



Maryland
STATE DEPARTMENT OF EDUCATION



Systems for Success

College and Career Readiness in 11th and 12th Grade

Maryland State Department of Education

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MARYLAND STATE DEPARTMENT OF EDUCATION

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Contents

Document Control Information.....	5
Background and Purpose.....	6
Get Ready to BRIDGE-IT and BRING-IT!.....	8
Introduction to MSDE's BRIDGE-IT Toolkit.....	10
Purpose.....	10
Implementation of MSDE's BRIDGE-IT Toolkit.....	12
MSDE's BRING-IT Diagnostic Assessment.....	13
Purpose.....	13
School-Based Teams.....	15
Implementation of MSDE's BRING-IT Assessment.....	17
Comprehensive Maryland CCR BRING-IT Plan.....	19
Building Readiness.....	19
Inspiring Now.....	20
Growing Now.....	21
Together.....	21
BRING-IT Monitoring and Evaluation.....	22
Resource A: Strategies for College and Career Mathematics Readiness.....	25
Mathematics: Systemic Instruction.....	25
Guiding Questions: College and Career Strategies in Mathematics.....	27
Resource B: Strategies for College and Career Literacy Readiness.....	29
Supporting 11 th and 12 th Grade Reading Achievement.....	29
Pro tip: Multilingual learners.....	35
Resource C: Strategies for College and Career Digital Literacy Readiness.....	38
Overview: Digital Learning and College and Career Readiness.....	38
Digital Literacy and School Library Media (DLSLM).....	40
DLSLM Evidence-Based Practices.....	40
Digital Learning Evidence-Based Practices.....	41
Integrating Technology into a Lesson: Considerations for Teachers.....	42
School Library Media Evidence-Based Practices.....	43
Lesson and Program Planning: School Library Media Considerations.....	44

Overall Approach..... 45

Resource D: College and Career Readiness for Multilingual Learners (MLs).....46

 Best Practices for Students Progressing Toward CCR Standards.....46

 Supporting Multilingual Learners in College and Career Readiness.....48

 Targeted Interventions49

 Adaptable ML Strategies for Blueprint Alignment51

 Cultural and Linguistic Considerations..... 53

Resource E: Strategies for College and Career Readiness for Students with Learning Differences54

 Best Practices for Students Progressing Toward CCR Standards..... 54

 Additional Resources 56

Resource F: Strategies for College and Career Readiness Data Systems and Structures..... 57

 Early Warning Indicators: Guiding Questions 59

Resource G: Scheduling and Resources60

 Specific Strategies for Scheduling60

 Other Resources.....64

 Blueprint Career Coaches64

Future Developments and Next Steps..... 65

Other Resources and Templates66

References.....67

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DOCUMENT HISTORY

Document Version	Date	Summary of Changes
1.0	July 2024	Version 1: Includes content for supporting school systems in building infrastructure to help primarily high school students progress to or meet the CCR standards.
2.0	November 2024	<p>Version 2 provides guidance to support school systems in embedding college and career readiness (CCR) strategies across content areas and tailored approaches for special populations for grades 11 and 12.</p> <p>This Systems for Success Guidebook complements three other key subsections in Proactive Strategies for Building College and Career Readiness:</p> <p>Prekindergarten – Grade 5</p> <p>Grades 6 – 8</p> <p>Grades 9 – 10</p>

Background and Purpose

This College and Career Readiness Development Guide was produced by the Maryland State Department of Education (MSDE), with the support of key partners, and is intended to provide cross-functional teams with questions and research-based approaches for self-assessment, enabling them to identify and implement key actions necessary at both the Local Education Agency and school level to scale strategic school design and ensure college and career readiness (CCR) for all students.

The Blueprint for Maryland’s Future has a central goal of ensuring that all Maryland public school students are College and Career Ready by the end of their 10th grade year, and no later than the time they graduate, thus signifying an ability to transition successfully to postsecondary coursework at a two- or four-year institution, to the workforce, or another pathway. All instruction and assessments in public schools should work toward this goal of preparing students to be successful in employment industries, entry level credit bearing courses, or postsecondary education training opportunities.

How to use this guidebook:

The CCR Standard, as adopted by the Maryland State Board of Education in January 2024, offers students two options for meeting the CCR Standard. Students who do not meet the CCR Standard by the end of the 10th grade are provided with additional supports that enable them to meet the CCR Standard before they graduate from high school.

The guide is organized to address multiple key audiences, and the Table of Contents is a critical tool for helping these audiences quickly navigate to the sections most relevant to their roles.

Grade-Level Content Teachers: Teachers are provided with tools and strategies to weave CCR identity-building into everyday instruction, ensuring that students achieve academic proficiency while also developing a mindset geared towards future CCR success. The guide emphasizes the importance of integrating CCR concepts across all subjects—whether it’s math, literacy, science, social studies, or digital learning and literacy—allowing students to see how their academic skills connect to real-world careers and future opportunities.

Support Teams for Special Populations: Special attention is given to the needs of students from various backgrounds, including Multilingual Learners (MLL), Special Education, and Advanced Academics. The guide outlines differentiated instructional practices and interventions that help these students thrive academically and socially, ensuring equitable access to CCR pathways.

Career and College Advisors: The guide encourages advisors, coaches, and counselor to play a pivotal role in helping students build their CCR identity by weaving career exploration and planning into both academic and extracurricular activities. Advisors are prompted to collaborate with teachers across all subjects to ensure that career readiness concepts are seamlessly integrated into daily instruction, helping students connect their personal interests and academic achievements to future career pathways. This holistic approach enables students to develop a personalized CCR plan that aligns with both academic goals and career aspirations.

Administrators and School Leaders: Administrators, who are critical in shaping school culture, will find guidance on how to foster a college and career readiness mindset within their schools. The guide offers strategies for building systems that promote a culture of academic excellence, equity,

and accountability, ensuring that CCR standards are embedded into the school's vision and operations.

Local Education Agencies (LEAs) and District-Level Leaders: For those responsible for designing and overseeing systems in school districts, the guide emphasizes the importance of data literacy and training. LEAs are encouraged to build robust data systems that track student progress, allowing for timely interventions and adjustments at every grade level. This approach ensures that schools are equipped with the tools to assess CCR progress and implement targeted support strategies.

By expanding CCR development strategies to include specific, grade-banded approaches in grades 11 and 12, we can ensure that all Maryland students are prepared to meet CCR goals and are equipped with the skills, knowledge, and experiences to thrive in the workforce, postsecondary education, or other chosen pathways.

Get Ready to BRIDGE-IT and BRING-IT!

MSDE is thrilled to introduce two dynamic assessment and implementation models that can serve to empower our school systems: BRIDGE-IT and BRING-IT.

Think of them as the cornerstone to your trusty toolkit and action plan, working hand-in-hand to ensure all students achieve their fullest potential. Created to aid Local Education Agencies and schools in meeting their Blueprint goals and the CCR Standard, BRIDGE-IT and BRING-IT are MSDE-designed models and benchmarking assessment resources, curated and assembled from research-based best practices. These resources are shared and available to ensure every student is prepared for college, career, and beyond. Moreover, they offer a structured approach to strategically navigate from our current state to our desired goals, acting as a reference point to critically reflect on our progress and adjust our strategies accordingly.

First, we BRIDGE-IT:

- **Building Readiness**
- **Inspiring Development**
- **Generating Excellence with an Integrated Toolkit**

Our BRIDGE-IT Framework lays the foundation by establishing robust support systems, fostering a growth mindset, and promoting innovative teaching practices. It's your go-to guide for creating a culture of high expectations and achievement.

Then, we BRING-IT:

- **Building Readiness**
- **Inspiring Now**
- **Growing Impact Together**

With the **BRING-IT** Diagnostic Tool, you'll dive into action, assessing current practices, engaging students with interactive strategies, and tailoring interventions to individual needs. It's all about taking those solid foundations and bringing them to life in the classroom, hallways, and community.

Together, **BRIDGE-IT** and **BRING-IT** create a seamless, powerful approach to achieving CCR, guiding you from strategic planning to hands-on implementation. Let's embark on this journey to elevate our educational system and ensure every student is ready for the challenges and opportunities of tomorrow.

This extensive development guide provides foundational strategies by grade band to implement both proactive and responsive approaches, ensuring students' progress towards becoming college and career ready (CCR) by the end of 10th grade while also offering support for students who may need additional enrichment after grade 10. Additionally, we have included resources that offer targeted strategies by content area and special population for meeting college and career readiness standards across various content areas and for special population audiences, such as mathematics, literacy, digital learning, students with learning differences, multilingual learners, data teams, and more.

The resources provided in this guide are intended to support Maryland schools and school districts to ensure every student is able to meet the CCR Standard and succeed in college, career, and beyond. These resources are presented as options for schools and school districts to consider as part of their overarching strategy to support students. Implementing these specific strategies is not mandatory and some strategies may not be applicable for every situation. Instead, MSDE hopes that through the thoughtful review of the tools discussed here, combined with other strategies already in place in schools, each student has the right supports to allow them to succeed.

We are confident in the transformative impact these wide-ranging strategies and customized tools will have on our education system. With the research-based best practices provided in this guide, our educators can feel grounded in strong systems and aligned with our vision to ensure that all Maryland students are well-prepared for the demands of college, career, and beyond. Together, we are committed to achieving our goal of providing a world-class education for every student in our state, with strong systems, paving the way for our future success.

“We cannot wait until high school for our students to be identified or not as college and career ready. My goal is to see that the time a student reaches 10th grade, our children will be college and career ready because they have the foundation of what they needed from PreK-10.”

– Dr. Carey Wright, Maryland State Superintendent of Schools



Introduction to MSDE’s BRIDGE-IT Toolkit

Building Readiness, Inspiring Development, Generating Excellence with an Integrated Toolkit

PURPOSE

The **BRIDGE-IT** Toolkit is designed to provide a comprehensive approach to ensuring all students achieve College and Career Readiness (CCR) by the end of 10th grade and before students graduate. This integrated toolkit helps schools and districts assess and improve their Multi-Tiered System of Supports (MTSS) and strategic school design.

Key Strategies	Description
Curricular and Standards Alignment	<p>Ensure local curriculum and instructional frameworks are clear, relevant, and aligned with state standards.</p> <p>Regularly review and update standards to reflect changing workforce and higher education needs.</p>
Holistic School Integration	<p>Seamlessly integrate MTSS across all grade levels and programs.</p> <p>Create vertical alignment of CCR initiatives from elementary through high school.</p>
Coordinated Support Systems	<p>Efficiently coordinate academic and behavioral supports.</p> <p>Implement targeted interventions based on individual student needs.</p>
Data-Driven Decision Making	<p>Utilize real-time data to inform instructional practices and intervention strategies.</p> <p>Regularly analyze CCR progress data to identify trends and areas for improvement.</p>
Data-Driven Decision Making	<p>Utilize real-time data to inform instructional practices and intervention strategies.</p> <p>Regularly analyze CCR progress data to identify trends and areas for improvement.</p>
Proactive Early Warning Systems	<p>Implement robust systems to identify students at risk of not meeting CCR standards.</p> <p>Provide timely interventions and support to keep students on track for CCR.</p>

Key Strategies	Description
Strong Community Partnerships	<p>Foster partnerships with local businesses, colleges, and community organizations.</p> <p>Provide students with real-world experiences and connections to post-secondary opportunities.</p>

By implementing the **BRIDGE-IT** Framework, schools and districts can create a more equitable and effective educational system that prepares all students for success in college, career, and life beyond high school.

The **BRIDGE-IT** Framework focuses on several critical components to support student success:

- **Building Readiness:** Establishing clear CCR standards and benchmarks, developing robust support systems for all students, and creating a culture of high expectations and achievement.
- **Inspiring Development:** Motivating students to pursue challenging academic goals, fostering a growth mindset and resilience, and encouraging lifelong learning and skill development.
- **Generating Excellence:** Implementing high-quality instruction and interventions, promoting innovation in teaching and learning, and celebrating and replicating successful practices.
- **Integrated Toolkit:** Providing a unified set of resources and strategies, ensuring coherence across all CCR initiatives, and facilitating collaboration among educators, students, and stakeholders.

By addressing these key aspects, the **BRIDGE-IT** Framework ensures that all students are equipped with the skills and knowledge necessary for success in college, career, and beyond. It also emphasizes the importance of data-driven decision making, proactive early warning systems, and strong community partnerships to support every student's journey toward achieving the CCR Standard.

MSDE's commitment to continuous improvement and innovation in education through the BRIDGE-IT Framework will drive transformative change, creating a more equitable and effective educational system that empowers every student to achieve their fullest potential. With this robust support structure in place, schools and districts can confidently navigate the complexities of modern education, fostering environments where every student can thrive and succeed.

IMPLEMENTATION OF MSDE'S BRIDGE-IT TOOLKIT

To effectively integrate the BRIDGE-IT Framework and ensure all students achieve College and Career Readiness standards (CCR), schools and districts may wish to follow a structured implementation process.

This process includes the following steps:

Assessment Phase

- Use the BRIDGE-IT toolkit to evaluate current College and Career Readiness initiatives and Multi-Tiered Systems of Support

Planning Phase

- Develop a comprehensive plan to address identified gaps and leverage strengths

Implementation Phase

- Execute the plan with fidelity, ensuring all stakeholders are engaged

Monitoring Phase

- Regularly assess progress using the BRIDGE-IT framework

Continuous Improvement Phase

- make data-informed adjustments to continuously

MSDE’s BRING-IT Diagnostic Assessment

Building Readiness, Inspiring Now, Growing Impact Together

PURPOSE

This diagnostic tool is designed to help schools and districts assess and improve their Multi-Tiered System of Supports (MTSS) and strategic school design to ensure all students achieve College and Career Readiness (CCR) by the end of 12th grade.

The **BRING-IT** Framework focuses on several critical aspects to support student success:

Components	Guiding Questions
Building Readiness	<p>Establishment of Standards</p> <ul style="list-style-type: none"> • Have we developed clear, relevant standards aligned with state CCR guidelines? • Are our standards based on longitudinal data analysis? • How do we ensure all stakeholders understand these standards? • Data Systems and Early Warning Indicators • Do we have a robust data system that tracks key indicators (attendance, behavior, course performance)? • Have we implemented a traffic light system (green, yellow, red) to identify students' risk levels? <p>Are we regularly generating and reviewing student-level and aggregate reports?</p>

Components	Guiding Questions
Inspiring Now	<p>Student Engagement Strategies</p> <ul style="list-style-type: none"> • How are we incorporating project-based learning and real-world applications in our curriculum? • What interactive and relevant activities are we using to engage students? • How are we celebrating short-term victories and milestones? <p>Professional Development</p> <ul style="list-style-type: none"> • What ongoing training do we offer teachers on new technologies and strategies? • How are we conducting workshops on differentiated instruction and classroom management? <p>Are we providing opportunities for peer learning and collaboration among educators?</p>
Growing Impact	<p>Personalized Learning Plans</p> <ul style="list-style-type: none"> • How do we develop and implement individualized learning plans for each student? • What process do we use to integrate interventions and support based on assessment data? • How often do we review and adjust these plans? <p>Intervention and Enrichment Strategies</p> <ul style="list-style-type: none"> • What after-school tutoring and peer mentoring programs do we offer? • How are we utilizing online resources for additional practice? <p>What targeted interventions do we provide for students identified as at-risk?</p>

Components	Guiding Questions
Together	<p data-bbox="610 279 846 306">Teaming Structures</p> <ul data-bbox="659 342 1414 632" style="list-style-type: none"><li data-bbox="659 342 1414 443">• Have we established grade-level success teams with clear roles (facilitator, timekeeper, recorder, data manager, administrator)?<li data-bbox="659 474 1414 537">• What protocols have we implemented for efficient and effective team meetings?<li data-bbox="659 569 1414 632">• How do we ensure these teams focus on individual student needs? <p data-bbox="610 663 883 690">Caregiver Involvement</p> <ul data-bbox="659 726 1365 947" style="list-style-type: none"><li data-bbox="659 726 1365 758">• How often do we host caregiver-teacher conferences?<li data-bbox="659 789 1365 852">• What system do we have for sending home regular progress reports?<li data-bbox="659 884 1365 947">• How do we engage caregivers in the CCR planning and support process? <p data-bbox="610 978 911 1005">Community Partnerships</p> <ul data-bbox="659 1041 1357 1199" style="list-style-type: none"><li data-bbox="659 1041 1357 1104">• What partnerships have we established with local businesses, colleges, and organizations?<li data-bbox="659 1136 1357 1199">• How do we involve community partners in our broader leadership team? <p data-bbox="610 1230 1406 1293">What mentorship programs or job shadowing opportunities do we offer?</p>

SCHOOL-BASED TEAMS

Tailored strategies for different school-based educators, depending on their role, are essential for successfully implementing the **BRING-IT** framework, fostering collaboration, and achieving College and Career Readiness (CCR) goals.

For Teachers

- Implement differentiated instruction techniques in your classroom.
- Use project-based learning to engage students in real-world applications.
- Regularly communicate with students about their progress towards CCR goals.

For Counselors

- Conduct individual CCR planning sessions with each student.
- Organize college, career, and transition fairs.
- Provide workshops on postsecondary applications and financial aid/planning.

For Administrators

- Lead by example in prioritizing CCR initiatives.
- Allocate resources effectively to support CCR programs.
- Foster a school culture that celebrates academic achievement and personal growth.
- Administrators may consider assigning a teacher to work with identified students to lead the development of [ICAPs](#).

For Support Staff

- Assist in data collection and management for the Early Warning System.
- Support teachers in implementing interventions.
- Help create a welcoming environment that encourages student engagement.

IMPLEMENTATION OF MSDE'S BRING-IT ASSESSMENT

The BRING-IT Diagnostic Assessment serves as a surveying tool to improve systemic practices and design systems of success, providing a structured approach for schools and districts to assess, plan, implement, monitor, and adjust their CCR initiatives.

This process includes the following steps:

Assessment Phase

- Use the guiding questions in each component to evaluate your current practices.
- Collect and analyze data on key indicators (attendance, behavior, course performance).
- Identify strengths and areas for improvement.

Planning Phase

- Based on the assessment, develop a comprehensive action plan.
- Set clear, measurable goals for each component.
- Assign responsibilities and set timelines.

Implementation Phase

- Execute the plan, ensuring all stakeholders are engaged.
- Provide necessary resources and support for each initiative.
- Regularly communicate progress and challenges.

Monitoring Phase

- Conduct bi-weekly quizzes and monthly standardized tests to track progress.
- Use data to adjust instruction and interventions as needed.
- Hold regular team meetings to discuss student progress and program effectiveness.

Continuous Improvement Phase

- Based on monitoring data, make necessary adjustments to the plan.
- Celebrate successes and address challenges.
- Continuously refine strategies to improve CCR outcomes

By implementing the BRING-IT Diagnostic Tool, schools and districts can develop a more dynamic, engaging, and effective educational system that equips all students for success in college, career, and life beyond high school. Consistent effort, collaboration, and a commitment to continuous improvement are essential for achieving these goals. We are the change agents our students need!

Local Education Agencies and schools are encouraged to consider the following BRING-IT integration opportunities. Activities like these enable students to apply their content learning in real-world, postsecondary exploration settings. By engaging in these practical experiences, students can test and refine their knowledge and skills, ensuring they are well-prepared for college and career success.

SPOTLIGHT

Institute of Education Services: Preventing Dropout in Secondary Schools

Evidence-based recommendations designed to prevent high school dropout include:

1. Monitor the progress of all students and proactively intervene
 2. Provide intensive, individualized support to students who have fallen off track
 3. Engage students with curricula/programs that connect schoolwork with college and career success
 4. Create small, personalized communities to facilitate monitoring and support
-

Comprehensive Maryland CCR BRING-IT Plan

This section provides a detailed example of a comprehensive Maryland CCR BRING-IT plan, designed to guide Local Education Agencies and schools in implementing effective College and Career Readiness strategies.

This sample plan outlines practical steps and activities that align with the BRING-IT framework, ensuring students achieve CCR proficiency standards.

BUILDING READINESS

Goal: Establish CCR data teams

Date: August – September

Responsible Staff: School Principal and CCR Coordinator

Outcome: Form functional and effective grade-level CCR Teams

KEY STEPS:

1. Establish Clear Roles: Define roles such as facilitator, timekeeper, note-taker, and data manager within each team.
2. Regular Meetings: Schedule consistent meeting times to review student data, discuss progress, and plan interventions.
3. Data Analysis: Utilize various data sources to monitor student progress, identify trends, and implement targeted interventions.
4. Collaborative Planning: Engage team members in collaborative planning to ensure that all students receive the necessary support to achieve CCR standards. Include administrators, counselors, teachers, and data specialists

Goal: Implement Early Warning Systems

Date: September – October

Responsible Staff: IT Staff and Data Manager

Outcome: Real-time EWS dashboard accessible to all team members

KEY STEPS:

1. Set up data dashboard tracking indicators from [REL Southeast](#)
 - a. Attendance (less than 90% attendance rate)
 - b. Behavior (2 or more behavior referrals)
 - c. Course performance (F in Math or English)

Goal: Define Grade-Level CCR Benchmarks

Date: September – October

Responsible Staff: CCR Coordinator and Curriculum Specialists

Outcome: Published grade-level CCR goals

KEY STEPS:

1. Establish clear benchmarks aligned with MD CCR standards:
 - a. 9th Grade: On-track credits, core course grades (A, B, or C)
 - b. 10th Grade: PSAT scores, GPA benchmark
 - c. 11th Grade: SAT/ACT practice scores, AP/IB enrollment
 - d. 12th Grade: postsecondary applications, FAFSA completion, internship participation, transition plans

INSPIRING NOW

Goal: Implement "Maryland Future Fridays"

Date: Beginning in November and ongoing

Responsible Staff: Career advisors and grade-level teams

Outcome: Weekly CCR activities tailored to each grade level

KEY STEPS:

1. Integrate career exploration into weekly schedule
 - a. 9th: Career interest inventories and MD industry overview
 - b. 10th: Job shadowing and informational interviews
 - c. 11th: Internship preparation and postsecondary visits
 - d. 12th: Postsecondary application workshops and mock interviews

Goal: Launch "MD Skills for Success" Program

Date: December – January

Responsible Staff: Interdisciplinary Teacher Teams

Outcome: Integrated skill development aligned with MD workforce needs

KEY STEPS:

1. Develop a cross-curricular skill-building program
 - a. 9th: Time management and study skills
 - b. 10th: Critical thinking and problem-solving
 - c. 11th: communications and teamwork
 - d. 12th: Financial Literacy and professional etiquette

GROWING NOW

Goal: Personalized CCR Action Plans

Date: Starting in September, ongoing

Responsible Staff: School Counselors and Advisors

Outcome: Dynamic, personalized CCR plans for each student

KEY STEPS:

1. Design a system-wide strategy guided by inquiry and alignment:
 - a. What are the key academic and social challenges your students face in achieving CCR standards?
 - b. How do we currently support students who are off-track in their progress toward CCR?
 - c. What additional resources or strategies could enhance your support systems?
 - d. How do we engage families and the community in supporting CCR efforts?
 - Include student self-assessment, goal-setting, and action steps
 - Differentiate plans based on student needs and aspirations

Goal: Tiered Intervention System

Date: October- November, ongoing

Responsible Staff: MTSS Coordinator and Intervention Specialists

Outcome: Responsive support system addressing individual student needs

KEY STEPS:

1. Implement MTSS aligned with CCR goals
 - a. Tier 1: Universal CCR curriculum and supports
 - b. Tier 2: Small group interventions (e.g., tutoring, mentoring)
 - c. Tier 3: Intensive one-on-one support and case

TOGETHER

Goal: Community CCR Alliance

Date: Ongoing, starting in September

Responsible Staff: School Principal and CCR Coordinator

Outcome: Comprehensive network of CCR support and opportunities

KEY STEPS:

1. Establish partnerships with local entities
 - a. Businesses: Internships, mentoring, and career speakers
 - b. Colleges: Dual enrollment, campus visits, and application support
 - c. Non-profits: Additional tutoring, mentoring, and enrichment programs

Goal: Family CCR Engagement Program

Date: Monthly beginning in October

Responsible Staff: Family Engagement Coordinator and Grade-Level Teams

Outcome: Increased family understanding and support of CCR goals

KEY STEPS:

1. Develop differentiated family engagement strategies:
 - a. 9th: CCR orientation and four-year planning workshops
 - b. 10th: Postsecondary savings and financial aid/literacy information sessions
 - c. 11th: Postsecondary visit planning and career exploration fairs
 - d. 12th: Postsecondary application and transition support workshops

BRING-IT MONITORING AND EVALUATION

Goal: Regular Data Reviews

Date: Ongoing as specified

Responsible Staff: Data Teams and CCR Coordinator

Outcome: Data-driven adjustments to CCR support strategies

KEY STEPS:

1. Conduct data review meetings using common data points (p. 26 of OSPI guide):
 - a. Weekly: Attendance and behavior
 - b. Bi-weekly: Course grades and assignment
 - c. Monthly: Benchmark assessments and intervention effectiveness
 - d. Quarterly: On-track status and CCR metric progress

Goal: Annual BRING-IT Effectiveness Evaluation

Date: June-July

Responsible Staff: District CCR Coordinator and School Leadership

Outcome: Annual report and updated strategic plan

KEY STEPS:

1. Comprehensive review of CCR outcomes and program effectiveness:
 - a. Analyze longitudinal data on CCR attainment
 - b. Survey students, families, and staff on program impact
 - c. Review and update action plans based on finding

SPOTLIGHT

- Colorado's [Individual Career and Academic Planning \(ICAP\)](#) and Postsecondary Workforce Readiness Playbook. This resource provides promising practices, stories, and tools to support the ICAP process.
- Institute of Education Sciences: [Preventing Dropout in Secondary Schools](#)
- Massachusetts' [Student Opportunity Plans](#): This resource provides evidence-based program examples. Key areas of focus include enhanced core instruction and targeted student supports.
- Regional Educational Laboratory at Education Northwest: [A Practitioner's Guide to Implementing Early Warning Systems](#). This resource provides examples of early warning system implementation strategies in use across the country.

Sample Two-Year BRING-IT Timeline

11th Grade Milestones	Actions (School Year 24-25)	Timeline
Assessment and Goal Setting	Conduct initial assessments to identify gaps. Set clear learning targets	September - October
Personalized Learning Plans	Develop individualized learning plans. Integrate interventions and support based on assessment data.	October - November
Frequent Progress Monitoring	Implement bi-weekly quizzes and monthly standardized tests. Adjust instruction based on progress data.	Ongoing
Intervention Strategies	Provide after-school tutoring and peer mentoring. Utilize online resources for additional practice.	Ongoing
Student Engagement Activities	Incorporate project-based learning and real-world applications. Engage students in interactive and relevant activities.	Ongoing
Caregiver Involvement	Host regular caregiver-teacher conferences. Send home weekly progress reports.	Ongoing

11th Grade Milestones	Actions (School Year 24-25)	Timeline
Professional Development	Offer ongoing training for teachers on new technologies and strategies. Conduct workshops on differentiated instruction and classroom management.	Ongoing

Sample Two-Year BRING-IT Timeline

12th Grade Milestones	Actions (School Year 24-25)	Timeline
Review and Adjust Plans	Review progress from junior year. Adjust personalized learning plans as needed	September
Focused Interventions	Intensify interventions for remaining gaps. Provide additional support through targeted programs.	September-December
College and Career Readiness Activities	Conduct CCR workshops and counseling sessions. Help students with postsecondary applications and financial aid/planning.	January-March
Capstone Projects	Engage students in capstone projects that integrate learning from previous years. Showcase projects to demonstrate readiness and applicability of content knowledge.	April –May
Final Assessments and Graduation Preparation	Conduct final assessments to ensure CCR standards are met. Prepare students for graduation and postsecondary transitions. Implement exit surveys into graduation requirements, cap and gown pick up, and other senior check-out processes.	May-June

Resource A: Strategies for College and Career Mathematics Readiness

As Local Education Agencies strive to ensure all students achieve College and Career Readiness (CCR) standards, particularly in mathematics, it is crucial to implement targeted strategies and practices. Resource A provides a comprehensive framework to support LEAs in their efforts to enhance math proficiency and CCR outcomes.

The following sections outline key areas of focus, including identifying and supporting non-CCR students, leveraging data and metrics, aligning with the Blueprint for Maryland’s Future, and integrating real-world applications into daily instruction.

MATHEMATICS: SYSTEMIC INSTRUCTION

Providing systematic instruction during intervention is crucial for developing students’ procedural knowledge and conceptual understanding of mathematical ideas. Systematic instruction involves strategically selecting and sequencing examples of new skills, providing clear teacher explanations and models, carefully guiding practice opportunities, and monitoring student responses with immediate feedback. This structured approach ensures that students master prerequisite skills, reduces processing complexity, and allows them to focus on relevant information for learning new skills or strategies. Additionally, using clear language and task demonstrations reduces working memory demands, making learning objectives more accessible. Active engagement through repetition and distributed practice maintains attention on the instructional target, promoting mastery. By providing timely feedback, students can deliberately encode relevant and accurate information into long-term memory for later use. This comprehensive approach not only supports students in achieving mathematical proficiency but also builds a strong foundation for future learning and success in mathematics.

Instructional Strategies for Mastery

Key Strategies	Description
Strategically select and sequence examples of new skills	Ensuring mastery of prerequisite skills reduces processing complexity so that students focus on the relevant information for learning the new skill or strategy.
Provide clear teacher explanations and models	Using clear language and task demonstrations reduces working memory demands, allowing students to focus on learning the objective.
Carefully guide practice opportunities	Ensuring active engagement through repetition and distributed practice maintains attention on the instructional target for mastery.
Monitor student responses and provide immediate feedback	Providing timely feedback helps students deliberately encode only relevant and accurate information into long-term memory for later use.

Local Education Agencies (LEAs) may wish to consider the following questions as they develop and implement their comprehensive math plans. Additional context, guidance, and differentiated support will be provided through anticipated feedback cycles.

GUIDING QUESTIONS: COLLEGE AND CAREER STRATEGIES IN MATHEMATICS**CCR Strategies in Mathematics:**

- What specific strategies and practices are you implementing to ensure students achieve proficiency/CCR Standards in mathematics?

Student progress toward the CCR Standard:

- How is your local education agency addressing the needs of students who are not meeting proficiency and/or CCR standards in math?
- How are you identifying and differentiating support for students?
- When are students identified?
- Who has access to the data?
- How are students, families, and teachers informed of next steps towards meeting the CCR standard?

Mathematics Interventions:

- What targeted support programs or enrichments have proven most effective in improving proficiency or CCR outcomes for students struggling in mathematics?

Data and Metrics:

- How are you using data to track and improve students' progress toward proficiency in math?
- Who has access to this data? How are teachers trained in using the data?

Additional Questions to Consider:

- What specific instructional strategies or practices in your subject area have you found most effective in promoting college and career readiness for all students? How is support for mathematics integrated into other courses?
- How can educators in your subject area better integrate real-world applications and career connections into their daily instruction to enhance CCR?
- What assessment methods or tools would you recommend for measuring students' progress towards CCR in your subject area, beyond standardized testing?
- How are you integrating real-world applications and career connections into curricular practice and class time?
- How are you leveraging your LEA's Comprehensive Math Plan to support students in meeting the Algebra component of the CCR Standard?
- What is your Professional Learning structure for school-based and central office staff to ensure math instruction is aligned to evidence-based best practices?

SPOTLIGHT

- Colorado Department of Education: [Supporting Struggling Learners in Mathematics](#). The website provides tools and resources for supporting struggling learners in math, including instructional strategies, intervention programs, and professional development materials.
 - Institute of Education Sciences : [Teaching Strategies for Improving Algebra Knowledge in Middle and High School Students](#). This resource provides three recommendations for teaching algebra to middle school and high school students. Each recommendation includes implementation steps and solutions for common roadblocks.
 - IRIS Center “[What evidence-based mathematics practices can teachers employ? Explicit systematic instruction.](#)” Provides key actions of the systematic components and explicit components, including guidelines for scaffolded instruction.
 - NCTM’s [Effective Math Teaching Practices](#) (Principles to Action): Outlines teaching practices that research indicates need to be consistent components of every mathematics lesson, and are the underpinnings of systemic instruction.
 - Washington [State’s Menu of Best Practices in Mathematics](#). This resource provides student-centered, educator focused, transition readiness, and family practices and strategies
 - Smith and Saez, (2016), “[Using Explicit and Systematic Instruction to Support Working Memory.](#)” A research article detailing the effectiveness of explicit and systematic instruction on optimizing the working and long term memory of students.
 - Wisconsin’s Math Intervention Webinar Series: [Explicit and Systemic Instruction](#)
-

Resource B: Strategies for College and Career Literacy Readiness

This section provides essential actions and resources for implementing specific research-based instructional practices in critical areas of reading development and written expression, including grammar and syntax for students in Grades 11 and 12 progressing toward meeting the CCR standard.

SUPPORTING 11TH AND 12TH GRADE READING ACHIEVEMENT

Guidance for supporting 11th and 12th grade students should encompass both the instructional gap filling of key foundational skills identified through Science of Reading (SOR) interventions focused on word recognition skills, and the broader considerations and focal points of adolescent literacy. For those who may not show reading success, additional supplemental support can be offered to address their specific needs. This approach helps ensure that students who are not yet meeting the college and career readiness standard by 10th grade receive the assistance they need to enhance their reading skills and achieve academic success.

Many K-12 students face challenges with reading. However, with explicit instruction from knowledgeable instructors that addresses their specific literacy needs, most students can overcome these difficulties. Schools looking to implement a multi-tiered system of support to enhance individual student reading achievement will find the following key actions valuable.

Key Actions at the School Level:

- Provide sustained, job-embedded professional development in research-based reading practices to all teachers and staff who are providing reading instruction to students.
- Leverage instructional coaches and other teacher leaders (i.e. Reading Specialists, Department chairpersons, Content Leads, etc.) to provide ongoing support and feedback to teachers during planning and instruction.
- Leverage certified Reading Specialists to provide ongoing support and resources in instruction, assessment, and school leadership. Literacy specialists and literacy coaches may be included in the role.
- Collaborate with leadership to create, implement, and evaluate the action plan for improving literacy.
- Collaborate with leadership to develop systems and processes that maximize student learning time.
- Design and facilitate professional learning experiences for all school staff aligned to the science of reading and adolescent literacy.
- Model effective instructional practices aligned to the science of reading.
- Collaborate with classroom teachers to collect and analyze data and plan and implement researched-based interventions in response to data.
- Engage in ongoing data collection and analysis to monitor students' progress on reading goals.

- Provide sustained, intensive individual and/or small group instruction to targeted students in and out of the classroom.
- Communicate important literacy information and updates with administrators, staff, students, and parents when appropriate.
- Provide differentiated, evidence-based reading instruction aligned to the science of reading and adolescent literacy for all students.
- Monitor the progress of students in a reading intervention program (Tier 2 or Tier 3) at regular intervals. Use the data to determine whether the students are progressing satisfactorily or if adjustments to the program should be made.

SPOTLIGHT

What Response to Intervention is used to identify Specific Learning Disabilities?

1. Tiered Instruction: providing different levels of support based on student needs, with more intensive interventions for students who struggle the most
2. Progress Monitoring: Regularly assessing students' performance to determine the effectiveness of instructional interventions
3. Data-Based Decision Making: Using data from progress monitoring to inform instructional strategies and identify students who may have a specific learning disability.

Check out Florida's RTI-Based SLD Identification Toolkit-Case Study: Florida and Michigan's MTSS Technical Assistance Center in the resources!

Supporting Literacy Achievement – Comprehensive Instruction

All students benefit from effective, research-based comprehension instruction that aligns with adolescent literacy, science of teaching and learning, and culturally responsive education science of reading. When students do not progress satisfactorily with these skills, supplemental support can help them move toward demonstrating proficiency in understanding grade-level text. *This strategy is best suited for both whole or small-group instruction and is particularly effective for supporting students who are not progressing satisfactorily in their reading development.*

The goal of all reading activities is to gain meaning from text. To develop proficient, independent readers who can understand and think critically about text, explicit comprehension instruction is essential. Students need guidance on how to comprehend a variety of texts for various purposes from the moment they begin reading. This explicit instruction should continue through later years of schooling as texts become increasingly complex.

Key Actions

- Select diverse and culturally relevant grade-appropriate texts to support comprehension development.
- Activate students' existing knowledge about topics prior to reading. If knowledge is limited, provide appropriate content-building activities to support comprehension of the material.
- Teach the meaning of words that are essential for understanding the text.
- Use read-alouds of grade-appropriate texts to develop students' higher-level listening and thinking skills.
- Provide access to a variety of text types and discuss the purposes for reading each type.
- Prior to beginning a reading task, be sure students know their purpose for reading (or listening), and, if applicable, information about the task(s) they will complete when they finish reading (or listening).
- Ask students a combination of literal and higher level questions connected to the texts they are reading. Allow the students to generate their own questions about text and to discuss them with classmates.
- Incorporate think-alouds into reading instruction at all levels to model for students how expert readers think while they are reading. The think-alouds may include modeling strategies for annotating text to capture thinking.
- Teach students metacognitive strategies to help them monitor and “fix-up” their understanding of text.
- Teach students to identify and use the text's organizational structure to comprehend, learn and remember content.
- Provide students with graphic organizers to assist them with collecting and organizing important information from texts. Work students toward being able to independently select and use appropriate organizers/note-takers based on the structure of the text or their purpose for reading.
- Use modeling, guided, and independent practice to teach students how to effectively use comprehension strategies to support their understanding of challenging grade level text. (i.e., activating prior knowledge, predicting; questioning; visualizing; inferencing; summarizing/retelling. . .). Be mindful that the ultimate goal of strategy instruction is for students to apply the strategies flexibly and independently to support their understanding of any text.
- Chunk information in longer texts into manageable portions to keep students from feeling overwhelmed by the reading load.
- Guide students through working collaboratively to build meaning through focused, high quality discussions about text.
- Teach students to cite textual evidence when writing, answering questions, and talking about different texts.

- Provide opportunities for students to engage in extended writing activities aligned to various texts.
- At the higher grade levels, teach students to analyze and evaluate the author's craft (i.e. word choice, syntactical elements, organization, rhetorical devices. . .).
- Provide students with opportunities to synthesize information across multiple texts.
- Provide students with opportunities to integrate information in a text with their existing knowledge, and/or to apply information in a text to real-world situations.

SPOTLIGHT

- **R.I.S.E. Arkansas Science of Reading Resources – Comprehension:** This resource provides a brief overview about the research behind reading comprehension and links to a LiveBinder created by the Arkansas Department of Education. The LiveBinder has links to activities, anchor charts, articles, and book lists that focus on close reading, context clues, metacognitive strategies, and text structure.

<https://sites.google.com/dawsonesc.com/risearkansas/the-big-5/comprehensionhension>

- **Seven Strategies to Teach Students Text Comprehension:** Reading Rockets outlines seven research-based strategies for teaching reading comprehension. These strategies include monitoring comprehension; metacognition; graphic and semantic organizers; answering questions; generating questions; recognizing story structure; and summarizing. Examples of graphic organizers are also included.

<https://www.readingrockets.org/article/seven-strategies-teach-students-textcomprehension>

- **Classroom Strategies: Adolescent Literacy:** This website from AdLit contains information on for before, during, and after reading strategies for comprehension, vocabulary and writing. These strategies can be used across content areas. Each strategy includes background information, benefits, and steps to create and use the strategy.

<https://www.adlit.org/in-the-classroom/strategies>

- **Rethinking How to Promote Reading Comprehension:** In this article, a professor in the Florida State University School of Communication and Science Disorders argues that reading comprehension is more than a skill; it is multidimensional. He delves deep into the 2002 RAND Reading Group Study that “conceptualized reading comprehension as a combination of factors within three different categories: the reader, the text, and the activity of reading.” This article outlines the role of knowledge in reading comprehension and the implications for instruction and assessment.

<https://www.aft.org/ae/winter2021-2022/cattsnsion>

Supporting Reading Achievement – Phonics and Decoding Instruction

Provide effective, research-based phonics and decoding instruction aligned to the science of reading for all students. Phonics instruction teaches students to apply their knowledge of letter-sound relationships to correctly read or spell words. Decoding is the process of segmenting words into recognizable parts and then blending them together again so the words can be read accurately. Having strong skills in phonics and decoding allows students to recognize familiar words and to figure out unknown words quickly. Students may learn some of these letter-sound correspondences on their own, but most children benefit from explicit instruction in phonics and decoding.

These areas are vital for older students who need to strengthen their ability to decode and understand complex texts. Phonics instruction helps students understand the relationship between letters and sounds, which is fundamental for reading and spelling. Advanced word study goes beyond basic phonics to include more complex aspects of word formation and structure, such as morphology (the study of word parts like roots, prefixes, and suffixes), etymology (the history and origin of words), and orthographic patterns (spelling conventions).

For high school students, these skills are more pertinent and applicable compared to phonological or phonemic awareness, which are typically foundational skills developed in earlier grades. Phonological awareness refers to the ability to recognize and manipulate sounds in spoken language, while phonemic awareness is the ability to focus on and manipulate individual sounds (phonemes) in words. While these are important, they are often emphasized in early childhood education.

If students do not progress satisfactorily with these skills, provide supplemental intensive support until they are able to demonstrate mastery. High school students typically receive phonological and phonemic awareness instruction only when they are part of a highly intensive Tier III intervention.

SPOTLIGHT

Hoover High School (San Diego, CA)

Hoover High School implemented a schoolwide vocabulary initiative. The average reading level increased from a 4.3 grade level in 1999 to a 7.6 grade level by 2005. Best practices include explicit vocabulary instruction across all subjects, interactive student activities, and fostering a collaborative teacher culture to enhance vocabulary development.

For more details, view the full article [here](#).

Key Actions

- Begin explicit and systematic phonics instruction as soon as possible.
- Teach phonics skills explicitly in such a way that follows a systematic scope and sequence.
- Use manipulatives to help teach letter-sound relationships. These can include alphabet arcs, sound boxes, and magnetic or felt letters.
- Teach students how the sounds within words map back to the letters that make those sounds and vice versa (orthographic mapping).
- Create sound walls to help students make connections between the sounds they hear in words and the various ways those sounds can be spelled.
- Teach high-frequency words (heart words) by integrating them into phonics instruction. Have students notice the parts of the word that are phonetically decodable and then study the parts of the words that are unexpected. (See the resource “A New Model for Teaching High Frequency Words” provided below.)
- Use decodable readers aligned with the phonics scope and sequence being taught to allow students time to practice with the skills they have learned.
- Teach students to recognize the various syllable types (closed; final silent e; open; vowel team; r-controlled; and final stable syllables) and to use this knowledge to decode unknown words.
- Teach students to identify, pronounce, and spell meaningful parts of words (prefixes, suffixes, root words, etc.) and to use this knowledge to decode unknown words.
- Teach students about word etymology and how that can affect spelling (i.e. “ch” representing the /k/ sound in words of Greek origin; silent t on the ends of words of French origin: ballet and buffet. . .)

Budget Considerations

- Purchase, implement and monitor the use of high-quality instructional materials for reading.
- Provide high quality, on-going professional development to all staff who are involved in reading instruction.
- Ensure that students have access to reading materials outside of the classroom.
- Provide information on reading acquisition to parents so that they may support their students at home.

PRO TIP: MULTILINGUAL LEARNERS

When supporting multilingual (ML) students, consider the influence of their home language, as they may struggle to distinguish certain sounds. Offer independent listening opportunities to model correct pronunciation. Phonological awareness skills often transfer between languages, so if a student is literate in their native language, they may only need instruction on different sounds.

When teaching letter-sound correspondence to MLs, it is best done in the context of meaningful words and texts. MLs may speak languages that do not have visual, phonological, or syntactic matches similar to spoken and written English. Therefore, MLs need to develop a phonological concept for English words. Additionally, consider providing opportunities for choral reading or responding, allowing students to practice English pronunciation without the stress of being overheard if they make mistakes.

Furthermore, multilingual learners often find idioms challenging because they cannot rely on the usual meanings of the words. Their text-level skills, such as comprehension, are closely linked to their oral language development, which plays a crucial role in acquiring skilled reading. As a result, MLs need more instruction in English language development, including vocabulary knowledge, listening comprehension, and syntax, than their peers.

Supporting Reading Achievement: Vocabulary Instruction

All students benefit from effective, research-based vocabulary instruction aligned with the science of reading. For those with demonstrated word knowledge deficits, increasing the intensity of instruction can be particularly beneficial.

Research shows a strong relationship between a student's vocabulary knowledge and their ability to comprehend text. Explicit vocabulary instruction can significantly enhance students' reading comprehension. This approach ensures that all students, especially those struggling with vocabulary, receive the support they need to improve their reading skills and overall academic performance.

Key Actions

- Expose students to high quality oral language so that they hear a richer variety of words being used. • When sharing Read-Alouds, discuss unfamiliar or interesting words found in the text.
- Be deliberate when selecting vocabulary words for explicit instruction. Focus on Tier 2 & Tier 3 words. Determine students' prior knowledge with specific words and concepts to drive instructional decisions for vocabulary instruction.
- Focus on generating student-friendly definitions rather than having students memorize dictionary definitions.
- Emphasize relationships among words such as synonyms, antonyms, and words in similar categories.

-
- Involve students in word learning tasks that let them define, use, and recognize new vocabulary words in active ways such as creating definitions and non-definitions, drawing pictures, and playing games.
 - Teach multiple meanings of words, including instruction in the variety of ways words are used in particular contexts.
 - Teach students the use of context clues for determining meaning of words. • Teach the use of word parts (morphology): 6-12 (Latin roots and prefixes and suffixes and Greek combining forms)
 - Provide multiple practice opportunities for using words within and across subjects.
 - Provide authentic opportunities for students to speak and write using vocabulary words.
 - Promote an interest and awareness in words and word meanings (word consciousness).
 - Encourage students to read a variety of texts to increase their encounters with rich vocabulary. (wide reading).

SPOTLIGHT

- **Literacy Sample Lessons to Support Intensifying Intervention:** The National Center on Intensive Intervention provides lessons for students who are struggling with reading. These lessons are brief and designed to supplement existing reading interventions.
<https://intensiveintervention.org/implementation-intervention/literacy-lessons#>
 - **10 Key Reading Practices for All Elementary Schools:** This resource from the University of Texas at Austin and the Meadows Center for Preventing Educational Risk describes what successful readers should know and be able to do at the end of kindergarten, first grade, second grade, third grade, fourth grade, and fifth grade.
https://meadowscenter.org/files/resources/10Keys_Reading_W
 - **Five Research-Based Ways to Teach Vocabulary:** The Texas Center for Learning Disabilities shares 5 instructional activities for teaching vocabulary that can be applied in all content areas. These activities include Essential Words Routine; Frayer Model; Semantic Mapping; Vocabulary Review Activities; and Morphemic Analysis Routine.
<https://www.texasldcenter.org/teachers-corner/five-research-based-ways-to-teach-vocabulary>
 - **The Components of Effective Vocabulary Instruction:** The Texas Education Agency explains how to provide opportunities for wide reading, high-quality oral language, word consciousness, explicit instruction of specific words, and independent word-learning strategies in the classroom.
<https://www.adlit.org/topics/vocabulary/components-effective-vocabulary-instruction>
 - **Choosing Words to Teach:** Reading Rockets outlines considerations for selecting which words to explicitly teach. These considerations include the word's usefulness to students, its relation to other relevant words or ideas, and its role in communicating the meaning of the context in which it's used. This resource contains opportunities to practice and examples for older and younger students.
<https://www.readingrockets.org/article/choosing-words-teach>
 - **Teaching Morphology to Improve Literacy:** This teacher's guide provides information on the how and why of teaching morphological awareness. It also includes information on which students will benefit most, when and how to start, and sample classroom activities.
https://www.uwo.ca/fhs/lwm/teaching/dld2_2017_18/Zeh_Morphological-Awareness.pdf
 - **What the Science of Teaching Tells Us About How to Teach Decoding:** including sample exercises
 - **Word Decoding and Phonics:** provides suggestions for students, parents, and teachers to assist them in strengthening phonics and decoding skills. See [A New Model for Teaching High-Frequency Words](#)
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Resource C: Strategies for College and Career Digital Literacy Readiness

In the strategies provided below, there may be some examples of specific resources; however, it is still the LEA's responsibility to evaluate the accessibility of all digital learning resources and tools according to MD Code, Education, § 7-910.

OVERVIEW: DIGITAL LEARNING AND COLLEGE AND CAREER READINESS

To build a strong foundation for college and career readiness, Local Education Agencies (LEAs) must effectively integrate digital learning strategies and technology into their educational practices. Digital learning, when seamlessly integrated into the classroom, provides students with personalized learning experiences, high-quality interactive resources, and opportunities to take ownership of their learning. These strategies also enable students to access diverse educational materials, prepare for future professions, enhance collaboration and communication skills, and learn content through various modalities.

Digital Learning Strategies: Digital learning strategies are being integrated into core content areas to support college and career readiness by:

- Providing personalized learning experiences.
- Interacting with high-quality and interactive digital resources.
- Actively engaging students and fostering a sense of ownership in their learning.
- Expanding access to a wide range of educational resources tailored to individual needs.
- Preparing students for future professions and ensuring college and career readiness.
- Enhancing collaboration and communication skills.
- Offering opportunities to learn content through different modalities

Technology Integration: Integrating technology and digital resources enhance CCR for all students by:

- Utilizing digital learning resources such as videos, quiz platforms, online courses and modules, podcasts, and eTextbooks.
- Implementing Learning Management Systems (LMS) to organize study notes, readings, and presentations
- Engaging students with technology-based activities including:
 - Gamification of learning
 - Videos
 - Personalized activities
 - The Flipped Classroom Model

- Online Quizzes
- Student Response Systems
- Technology-based assignments

Supporting Non-CCR Students: Digital tools and resources support students who are not meeting CCR standards by:

- Offering online courses and modules through [Maryland's Approved Course List](#) and LEA virtual programs.
- Providing virtual tutoring across content areas and through various online platforms.
- Integrating digital learning resources throughout content areas to supplement classroom teaching.

School Library Media Role: School libraries contribute to overall CCR initiatives by:

- Providing high-quality print and non-print resources.
- Focusing on curricula that include digital, and information literacies integrated into content areas. • Implementing blended learning models.
- Offering a safe space for collaboration, studying, and tutoring.
- Creating innovative maker spaces.
- Collaborating and co-teaching with content teachers.
- Leading professional development on digital tools, copyright and ethical use of resources, and educational trends.

Blueprint Alignment: Digital learning and school library media support all content areas and pillars of the Blueprint through:

- Providing support for all content areas and pillars of the Blueprint through high-quality professional learning delivered in a variety of means to meet multiple modalities (face-to-face, online courses and/or modules, broadcast classes, webinars, etc.)
- Offering informational sessions and professional learning opportunities that are supported by resources and handouts such as [School Library Media and Blueprint for Maryland's Future](#)

DIGITAL LITERACY AND SCHOOL LIBRARY MEDIA (DLSLM)

By integrating technology and digital resources into the school library media center and core content areas, educators can unlock a wealth of learning opportunities for all students. This approach not only fosters inclusive environments but also stimulates engagement, encourages collaboration, and paves the way for academic success. Digital resources provide hands-on opportunities for students to interact with content in alternate methods fostering understanding for those who may have previously struggled.

School library media centers can provide an equitable, welcoming, and flexible space that encourages creativity, critical thinking, and problem-solving to ensure college and career success. The Maryland State Department of Education's (MSDE) School Library Media Program provides leadership, coordination, and support services for implementing the [Maryland School Library Media Standards for Learners, Librarians, and Libraries](#).

Digital learning, which uses digital tools to facilitate teaching and learning, supports content areas in achieving their Maryland Blueprint goals. It expands the reach and accessibility of educational content, allowing for personalized learning experiences that can be adapted to meet the diverse needs of all students. Digital tools and resources should not be used in isolation; they should be thoughtfully integrated into classroom instruction to support student learning. [The Maryland Digital Learning Standards for Educators](#) and the [Maryland Digital Learning Standards for Students](#) emphasize the importance of competently integrating technology into curriculum and instruction. The Maryland Digital Learning Standards are excerpted, with non-substantial edits, from the International Society for Technology in Education (ISTE) Standards for Students and Educators copyright 2016 (used with permissions). These standards guide educators in effectively employing digital resources to enhance student learning outcomes and ensure that digital learning is purposefully woven into educational practices supporting all learners but most especially those who may be struggling with content.

To help educators in this journey, a list of effective digital learning and school library media strategies is outlined below. These practices are tailored to the diverse needs of K-12 students, can be integrated into the school library media center or content areas, and are designed to create a more equitable learning environment where every student can succeed.

DLSLM EVIDENCE-BASED PRACTICES

Universal Design for Learning (UDL): [UDL](#) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn. It involves providing multiple means of engagement, representation, and expression. UDL helps accommodate diverse learning preferences and needs, ensuring all students have equal opportunities to access and engage with library and digital resources. This could include offering books in various formats such as audiobooks, ebooks, and large print.

Accessible Content and Interfaces: Ensuring digital content (like textbooks, videos, and online resources) and interfaces are accessible by adhering to MSDE's most recently adopted level of [Web Content Accessibility Guidelines](#). Accessible materials and user interfaces allow students to use assistive technologies such as screen readers and alternative input devices effectively, making independent learning more feasible. Educators can provide a wide range of accessible digital resources, including subscription databases, digital magazines, and online learning platforms that comply with accessibility standards. For more information, [visit MSDE's Accessibility Branch](#) page.

Assistive Technologies: To meet the needs of all students, assistive technology tools such as text-to-speech, speech-to-text, magnification software, and alternative input devices can be tailored to compensate for physical, sensory, or cognitive impairments. These tools can facilitate access to digital content and environments. For more information about the facts and myths of [assistive technology tools](#), read this article published by the U.S. Department of Education.

Professional Learning (PL) and Awareness: Provide opportunities for educators to attend regular PL sessions on topics such as selecting and integrating high-quality digital resources into teaching and learning practices, the use of assistive technologies, UDL, and how to effectively utilize online programs to provide interventions and additional supports to all students through new modalities. Well-informed educators can better assist all students and ensure that the classroom and the school library media center are welcoming and supportive user environments.

DIGITAL LEARNING EVIDENCE-BASED PRACTICES

Adaptive and Personalized Learning Software: Tailor educational experiences to students' learning needs and provide appropriate challenges and supports to enhance learning outcomes. This includes using technology to provide differentiated instruction, including adaptive learning software that adjusts to a student's individual learning pace and style.

Collaborative Tools: Use collaborative resources such as interactive whiteboards, Google Apps, Microsoft Tools, or discussion forums. These tools help students engage in group work and discussions without barriers, promoting social interaction and collaboration skills so they can learn with and from their peers.

Online Courses and Modules: Provide opportunities for students to participate in facilitated asynchronous or blended learning experiences through the Maryland Virtual Learning Opportunities Program. Courses could be completed for original or recovery credits. Virtual modules could be utilized to support and reinforce the core curriculum.

Personalized Digital Reading Platforms: Utilize digital reading platforms with customizable features to support students, such as text-to-speech, adjustable font sizes, and highlighting tools. These platforms Maryland State Department of Education | 39 College and Career Readiness Development Guide 2024 – 2025 allow students to access a wide range of reading materials in formats that cater to their individual needs.

Interactive Math Manipulatives: Integrate interactive math manipulatives and simulations into lessons to enhance conceptual understanding and problem-solving skills. These tools enable students to explore mathematical concepts through hands-on experiences and visual representations.

Virtual Assessment Tools: Incorporate virtual assessment tools (i.e. digital calculators and rulers, embedded highlighters, screen reader features) into lessons to ensure all students have access to these materials and become proficient at using them. Students should be provided with opportunities to practice and become proficient with any tool incorporated into online exams.

Augmented Reality (AR) and Virtual Reality (VR): Provide immersive and multisensory experiences, when appropriate, that can accommodate different learning styles and preferences. These experiences can provide opportunities for students to build background knowledge and learn through an alternate modality.

Virtual Labs, Simulations, and Experiments: Incorporate virtual labs and interactive digital simulations into instruction to allow students to engage in hands-on experimentation and inquiry-based learning. These virtual environments allow all students to conduct experiments, observe, and analyze data in accessible formats.

Gamification: Provide students with educational games that offer multiple pathways to success. Game mechanics like adaptive difficulty and immediate feedback support and motivate all students.

Multimedia Presentations and Digital Storytelling: Offer students opportunities to create multimedia presentations, allowing them to demonstrate their knowledge using multiple modalities. This can benefit students who may struggle with traditional written expression. Tools with built-in accessibility features, such as text-to-speech and alt-text support, can make digital storytelling more inclusive.

Feedback and Assessment Tools: Implement digital tools that provide immediate and personalized feedback. Allow for assessment accommodations such as extended time or alternative formats in compliance with any students who have an IEP or 504. Immediate feedback can help students monitor their progress and adjust their learning strategies in real time.

SPOTLIGHT

Integrating School Library Media

Maryland's curriculum is based on integrating real-world applications and career connections through inquiry, critical thinking, and collaboration. [See curriculum](#)

Real-world applications in Maryland would include research and writing, working with collaborative groups, inquiry, critical thinking, digital and information literacies that are integrated into content areas. Computer Science and Computational Thinking is a component of CTE Programs often supported by digital learning coordinators and school library media specialists.

INTEGRATING TECHNOLOGY INTO A LESSON: CONSIDERATIONS FOR TEACHERS

When planning a lesson with digital learning that meets the needs of all students, teachers can follow these structured actions:

Identify Learning Objectives: Clearly define what students should know or be able to do by the end of the lesson. This helps in selecting appropriate digital tools that align with these goals.

Assess Student Needs: Understand the diverse needs of students in the classroom to tailor lesson plans to meet the needs of all learners.

Incorporate UDL Principles: Apply Universal Design for Learning (UDL) principles to provide multiple means of engagement, representation, and action/expression.

Choose Appropriate Technology and Digital Resources: Identify accessible digital tools and resources that enhance learning opportunities for all students. Selected technologies should offer multiple means of representation, expression, and engagement.

Plan for Differentiation: Design activities that can be easily differentiated regarding difficulty, pace, or learning modality. Technology can help provide different pathways for students to learn and demonstrate their understanding.

Create Collaborative Opportunities: Use digital tools to foster collaboration among students. Confirm that the collaborative tools provide opportunities for equitable participation.

Prepare Materials and Resources: Ensure all materials and online resources are accessible. This includes checking that text can be read by screen readers, videos have captions, and images have alt text descriptions.

Test the Technology: Check all digital resources and devices before the lesson to ensure they work as intended and are accessible to all students. Address any technical issues to prevent disruptions during the lesson.

Provide Clear Instructions: Develop clear, concise instructions and demonstrations on how to use the digital tools. Consider providing these directions in multiple formats (e.g., written, oral, or video tutorial).

Monitor and Adjust During the Lesson: Observe how students interact with the digital tools as the lesson progresses and adjust as needed to ensure all students are engaged and fully participate.

Gather Data or Feedback and Reflect: Collect feedback from students about their experiences with digital tools and evaluate the data to ensure that the selected digital resources enhance student learning. Reflect on what worked and what could be improved to enhance future lessons

SCHOOL LIBRARY MEDIA EVIDENCE-BASED PRACTICES

Flexible Learning Spaces: Design library spaces that are flexible and accommodate various learning activities. This includes areas for group work, individual study, and spaces equipped with technology that supports collaborative learning. Flexible spaces and furniture ensure that all students are at ease and can participate and fully focus on their assignments and tasks.

Sensory-Friendly Spaces: Create sensory-friendly library spaces that accommodate all students. Designate quiet areas with low lighting and comfortable seating options and provide sensory tools such as noise-canceling headphones and fidget toys to help students regulate their sensory input.

Collaborative Projects: Facilitate collaborative projects integrating library resources and digital tools to support all students in various core content areas. Encourage teamwork, communication, and problem solving skills through group research projects, digital storytelling activities, and multimedia presentations.

Online Research and Inquiry-Based Learning: Provide students with access to online resources, databases, and multimedia tools. Ensure alternative formats for accessing information are available to all students. Offer instructional lessons or classes specifically designed to develop information literacy skills. Personalized lessons address students' unique needs, enhancing their ability to locate, evaluate, and use information effectively.

Student Support: Certified library media specialists are teachers with master's degrees that support student learning through access to tutoring services, clubs and organizations, and innovative spaces.

LESSON AND PROGRAM PLANNING: SCHOOL LIBRARY MEDIA CONSIDERATIONS

To plan inclusive instruction for students, a school library media specialist can follow these steps to ensure that all learners have effective and equitable access to resources and instruction:

Assess Student Needs: Identify the specific needs required by all students. This could involve collaborating with general and special education teachers and speaking directly with students about their preferences.

Select Appropriate Resources: Choose materials that support and supplement the learning occurring in the classrooms. School libraries provide books and materials tailored to students' varying reading levels, background knowledge, and interests.

Utilize Assistive Technology: Incorporate assistive technology tools that can aid learning, such as text-to-speech software, magnifiers, or adjustable workstations. Ensure that digital resources and the school library media websites are accessible.

Design Inclusive Programs: Plan school library media programs and lessons that accommodate students of all abilities. This could include sign language interpreters, ensuring physical accessibility, and creating quiet, sensory-friendly learning environments as needed.

Modify Instructional Practices: Adapt teaching methods to be inclusive. By utilizing blended learning and project-based learning strategies, students are empowered with ownership and agency in their educational experience.

Collaborate with Educators: Work closely with other educators to align library resources and instructional strategies with classroom learning objectives and to ensure consistency in support across the school environment. School library media specialists integrate the [Maryland \(AASL\) School Library Media Standards](#) with content areas. Students meet content objectives while learning and practicing digital literacy skills.

Gather Data or Feedback: Regularly collect feedback from students, teachers, and parents about the effectiveness of the school library media center resources and programs in meeting the needs of all learners. Use this feedback to make ongoing adjustments to improve inclusivity and ensure the teaching and learning efforts throughout the school are supported.

OVERALL APPROACH

Classrooms and school library media centers with thoughtful and purposeful programming and digital learning integration allow all students to engage meaningfully with curriculum content, collaborate with peers, and develop essential skills for success in the digital age. By providing opportunities to integrate evidence-based strategies and lesson plan considerations into daily instruction, educators can create environments where learners feel valued, supported, and empowered to achieve their full potential.

For more information, visit [the Digital Learning and School Library Media Branch](#) page on the Maryland Department of Education website.

SPOTLIGHT

- Maryland State Department of Education [AASL Standards: Learners, Librarians, Libraries](#)
- Maryland State Department of Education [Digital Learning Standards for Educators and Students](#)
- [ISTE](#) Online Standards
- [Learning Forward Standards](#) for planning professional learning
- Maryland State Department of Education's [Maryland Virtual Student Learning Opportunities Program course catalog](#)

Resource D: College and Career Readiness for Multilingual Learners (MLs)

To support Multilingual Learners (MLs) in achieving CCR, MSDE has developed specific strategies encompassing curriculum and instructional alignment, language development integration, professional development for educators, and targeted support programs.

These strategies ensure that MLs receive high-quality, rigorous instruction that prepares them for postsecondary education and careers. Additionally, MSDE is implementing specialized programs for Students with Limited or Interrupted Formal Education (SLIFE) to address their unique educational backgrounds and provide tailored support.

BEST PRACTICES FOR STUDENTS PROGRESSING TOWARD CCR STANDARDS

To ensure Multilingual Learners (MLs) achieve college and career readiness, we are implementing several specific strategies tailored to address their unique needs, meeting the standards set forth by the Blueprint for Maryland's Future, the recommendations from the EL Workgroup, and the newly adopted CCR Standard.

Curriculum and Instructional Alignment: Developing and implementing a CCR-Aligned Curriculum that aligns with the CCR standards and includes culturally responsive teaching practices. This ensures that MLs receive high-quality, rigorous instruction that prepares them for postsecondary education and careers.

Language Development Integration: Embedding language development objectives within content instruction to support simultaneous language acquisition and content mastery. This includes using scaffolding techniques and differentiated instruction to meet the diverse linguistic needs of MLs.

Professional Development for Educators: Providing professional learning opportunities for educators focused on best practices for supporting multilingual learners in achieving CCR. This includes workshops, coaching, and collaborative planning sessions that address strategies for language development, content integration, and culturally responsive teaching.

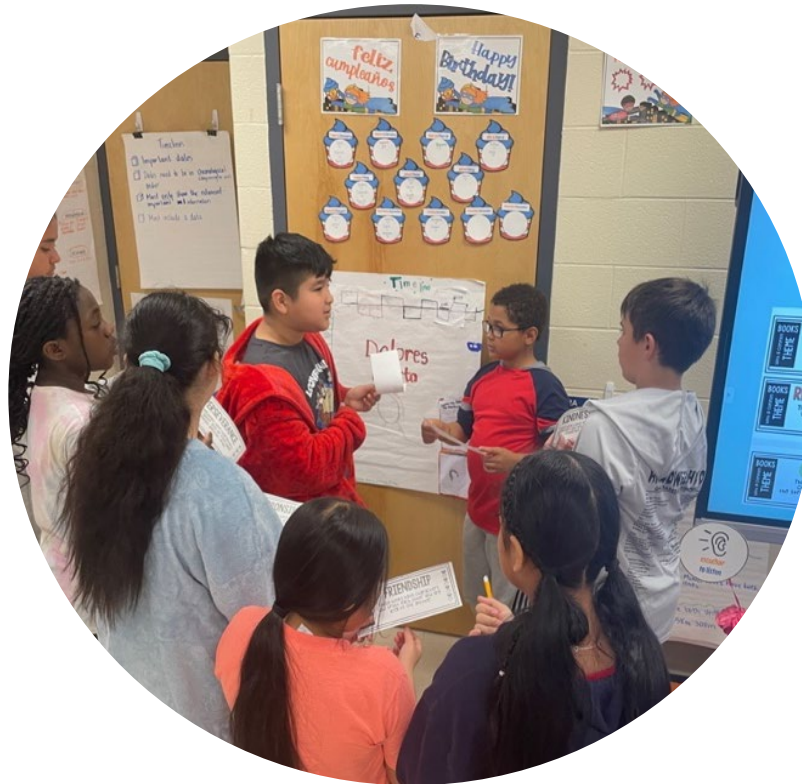
Targeted Support Programs: Developing specific CCR support pathways for multilingual learners who do not meet the standard by the end of the 10th grade. These pathways include intensive language support, academic tutoring, and CCR-focused interventions designed to accelerate learning and close achievement gaps.

Specialized programs for Students with Limited or Interrupted Formal Education (SLIFE) that address their unique educational backgrounds and provide tailored support to help them achieve CCR such as:

- **Family and Community Engagement, Outreach and Education:** Engaging SLIFE families through outreach programs that inform them about CCR standards, pathways, and the importance of supporting their children's education. This includes providing resources and workshops in multiple languages.

- **Community Partnerships:** Building partnerships with community organizations and local businesses to create additional support networks for SLIFE. These partnerships can offer mentorship, internships, and real-world learning experiences that align with CCR goals.
- **Assessment and Data-Driven Instruction** Using formative assessments to regularly monitor SLIFE's' progress toward CCR standards and adjust instruction based on data. This includes using assessments that are culturally and linguistically appropriate.
- **College and Career Counseling:** Providing SLIFE with access to dedicated college and career counseling services that understand their unique challenges and opportunities. Counselors can assist with college applications, career planning, and connecting students with resources and opportunities. Offering CCR Workshops for SLIFE: to help them understand the CCR requirements, explore postsecondary options, and develop skills needed for college and career success.

MSDE is committed to ensuring that MLs who are not meeting CCR standards receive the support they need to succeed. Our goal is to provide equitable opportunities for all students to achieve college and career readiness, including those who are not meeting CCR Standards. Strategies continue to focus on personalized academic support, language development, specialized pathways, and family engagement



SPOTLIGHT

Sheltered Observation Protocol

Some Maryland Local Education Agencies are training on the Sheltered Instruction Observation Protocol (SIOP) model and other sheltered instructional strategies to help teachers make content comprehensive for multilingual learners while promoting language development. As a result, Sheltered Instruction teachers have made content comprehensible through techniques such as the use of visual aids, modeling, demonstrations, graphic organizers, vocabulary previews, predictions, adapted texts, cooperative learning, peer tutoring, multicultural content, and native language support. They have promoted a culture of trust, expanded students' vocabulary base and promoted English language development.

SUPPORTING MULTILINGUAL LEARNERS IN COLLEGE AND CAREER READINESS

MSDE is developing specific CCR supports for multilingual learners who do not meet the standards by the end of the 10th grade. These supports include intensive language support programs that enhance English proficiency while integrating academic content. We offer academic tutoring and targeted interventions tailored to the individual needs of each student, ensuring they receive the necessary assistance to close achievement gaps.

Additional resources and specialized programs for Students with Limited or Interrupted Formal Education (SLIFE) are provided and designed to address the unique educational backgrounds of SLIFE students by offering tailored instruction that focuses on foundational skills, academic content, and social-emotional support. By recognizing and responding to the distinct challenges faced by SLIFE students, we create an environment conducive to their academic growth and CCR attainment.

Assessments and data-driven instruction is used to monitor MLs' progress continuously to allow educators to regularly assess student performance and adapt instruction based on realtime data. This ensures that any learning gaps are identified early and addressed promptly with targeted interventions.

Professional development for educators, equipping them with the skills and knowledge needed to support MLs effectively include best practices for language development, culturally responsive teaching, and strategies for integrating language and content instruction. By building educator capacity, we ensure that MLs receive high-quality, differentiated instruction tailored to their needs.

Lastly LEAs are encouraged to have dedicated college and career counseling services specifically for MLs. These services provide guidance on college applications, career planning, and connecting students with resources and opportunities. Many organize workshops and informational sessions to help MLs understand CCR requirements and explore postsecondary options.

TARGETED INTERVENTIONS

To improve College and Career Readiness (CCR) outcomes for MLs, several targeted interventions have proven effective. These interventions include sheltered instruction techniques, bilingual tutoring, and culturally responsive teaching practices. Each of these strategies is designed to address the unique needs of MLs ensuring they receive the support necessary to succeed academically and achieve CCR standards.

Intervention	Explanation
Sheltered Instruction	<p>Sheltered instruction techniques, such as the Sheltered Instruction Observation Protocol (SIOP) model, have shown significant success in improving CCR outcomes for MLs. The SIOP model integrates language development with content instruction, making academic content more accessible to students while simultaneously promoting English language acquisition. Key components of the SIOP model include:</p> <ul style="list-style-type: none">• Lesson Preparation: Developing clear content and language objectives for each lesson.• Building Background: Connecting new concepts to students' prior knowledge and experiences.• Comprehensible Input: Using techniques such as modeling, visual aids, and scaffolding to make instruction understandable.• Interaction: Encouraging student interaction to practice language skills and deepen understanding of content.• Practice and Application: Providing opportunities for students to apply new knowledge through hands-on activities and collaborative projects.

Intervention	Explanation
Bilingual Tutoring	<p>Bilingual tutoring offers MLs additional support in both their native language and English, helping bridge language gaps and reinforce academic content. Effective bilingual tutoring programs typically include several key components:</p> <p>Content-Specific Support: Focused assistance in challenging subjects such as math, science, and social studies, where language barriers may impede understanding. This targeted support helps MLs grasp complex concepts and succeed academically.</p> <p>Identifying Key Challenges</p> <ul style="list-style-type: none">• Math: Understanding mathematical terminology, word problems, and instructions can be challenging when students are still developing their English language skills.• Science: Scientific concepts often involve technical terms, experimental procedures, and logical reasoning that require a strong grasp of the language.• Social Studies: This subject involves understanding historical events, political structures, and cultural contexts, which are often explained through dense texts and specialized vocabulary <p>Tailored Instructional Strategies</p> <ul style="list-style-type: none">• Simplified Language: Breaking down complex instructions and explanations into simpler language that students can more easily understand.• Visual Aids and Demonstrations: Using diagrams, charts, videos, and physical models to illustrate complex concepts and make them more accessible.• Scaffolding Techniques: Providing structured support that gradually decreases as learners become more proficient. This includes using sentence frames, graphic organizers, and step-by-step instructions.• Bilingual Resources: Offering materials in both the students' native language and English to aid comprehension and reinforce learning.

Intervention	Explanation
Integration	Integrating Language and Content Learning with the following elements: <ul style="list-style-type: none"> • Language Objectives: Setting clear language objectives alongside content objectives to ensure that students are developing their language skills while learning new content. • Academic Vocabulary: Explicitly teaching subject-specific vocabulary and phrases that are essential for understanding and discussing the content. • Language Practice in Context: Encouraging students to use new vocabulary and language structures in context, through discussions, written assignments, and presentations related to the content
Collaborative Learning	Collaborative Learning where MLs can work with peers: <ul style="list-style-type: none"> • Structured Discourse Opportunities • Group activities and projects where students can learn from each other and practice language skills in a social context.
Assessment and Feedback	Assessment and feedback to gauge student understanding and progress, as well as provide timely and specific feedback that helps students further develop knowledge and skills and specific feedback that helps students understand their mistakes and learn how to improve.

ADAPTABLE ML STRATEGIES FOR BLUEPRINT ALIGNMENT

Local Education Agencies (LEAs) can adopt and implement the following strategies to support multilingual learners (MLs) in achieving proficiency in both math and English, while also advancing other key goals of the Maryland Blueprint:

Early Literacy and Language Development

Implement early literacy programs that focus on foundational English skills

- How can you integrate phonics, vocabulary, and comprehension activities into daily lessons?
- How can you use interactive and engaging literacy activities to develop language skills?

Professional Development for Educators

Provide ongoing professional development to equip educators with effective instructional strategies

- What workshops and training sessions can be offered on language development techniques and culturally responsive teaching?
- How can you encourage collaboration and sharing of best practices among educators?

Integrated STEM Programs:

Promote hands-on learning and technical vocabulary acquisition through STEM programs.

- How can you develop integrated STEM curricula that engage MLs in practical, content-rich experiences
- How can you use project-based learning to connect STEM concepts with real-world applications?

Family Engagements and Community Partnership:

Foster strong family engagement and build community partnerships

- How can you organize workshops and resources in multiple languages to support families in their children's education?
- What opportunities can you create for families to participate in school activities and reinforce learning at home?
- How might you Partner with community organizations that have influence and existing trust in the multilingual community?

Data Driven Instructional Practices:

Use assessment data to inform and tailor instructional practices.

- How can you regularly assess MLs' progress in math and English to identify areas of need? Might you consider using the early warnings system tools to regularly assess MLs' progress in math and English to identify areas of need.
- How can you adjust teaching strategies based on data to address learning gaps promptly?

Extended Learning Opportunities:

Provide extended learning opportunities to support MLs' academic growth.

- What afterschool programs, tutoring sessions, and summer academies can you offer to focus on math and English?
- How can you develop enrichment activities that cater to the unique academic needs of MLs?

Technology Integration:

Integrate technology into instruction to enhance learning.

- How can you utilize educational software and online resources to support language and math skills? If you currently utilize educational software and online resources, how are you identifying if they are effectively serving your students?
- How can you encourage the use of digital tools for interactive and personalized learning experiences?

Social Emotional Learning:

Prioritize social-emotional learning to create a supportive environment.

- How can you implement SEL programs that build MLs' confidence and motivation?
- How can you foster a positive school climate that values diversity and inclusion?
- How can you leverage counselors and other behavioral support services to for group and individual ML needs?

CULTURAL AND LINGUISTIC CONSIDERATIONS

The strategies outlined above align seamlessly with the vision and structural support being designed at the state level by the Maryland State Department of Education (MSDE). By focusing on early literacy and language development, providing ongoing professional development for educators, integrating STEM programs, fostering family engagement and community partnerships, utilizing data-driven instructional practices, offering extended learning opportunities, integrating technology, and prioritizing social-emotional learning, LEAs can effectively support Multilingual Learners (MLs) in achieving academic success.

MSDE is actively advancing CCR initiatives through the implementation of a culturally responsive curriculum that ensures content is inclusive, honoring diverse perspectives and materials reflective of Maryland's multilingual (ML) population.

This approach aims to cultivate a sense of belonging and engagement among ML students, who see themselves represented in their education. By incorporating literature, historical examples, and case studies from various cultures, MSDE enriches ML students' understanding of the world and fosters respect for diversity.

Additionally, MSDE offers training on language support strategies that integrate students' linguistic strengths into instruction. Teachers are encouraged to implement culturally relevant pedagogy through student-centered learning and project-based approaches, enhancing engagement and understanding among ML students. These practices not only support academic achievement but also promote a positive school environment where cultural diversity is celebrated and leveraged for learning.

Resource E: Strategies for College and Career Readiness for Students with Learning Differences

As local education agencies implement strategies to support students to meet the College and Career Readiness (CCR) Standard, it is crucial to integrate these standards into the Individualized Education Program (IEP) process for eligible students.

Key Actions	Explanation
Include Assessment Data	Incorporate data from summative assessments and formative assessment measures into the student's present level of academic achievement and functional performance.
Develop Data-Informed IEP Goals	Use this data to inform the development of the student's IEP goals and objectives, ensuring alignment with the CCR Standard.
Address Grade Level Standards	Create individual goals that address grade-level standards to narrow the learning gap.
Ensure Comprehensive Support	Provide holistic support tailored to the unique needs of students with learning differences.

BEST PRACTICES FOR STUDENTS PROGRESSING TOWARD CCR STANDARDS

Supporting 11th and 12th grade students in special education who are progressing toward college and career readiness involves a multifaceted approach that includes personalized learning plans, skill development, and real-world application. These strategies aim to create inclusive and supportive learning environments that cater to the diverse needs of students with special educational needs, helping them to become more prepared for life after high school. 11th and 12th grade students in special education who are progressing toward college and career readiness involves a multifaceted approach. This includes personalized learning plans, skill development, and real-world application. Here are some best practice strategies that can be implemented:

- Utilize Assistive Learning Tools:**
 Incorporating technology that aids learning, such as text-to speech applications, screen readers and magnification software to help students with visual impairments or reading difficulties. More information can be found in Resource C: Strategies for College and Career Digital Literacy Readiness.

- **Incorporate Specialized Learning Tools**
Use digital tools tailored to specific subject areas, like math tools that provide step-by-step problem-solving instructions, and writing aids to assist in expressing ideas clearly. Use the Maryland Transition Digital Portfolio to build and promote Self-Determination and Self-Advocacy skills. “Ed Puzzle” is an audio book platform that promotes reading access to students who struggle with main ideas and other critical reading concepts.
- **Minimize Distraction and Simplify Content**
Create an environment that reduces distractions and simplifies content to enhance focus and understanding. This can include using applications that block notifications and limit access to distracting websites.
- **Read and Implement Individual Education Plans**
Ensure that Individualized Education Plans (IEPs) are comprehensively developed, thoroughly read and implemented with fidelity across all content areas throughout the school day. These plans provide valuable insights into the students' needs, goals, and the accommodations required for their success. Ensure that students are actively engaged as participants in the secondary transition planning process.
- **Understand Accommodations and Modifications**
Be familiar with the accommodations and modifications listed in the IEPs, which can include changes in how information is taught and how students are allowed to respond to assignments and assessments.
- **Provide Opportunities for Success**
Work in opportunities for students to practice their IEP goals across different areas of the curriculum and create assignments that cater to their individual learning needs. Connect students to providers of Pre-Employment Transition Programs (Pre-ETS) through the Division of Rehabilitation Services (DORS).
- **Establish Clear Communication Routines**
Maintain clear and concise communication with students, establish a routine, and practice it regularly to create a predictable learning environment. Keep the environment organized and predictable.
- **Collaborate with Families**
Engage with students' families to understand their home environment to build rapport and trust. Collaborate on strategies to support the student's learning at school and at home. Engage families as partners in the learning process. Research has shown that when families are engaged in their child's education, the child performs better in school and has a greater chance of graduating on time.

ADDITIONAL RESOURCES

Resource Name	Description	Link
Best Practices and Strategies for Teaching Students with Special Needs	A comprehensive guide on effective teachers' strategies and best practices for students with special educational needs.	Link
Best Practices for Supporting Students with Special Needs	Practical tips and strategies for educators to support students with special needs in various learning environments	Link
Maryland Transition Digital Portfolio	A digital portfolio resource to assist in the transition planning for Maryland students with special education needs	Link
Special Education Classroom Behavior Management Strategies for K12	Strategies for managing classroom behavior effectively for K-12 students in special education settings.	Link
Supporting Students with Disabilities at School and Home	A detailed report providing strategies for supporting students with disabilities in both school and home environments.	Link
Parent Information Series – Special Education Services in Maryland Secondary Transition Planning	Information for parents about special education services and secondary transition planning in Maryland	Link
6 Strategies for Teaching Special Education Classes	A guide offering six effective strategies for teaching special education classes	Link
MSDE DORS PreEmployment Transition Services Fact Sheet	A fact sheet on pre-employment transition services provided by the Maryland State Department of Education and Division of Rehabilitation Services	Link

Resource F: Strategies for College and Career Readiness Data Systems and Structures

To build strong systems and structures as the foundation for college and career readiness (CCR) processes and practices, it is essential for local education agencies (LEAs) to understand the framework and accountability measures in place. Schools are held accountable through Maryland's star rating system, which includes components such as achievement, chronic absenteeism, and growth. This standardized accountability system ensures consistent data collection across LEAs, minimizing variation and promoting fairness.

The Maryland State Department of Education (MSDE) is enhancing its data collection efforts by adding CCR data elements to the High School Data Collection. These elements will identify which students have met the CCR standard, when they achieved it, and how. This comprehensive data collection allows for aggregation and analysis, helping to determine the extent to which students are meeting the CCR standard across the state, as well as by LEA and student group.

Additionally, The State Board of Education/MSDE's Strategic Plan includes key metrics on college and career readiness:

- The percentage of Maryland students who met the CCR standard by the end of 10th grade.
- The percentage of Maryland students who met the CCR standard before high school graduation.

SPOTLIGHT

Data Collection

MSDE is adding CCR data elements to its existing data collection, the High School Data Collection, which will identify which students met the CCR standard, when, and how.

These metrics will be tracked over time and reported on MSDE's website, with percentages disaggregated by LEA and student group. Baseline data from the 2023-2024 school year will be used to set future targets, providing a clear and measurable pathway towards ensuring all students are prepared for success in college and careers. By leveraging this robust data system, LEAs can build and sustain effective CCR processes and practices, ultimately leading to college and career readiness for all students.

SPOTLIGHT

Data Reporting

The new data elements can be aggregated to determine the extent to which students are meeting the CCR standard across the state, as well as by LEA and student group.

EARLY WARNING INDICATORS: GUIDING QUESTIONS

To redesign how we measure student readiness through a Student Learning Plan (SLP) or Individual Learning Plan (ILP), as well as an addendum to report cards, here are some guiding questions and suggestions:

Core Courses and ABCs in K-8 and 9-12:

- How are core course grades tracked and analyzed to ensure academic progress from K-8 to 9-12?
- What systems are in place to monitor attendance, behavior, and course completion (the ABCs) consistently across all grade levels?

Continuity of Student Details and Data During Transition:

- How is student data maintained and transferred during critical transitions, especially between 8th and 9th grades?
- What professional learning opportunities are provided to staff to ensure seamless data continuity and effective use of student details?

Assessment Outcomes:

- How are strengths and areas for improvement identified within assessment outcomes on critical thinking skills?
- What strategies are in place to address identified areas of improvement in critical thinking and problem-solving?

Project-Based and Work-Based Learning:

- How are student participation and performance in project-based and work-based learning opportunities tracked and assessed?
- What measures are used to evaluate the impact of these learning experiences on student readiness?

Behavioral and Social Indicators

- How are self-management and collaboration skills measured and reported?
- What intervention strategies are designed and implemented to improve self-management and collaboration skills?

Extracurricular Involvement

- How is student participation in extracurricular activities tracked and evaluated?
- What impact does extracurricular involvement have on student readiness, and how is this measured?

Resource G: Scheduling and Resources

This section includes a variety of templates, tools, and additional resources tailored to assist LEAs and schools in planning, executing, and refining your practices to ensure that all Maryland public school students are College and Career Ready by the end of their 10th grade year, and no later than the time they graduate.

These materials are intended to provide practical guidance and facilitate the customization of your CCR strategies to meet the unique needs of your students and school community.

SPECIFIC STRATEGIES FOR SCHEDULING

To provide the necessary flexibility and support, LEAs and school principals should consider implementing alternative scheduling options. One effective approach is the use of targeted and flexible intervention blocks. These blocks allocate dedicated time in the schedule for students to receive remediation or enrichment through flexible grouping. Group sizes and curricula are tailored to the specific needs of different student groups, allowing for a personalized learning experience. Throughout the school year, students have regular opportunities to switch groups during these intervention blocks as their needs evolve, ensuring that each student receives the appropriate support and challenges they require.

- **Template Models for Alternative Scheduling:** Develop models that schools can use as a basis for their scheduling, offering various options for structuring the school day.
- **Sample Block Periods, Supplemental Sessions:** Provide examples such as longer class periods (blocked periods) or additional sessions outside regular hours (supplemental sessions) to illustrate alternative scheduling possibilities.
- **Emphasize Flexibility for Modifying Samples:** Highlight the importance of allowing schools to adapt these templates to suit their specific requirements and circumstances.

Local Education Agencies may wish to integrate Career and Technical Education (CTE) into the BRINGIT framework, implementing a daily College and Career Readiness (CCR) hour within the regular school schedule. The focus is on student-led initiatives, career coaching, and work-based learning opportunities.

CONSIDER THE FOLLOWING SCHEDULING MODEL FOR DAILY OR WEEKLY CCR HOUR:

Option 1	Option 2
Traditional Schedule (50-minute periods) <ul style="list-style-type: none"> • Reduce each regular period by 5 minutes • Create a 45-minute CCR period daily 	Block Schedule <ul style="list-style-type: none"> • Implement CCR hour as a daily "skinny" block
Sample Schedule <ol style="list-style-type: none"> 1. 8:00 - 8:45: Period 1 2. 8:50 - 9:35: Period 2 3. 9:40 - 10:25: Period 3 4. 10:30 - 11:15: CCR Hour 5. 11:20 - 12:05: Period 4 6. 12:10 - 12:55: Lunch 7. 1:00 - 1:45: Period 5 8. 1:50 - 2:35: Period 6 9. 2:40 - 3:25: Period 7 	Sample Schedule <ol style="list-style-type: none"> 1. 8:00 - 9:30: Block 1 2. 9:35 - 10:20: CCR Hour 3. 10:25 - 11:55: Block 2 4. 12:00 - 12:45: Lunch 5. 12:50 - 2:20: Block 3 6. 2:25 - 3:55: Block 4

CCR HOUR IMPLEMENTATION CONSIDERATIONS:

Day of the Week	CCR Exploration
Monday	Career Exploration Day <ul style="list-style-type: none"> • Student-led career clubs meet • Virtual industry tours • Career coach presentations
Tuesday	Skills Building Day <ul style="list-style-type: none"> • Rotating workshops on essential skills (communication, time management, etc.) • Peer-led study groups • CTE project work

Day of the Week	CCR Exploration
Wednesday	Work-Based Learning Day <ul style="list-style-type: none"> • Job shadowing reflections • Internship check-ins • Industry mentor virtual meetings
Thursday	Personal Growth Day <ul style="list-style-type: none"> • Update Personal Growth Plans or Individual Learning Plans • Work on digital CCR portfolios • Peer mentoring sessions
Friday	Community Connection Day <ul style="list-style-type: none"> • Student-led community service planning • Local business partner presentations • CTE project showcase preparations

Applied Components	Guided Questions
Building Readiness	<p><u>CTE Program Exploration Fair</u></p> <ul style="list-style-type: none"> • Students organize a fair showcasing different CTE programs • Peer-to-peer presentations on CTE pathways <p>Industry Certification Preparation</p> <ul style="list-style-type: none"> • Student-led study groups for industry certifications • Peer tutoring for technical skills

Applied Components	Guided Questions
Inspiring Now	<p>CTE Success Stories</p> <ul style="list-style-type: none"> • Students create video testimonials of CTE program experiences • Weekly spotlight on CTE student achievements <p>Design Innovation Challenges</p> <ul style="list-style-type: none"> • Cross-CTE program teams solve real-world industry problems • Students present solutions to local business partners
Growing Impact	<p>Personalized CTE Pathways</p> <ul style="list-style-type: none"> • Students design custom CTE programs blending multiple pathways • Peer advisors help map out CTE course sequences <p>Technical Skill Olympics</p> <ul style="list-style-type: none"> • Student-organized competitions showcasing CTE skills • Peer judges and industry expert mentors
Together	<p>CTE Mentorship Program</p> <ul style="list-style-type: none"> • Upper-class CTE students mentor underclassmen • Cross-program buddy system for peer support <p>Community CTE Advisory Board</p> <ul style="list-style-type: none"> • Student representatives on CTE program advisory boards • Students co-lead meetings with industry partners

OTHER RESOURCES

National Center on Intensive Intervention at American Institutes of Research: [Strategies for Scheduling: How to Find Time to Intensify and Individualize Intervention](#). This resource provides a list of strategies for intensifying intervention, finding minutes in the hidden day, and replacing existing activities. It also provides an extensive list of resources including information on scheduling processes for middle and elementary school and some information on tiered interventions in high schools. Templates for Master Schedules are provided.

Targeted and flexible Intervention Blocks (ERS): This resource provides a list of consideration for schools who want to implement targeted and flexible intervention blocks. It includes information on clarifying the purpose, staffing considerations, time allocations, funding considerations (including curriculum) as well as “watch outs and challenges” and corresponding ideas and recommendations.

BLUEPRINT CAREER COACHES

Local Education Agencies and schools can enhance their College and Career Readiness (CCR) efforts by incorporating Blueprint career coaches in partnership with Local Workforce Development Boards (LWDB). These professionals play a crucial role in guiding students through the BRING-IT framework, ensuring they receive personalized support and meaningful connections to industry. To begin, consider piloting with a group of students and teachers and provide training for staff on facilitating student-led activities, ensuring a smooth and effective implementation process.

Work-Based Learning Integration

- Use CCR hour for pre- and post-internship activities
- Students share work-based learning experiences during CCR hour
- Virtual check-ins with workplace mentors

Supervisors of Student Leadership Opportunities

- CCR Ambassadors
 - Students apply to become CCR leaders
 - Responsibilities include organizing peer events, leading workshops
- CTE Pathway Guides
 - Experienced CTE students offer guidance to peers
 - Lead program-specific activities during CCR hour
- Industry Connection Coordinators
 - Students liaison with business partners
 - Organize and lead industry site visits

Future Developments and Next Steps

As we move forward with the continued implementation of the Blueprint, our *College and Career Readiness for 11th and 12th Grade Version 1* guidebook, as well as the *Prek-10 Proactive Strategies* guidebook, will be updated before August 1, 2025. These updates will incorporate additional content from the Comprehensive Arts and other key content areas that contribute to ensuring our students meet the CCR Standard by the end of 10th grade.

Additionally, educators across all academic content areas, as well as those working with unique student populations—such as Multilingual Learners (MLL), Special Education, and Advanced Academics—will participate in a series of professional development sessions during the 2024-2025 school year. These sessions are specifically designed to support the effective use of this guide and will provide targeted strategies for integrating CCR concepts into classroom instruction, equipping all educators with the tools needed to ensure the success of every student in meeting the CCR standard.

Looking ahead to the 2025-2026 school year, the Maryland State Department of Education (MSDE) will share additional information about how Career and Technical Education (CTE) programs of study and new school scheduling models can extend the postsecondary pathways available to young people and further support students in achieving college and career advancement. MSDE will also introduce enhanced data practices for measuring college and career readiness across all grade bands. LEAs should use this school year to begin considering what systems they will set up, how teams will meet, and what data should be collected to effectively monitor CCR progression along a student's academic trajectory.

Guidebook Feedback

For readers who wish to contribute ideas or suggestions for future updates to the guide, a QR code and website are available below for submitting contributions. MSDE values feedback, collaboration, best practices, and commendations to continuously improve this resource, ensuring that Maryland remains at the forefront of college and career readiness for all students.



Link: <https://bit.ly/CCRcomment>

Other Resources and Templates

This section includes a variety of templates, tools, and additional resources tailored to assist LEAs and

Points of Contact

Shall you have questions about the content and practices authored in this guidebook, please do not hesitate to contact an MSDE team member with questions or needs for additional support.

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