
- The Pursuit of Excellence
  - Life-Long Learning and Success
  - A Safe and Orderly Learning Environment
  - Community Participation
  - Fairness, Honesty, and Respect
  - Continuous Improvement
  - Priorities, beliefs, and mores of our local community

<b>Core Beliefs</b>	
<b>The Board of Education believes that the Carroll County Public Schools system operates effectively and efficiently when:</b>	
<b>The greater Carroll County Community:</b>	<ul style="list-style-type: none"> <li>• Values the importance of a quality education</li> <li>• Supports educational initiatives at home</li> <li>• Volunteers in schools</li> <li>• Forms partnerships with schools to support system initiatives</li> </ul>
<b>All central office staff:</b>	<ul style="list-style-type: none"> <li>• Establish and maintain a framework for organizational decisions to be based on empirical data</li> <li>• Establish and maintain a safe and orderly environment for students and staff</li> <li>• Provide adequate resources that are equitably distributed</li> <li>• Provide an equitable educational opportunity for all students</li> <li>• Communicate effectively with all stakeholders</li> <li>• Enforce accountability for system initiatives</li> <li>• Model effective leadership and professional respect</li> <li>• Provide a diverse program of studies with a global perspective designed to meet students' educational goals</li> <li>• Respect and appreciate diversity</li> <li>• Coordinate professional development opportunities that are relevant, site-base, job embedded, aligned with the tenets of cultural proficiency, and meet the needs of all staff</li> <li>• Empower employees, students, and communities to make school-based decisions within an established framework</li> </ul>
<b>All school staff:</b>	<ul style="list-style-type: none"> <li>• Welcome their school community</li> <li>• Establish positive home and school relationships</li> <li>• Provide a safe and orderly learning environment for students and staff</li> <li>• Work to ensure that every child succeeds</li> <li>• Display cultural proficiency while respecting and appreciating diversity</li> <li>• Prepare students with a global education</li> <li>• Place priority on the educational needs of students</li> <li>• Motivate students to learn</li> <li>• Recognize the unique learning styles of each student</li> <li>• Facilitate learning by encouraging, prompting, interacting, and connecting with students</li> <li>• Establish and maintain positive and appropriate relationships with students</li> <li>• Ensure learning by providing instruction that meets each student's individual needs</li> <li>• Support student success</li> <li>• Encourage students to make choices that provide challenges</li> <li>• Assess student progress through both formal and informal methods and then provide appropriate and targeted data-driven instruction</li> <li>• Engage students in rigorous and relevant instruction</li> </ul>
<b>All students:</b>	<ul style="list-style-type: none"> <li>• Enroll in coursework that prepares them to be career – college ready</li> <li>• Obtain the skills to thrive as independent 21st century learners</li> <li>• Become knowledgeable, responsible, and caring citizens</li> <li>• Respect and appreciate diversity among peers</li> <li>• Demonstrate respect for the learning environment and other individuals</li> <li>• Reach their potential</li> <li>• Develop effective communication, interpersonal, and leadership skills</li> <li>• Participate in varied co-curricular and extracurricular activities</li> </ul>



## Carroll County Public Schools

Carroll County Public Schools is located near both the Baltimore and Washington, D.C. metropolitan areas. The region can best be characterized as a rural area, rapidly becoming suburban. Today, over 25,500 students are enrolled in our schools, ranking us as the 10th largest school system in the state of Maryland. The system is governed by the Board of Education which is made up of five elected members and a student representative.

The Carroll County Public School System ranks as one of the top performing school systems in the state of Maryland. Instructional staff are continually recognized at the state and national levels for their performance with numerous awards. The educational programs developed in the Carroll County Public School System are also recognized statewide and nationally for their high standards and innovative approaches.

Carroll County students consistently score above state and national averages on standardized student assessments. Carroll County also has one of the highest graduation rates and lowest dropout rates in the state. These factors, combined with the success of the outstanding Career and Technology Program, the support of the business community, and the involvement of parents in the county, help Carroll County to produce students who are college and career ready.

### Budget Facts



**Operating Budget (FY2019):** \$332.1 million (Non-Restricted)  
 \$ 19.6 million (Restricted)  
 \$351.7 million (TOTAL)

**Local Revenue (FY2019):** \$192.4 million (46.8% of County Revenue)

**CCPS per Pupil Expenditure (FY2018)<sup>1</sup>:** \$14,251  
**State per Pupil Expenditure (FY2018) <sup>1</sup>:** \$15,467

**CCPS Wealth per Pupil (FY2019):** \$511,298  
**State Wealth per Pupil (FY 2019):** \$538,845

**Return on Investment<sup>2</sup>:** \$1.44 per \$1 in Operational Expenditures  
 \$1.55 per \$1 in Capital Spending

<sup>1</sup> From "Overview of Maryland Local Governments," Department of Legislative Services, Office of Policy and Analysis (2018).

<sup>2</sup> Based on "Carroll County Public School System Economic Study," Business Economic and Community Outreach Network and Salisbury University

### Fast Facts



#### 44 Schools

- 22 Elementary Schools
- 8 Middle Schools
- 7 High Schools
- 7 Special Schools & Centers

#### Enrollment (9/30/2018)

25,179	Total Enrollment
11,066	Elementary
14,113	Secondary

#### Student Race/Ethnicity (9/30/2018)

American Indian/Alaska Native	0.2%
Asian	2.8%
Black/African American	3.9%
White	82.7%
Hispanic	6.8%
Native Hawaiian/Other Pacific Islander	0.2%
Two or More Races	3.4%

#### Students Receiving Special Services (2017-18)

Free/Reduced Price Lunch	20.2%
Special Education	11.1%
Limited English Proficient	≤ 5.0%

#### Attendance Rate (2017-18)

Elementary	95.0%
Middle	95.0%
High	94.6%

#### 2018 Graduation Rate

4-Year Adjusted Cohort ≥ 95.0%

#### Grade 12 Documented Decisions (2015-16)

4-Year College	50.7%
2-Year College	31.3%



## Strategic Plan 2018-2023

### Student Performance Facts

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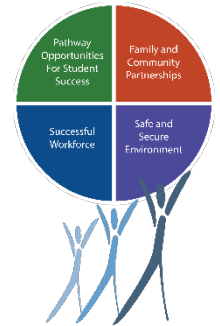
#### 2018 PARCC English Language Arts/Literacy

Grade	Percentage Meeting or Exceeding Standards	State Ranking
Grade 3	50.8	5
Grade 4	56.9	3
Grade 5	55.7	3
Grade 6	56.2	2
Grade 7	65.7	1
Grade 8	58.5	2
Grade 10	64.7	2

#### 2018 PARCC Mathematics

Grade	Percentage Meeting or Exceeding Standards	State Ranking
Grade 3	63.9	3
Grade 4	61.1	1
Grade 5	62.8	1
Grade 6	48.6	2
Grade 7	52.1	1
Grade 8	42.1	1
Algebra I	57.9	1

Aligned with our Core Values and Beliefs, the Board of Education and Superintendent have initiated this Strategic Plan. The Board’s Strategic Planning Pillars provide the framework that serves as the focus areas for continuous improvement for the five-year plan.



A broad spectrum of data is utilized in the development of a Strategic Plan that reflects a shared consensus among stakeholders. The Board invested significantly in developing the Strategic Planning Pillars and objectives for the plan. The strategic planning process included extensive outreach with stakeholders invited to participate in focus groups with key stakeholders. The input of community members, parents, employees, business leaders, and students informed the plan. The Strategic Plan is the result of considerable research and represents the shared values and priorities of CCPS community stakeholders.

### SAT Participation and Scores

Graduating Class	Percent Participating	Mean Scores		
		EBRW	Mathematics	Total
CCPS Class of 2017	71%	569	567	1136
Maryland	62%	534	524	1058
Nation	48%	538	533	1070

### Staffing Facts – October 2017

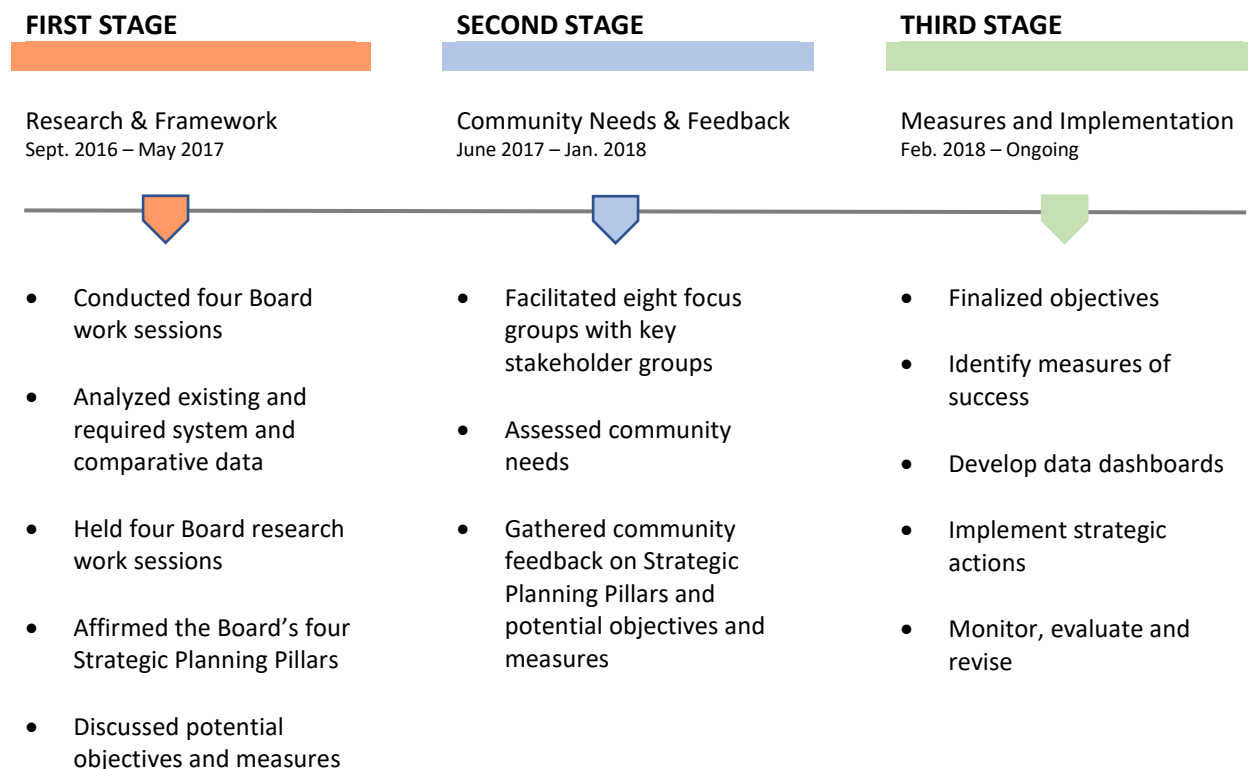
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- Total staff: 3,143 (Largest employer in Carroll County)
  - 125.1 staff members per 1000 students (Ranking 20<sup>th</sup> from the highest of Maryland’s 24 School Systems)
- Teachers: 1,922.2 (61.2% of total staff – Ranking highest of Maryland’s 24 School Systems)
  - 76.5 teachers per 1000 students (Ranking 8<sup>th</sup> from the highest of Maryland’s 24 School Systems)

## CCPS Strategic Planning Pillars



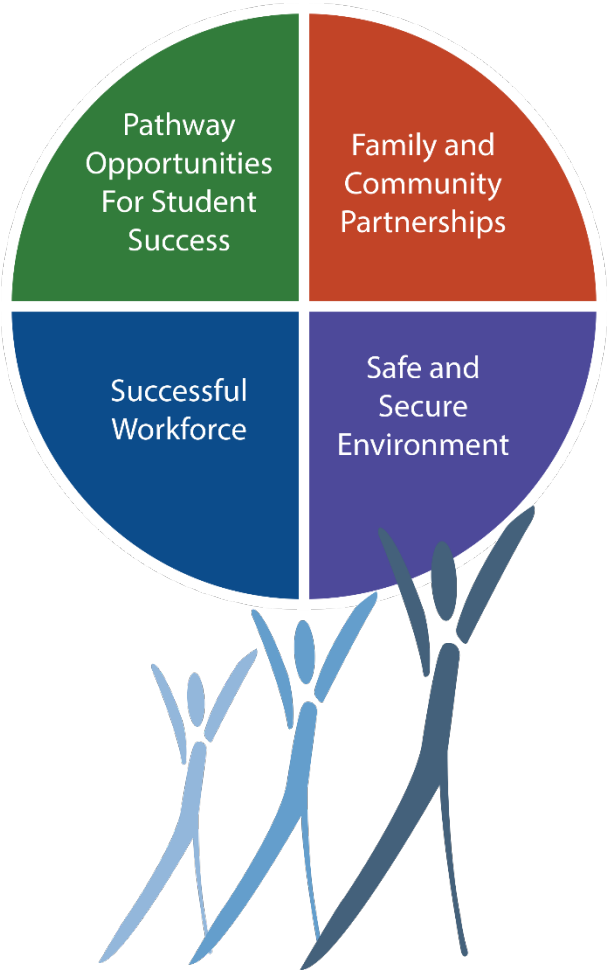
The Strategic Plan was developed through three important stages. These three stages, which are outlined below, were instrumental in framing and forming the plan. In a culture of continuous improvement and responsiveness to community needs, the third stage of establishing measures and implementing actions remains ongoing. The plan will be reported annually, and measures and actions will be revised as the data, system outcomes, and community needs require.



### ANNUAL REPORTING & EVALUATION

In order to drive our continuous improvement, the Strategic Plan must remain the focal point of our collective work throughout each year. The following annual reporting cycle will provide the Board and community with ongoing updates and insights into our system improvement efforts. At these key dates, we will reflect on our work and data, and confirm or revise our priority focus areas.

<b>Pillar I</b>	September & January
<b>Pillar II</b>	August & March
<b>Pillar III</b>	November & February
<b>Pillar IV</b>	December & May
<b>Data Dashboard</b>	October
<b>Attributes of a CCPS Graduate</b>	June



The Board of Education’s Strategic Planning Pillars are adopted in Board policy and serve as the framework for the CCPS Strategic Plan. The Pillars define four focus areas around which the Strategic Plan is constructed. Clear objectives, appropriate actions and strategies, and measures of success shall be developed, implemented, monitored, and evaluated.





## **PILLAR I PROVIDE MULTIPLE PATHWAY OPPORTUNITIES FOR STUDENT SUCCESS**

Upon graduation, Carroll County Public Schools students will be college and career ready. The variety of course options found in the CCPS program of studies empowers students to meet the educational prerequisites to enter an institution of higher learning, the military, or the work force. Targeted interventions, alternative placements, career connections internships, dual enrollment options, online courses, special education services, gifted and talented services, and differentiated course levels are provided to meet the individual learning needs of all students.



## **PILLAR II STRENGTHEN PRODUCTIVE FAMILY AND COMMUNITY PARTNERSHIPS**

Carroll County Public Schools' personnel will communicate openly and honestly to foster a trusting and supportive relationship with parents, community members, business partners, and public officials. CCPS strives to create an atmosphere of mutual appreciation and respect for diversity and encourage unity among all students, staff, and community. CCPS welcomes parent and community volunteers to help with the total school program.



## **PILLAR III DEVELOP AND SUPPORT A SUCCESSFUL WORKFORCE**

Carroll County Public Schools will hire and retain highly qualified and skilled employees who are dedicated to the success of our school system and students. Employees can expect to be supervised by experts in their field who provide timely and relevant professional development opportunities and feedback designed to promote their effectiveness and success. CCPS values a high performing and diverse workforce who contribute to a positive educational experience for all students.



## **PILLAR IV ESTABLISH SAFE, SECURE, HEALTHY, AND MODERN LEARNING ENVIRONMENTS**

Carroll County Public Schools recognizes that the safety and well-being of our students and staff is our highest priority. Students, parents, and CCPS employees can expect policies, procedures, and programs to be implemented that promote a safe and orderly environment in school, on school grounds, and on school buses, as well as programs that promote healthy life style choices and social and emotional well-being. CCPS strives to provide up-to-date facilities, technologies, equipment, and instructional materials appropriate for a modern learning environment.



Pathways Opportunities for Student Success	Family and Community Partnerships	Successful Workforce	Safe and Secure Environment
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**Pillar I: Provide Multiple Pathway Opportunities for Student Success**

**OBJECTIVE I.i: Students exit CCPS college, career, and community ready.**

**OBJECTIVE I.ii: CCPS improves the proficiency level of each student subgroup in ELA and mathematics.**

**OBJECTIVE I.iii: CCPS provides access to a well-rounded, varied, and rigorous curriculum to all students.**

Priority Focus Areas for 2018-19	Baseline Performance	Performance Targets	
		2018-19	2022-23
ES: Percentage of students who are reading on grade-level, as measured by local assessments, by the end of grade 3.	2018: 59.0% Comprehension Benchmark Assessment (CBA) 73.3% Scholastic Reading Inventory (SRI)	63% CBA 75% SRI	80% CBA and SRI
MS: Percentage of students who successfully complete Algebra I by the end of grade 8 (credit + PARCC)	2017: 18.7% 2018: 18.8%	20%	25%
HS: Participation of under-represented student groups in high school Career and Technology Education (CTE) programs, honors courses, and Advanced Placement (AP)/Transcripted-credit courses.  <b>High School Population 2017-18</b> White 7310 88.9% Black 451 5.5% Hispanic 466 5.7% FaRMS 1270 15.4% SpEd 737 8.9%	<b>AP 2018</b> 92.3% White 3.5% Black 4.2% Hispanic 0.5% Special Ed 6.5% FaRMS  <b>HONORS 2018</b> 90.7% White 4.4% Black 4.9% Hispanic 3.0% Special ED 9.3% FaRMS	<b>CTE 2018</b> 91.4 % White 3.7% Black 4.9% Hispanic 7.4% Special Ed 12.0% FaRMS  Annual progress toward five-year goal.	<b>CTE</b> Each under-represented student group within 1% of the overall high school population in 2023.  <b>HONORS</b> FaRMS students enrolled in honors courses within 3% of the overall high school population in 2023.  <b>AP/TRANSCRIPTED</b>



FaRMS students enrolled in AP/Transcripted courses within 6% of the overall high school population in 2023.

ALL STUDENTS: Improve the percentage of students scoring proficient or higher on Maryland Comprehensive Assessment Program (MCAP) English Language Arts (ELA) and mathematics grades 3-11 for each of the following student groups:

- White
- Minority
- Non-FaRMs
- FaRMs
- Non-Special Education
- Special Education

Please see Tables 1.1 and 1.2 below

Table 1.1	English Language Arts											
	Elementary				Middle				High			
Student Group	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023)†	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023)†	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023)†
White	56%	3% (3.6%)	59%	73.4%	62%	3% (3.6%)	65%	79.4%	63%	3% (3.6%)	66%	80.4%
Minority	44%	3% (3.6%)	47%	61.4%	51%	3% (3.6%)	54%	68.4%	55%	3% (3.6%)	58%	72.4%
Non-FARMS	62%	3% (3.6%)	65%	79.4%	66%	3% (3.6%)	69%	83.4%	68%	3% (3.6%)	71%	85.4%
FARMS	32%	3% (3.6%)	35%	49.4%	34%	3% (3.6%)	37%	51.4%	34%	3% (3.6%)	37%	51.4%



<b>Non-Special Education</b>	61%	3% (3.6%)	64%	78.4%	66%	3% (3.6%)	69%	83.4%	67%	3% (3.6%)	70%	84.4%
<b>Special Education</b>	8%	3% (3.6%)	11%	25.4%	9%	3% (3.6%)	12%	26.4%	16%	3% (3.6%)	19%	33.4%

Table 1.2	Mathematics											
	Elementary				Middle				High			
	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023)†	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023)†	2018 Baseline	Annual Growth*	2019 Target	Long-term (2023)†
<b>White</b>	65%	3% (3.6%)	68%	82.4%	53%	3% (3.6%)	56%	70.4%	59%	3% (3.6%)	62%	76.4%
<b>Minority</b>	49%	3% (3.6%)	52%	66.4%	41%	3% (3.6%)	44%	58.4%	50%	3% (3.6%)	53%	67.4%
<b>Non-FARMS</b>	70%	3% (3.6%)	73%	87.4%	57%	3% (3.6%)	60%	74.4%	63%	3% (3.6%)	66%	80.4%
<b>FARMS</b>	38%	3% (3.6%)	41%	55.4%	25%	3% (3.6%)	28%	42.4%	35%	3% (3.6%)	38%	52.4%
<b>Non-Special Education</b>	69%	3% (3.6%)	72%	86.4%	56%	3% (3.6%)	59%	73.4%	64%	3% (3.6%)	67%	81.4%
<b>Special Education</b>	17%	3% (3.6%)	20%	34.4%	8%	3% (3.6%)	11%	25.4%	8%	3% (3.6%)	11%	25.4%



Pathways Opportunities for Student Success	Family and Community Partnerships	Successful Workforce	Safe and Secure Environment
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**Pillar II: Strengthen Productive Family and Community Partnerships**

- OBJECTIVE II.i: Communication between CCPS and the community demonstrates transparency, trust, and respect.**
- OBJECTIVE II.ii: CCPS seeks out, welcomes, and engages parent and community volunteers to enhance student achievement.**
- OBJECTIVE II.iii: CCPS partners with local government, businesses, and agencies to support student learning.**

Priority Focus Areas for 2018-19	Baseline Performance	Performance Targets	
		2018-19	2022-23
Communication between CCPS and the community is meaningful, informative, timely, respectful, two-way, and multimodal.	<ul style="list-style-type: none"> <li>• 2017-18: 35% average of schools participating at CAC meetings</li> <li>• Pending administration of the MSDE ESSA climate survey</li> </ul>	50%	75%
Intentional and appropriate communication outreach to our families of minority students, students living in poverty, special needs students, and English learners.	<ul style="list-style-type: none"> <li>• 2018-19 number of requests on new CCPS international telephone line</li> <li>• 2018: 428 participated in the Culture Expo</li> <li>• 2017-18: 74 families participated in Special Education Family Support Nights</li> <li>• 2017-18: Historically 20% of Title I families have taken advantage of at least one family engagement activity throughout the school year.</li> </ul>	Establish baseline in 2018-19  2019: increase by 10% from baseline  2018-19: increase by 10% from baseline (80+)  30% of Title I families will take advantage of at least one family engagement activity throughout the school year.	45% increase by 2023, based on this year's utilization, which serves as the baseline  2022: increase by 35% from baseline  2022-23: increase by 75% from baseline (130+)  60% of Title I families will take advantage of at least one family engagement activities throughout the school year.



Pathways Opportunities for Student Success	Family and Community Partnerships	Successful Workforce	Safe and Secure Environment
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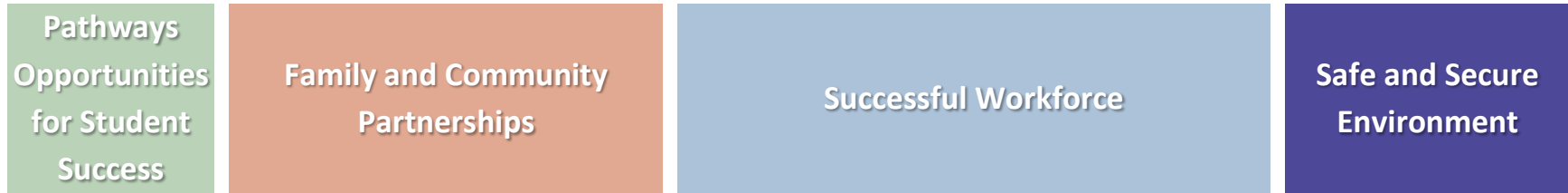
**Pillar III: Develop and Support a Successful Workforce**

**OBJECTIVE III.i:** CCPS recruits and retains highly qualified and diverse employees reflective of our school system community.

**OBJECTIVE III.ii:** CCPS provides professional and leadership development to retain and promote an effective and culturally competent workforce.

**OBJECTIVE III.iii:** CCPS leaders promote a culture of continuous improvement of academic achievement, employee growth, and operations.

Priority Focus Areas for 2018-19	Baseline Performance	Performance Targets																																					
		2018-19	2022-23																																				
Recruit and retain highly qualified and diverse employees reflective of our school system community.	<table border="1"> <thead> <tr> <th>Ethnicity</th> <th>Staff</th> <th>%</th> </tr> </thead> <tbody> <tr><td>African American</td><td>82</td><td>2.4 %</td></tr> <tr><td>American Indian/AK Native</td><td>13</td><td>0.4%</td></tr> <tr><td>Asian</td><td>16</td><td>0.5%</td></tr> <tr><td>Caucasian</td><td>3,227</td><td>95.2%</td></tr> <tr><td>Hispanic</td><td>33</td><td>1.0%</td></tr> <tr><td>Pacific Islander</td><td>0</td><td>0.0%</td></tr> <tr><td>Two or More Races</td><td>17</td><td>0.5%</td></tr> <tr><td>Total</td><td>3,388</td><td></td></tr> <tr><td>Minority Percentage</td><td>4.8</td><td></td></tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="2">Retention Rates</th> </tr> </thead> <tbody> <tr> <td>2018 Non-minorities</td> <td>93%</td> </tr> <tr> <td>2018 Minority</td> <td>90%</td> </tr> </tbody> </table>	Ethnicity	Staff	%	African American	82	2.4 %	American Indian/AK Native	13	0.4%	Asian	16	0.5%	Caucasian	3,227	95.2%	Hispanic	33	1.0%	Pacific Islander	0	0.0%	Two or More Races	17	0.5%	Total	3,388		Minority Percentage	4.8		Retention Rates		2018 Non-minorities	93%	2018 Minority	90%	2019: Increase minority staff percentage to 5%  2019: 93% minority retention rate	2022-23: 6% of staff will be minority  2022-23: Minority retention rate equal to non-minority retention rate
Ethnicity	Staff	%																																					
African American	82	2.4 %																																					
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2018 Non-minorities	93%																																						
2018 Minority	90%																																						
Increase the number of minority applicants who are qualified for desired positions.	Identify the number of minority applicant interviews and percent hired.	In progress	In progress																																				



**Pillar IV: Establish Safe, Secure, Healthy, And Modern Learning Environments**

- OBJECTIVE IV.i:** CCPS establishes a welcoming culture of diversity in the learning/work environment.
- OBJECTIVE IV.ii:** CCPS promotes a culture of respect and civility.
- OBJECTIVE IV.iii:** CCPS collaborates internally and with community agencies to support students' health and well-being.
- OBJECTIVE IV.iv:** CCPS provides safe and secure schools, facilities, and assets that serve our students and communities.
- OBJECTIVE IV.v:** CCPS maintains modern schools, facilities, and resources that support the educational program.

Priority Focus Areas for 2018- 19	Baseline Performance	Performance Targets	
		2018-19	2022-23
Implementation of the Safe to Learn Act of 2018.	Expectations established by the Maryland Center for School Safety Subcabinet, Fall/Winter 2018	Adopt model policy on mental health services consistent with MSDE model policy  Complete safety evaluations as required by law  Establish CCPS threat assessment team and protocols and provide training  Extend GPS/ emergency communication capability in all contract school buses	Full implementation of the law.



At a minimum, maintain the Facilities Condition Index (FCI).

September 2018 System-wide FCI 31%

Reflected in the Board's annual CIP request

Reflected in the Board's annual CIP request

Creating a welcoming culture of diversity, respect, and civility throughout CCPS.

2017-18 Major Referrals:

Attacks, Threats, Fighting	Elementary	Middle	High	Total
<b>Total</b>	<b>1599</b>	<b>367</b>	<b>231</b>	<b>2197</b>
Sex Offenses	Elementary	Middle	High	Total
<b>Total</b>	<b>26</b>	<b>52</b>	<b>23</b>	<b>101</b>
Disrespect, Disruption	Elementary	Middle	High	Total
<b>Total</b>	<b>1257</b>	<b>1268</b>	<b>1153</b>	<b>3678</b>

Decrease Major Referrals by 5% from 2017-18:

Attacks, Threats, Fighting	Elementary	Middle	High	Total
<b>Total</b>	<b>1519</b>	<b>349</b>	<b>219</b>	<b>2087</b>
Sex Offenses	Elementary	Middle	High	Total
<b>Total</b>	<b>25</b>	<b>49</b>	<b>22</b>	<b>96</b>
Disrespect, Disruption	Elementary	Middle	High	Total
<b>Total</b>	<b>1194</b>	<b>1205</b>	<b>1095</b>	<b>3494</b>

Decrease Major Referrals by 20% from 2017-18: