



Boundary Studies and Program Analysis Update

Montgomery County Board of Education
October 16, 2025

Niki T. Porter, chief of teaching and learning
Adnan Mamoon, chief of district operations

Showing Our Work and Sharing What's New

Why We're Talking Boundaries and Programs Together

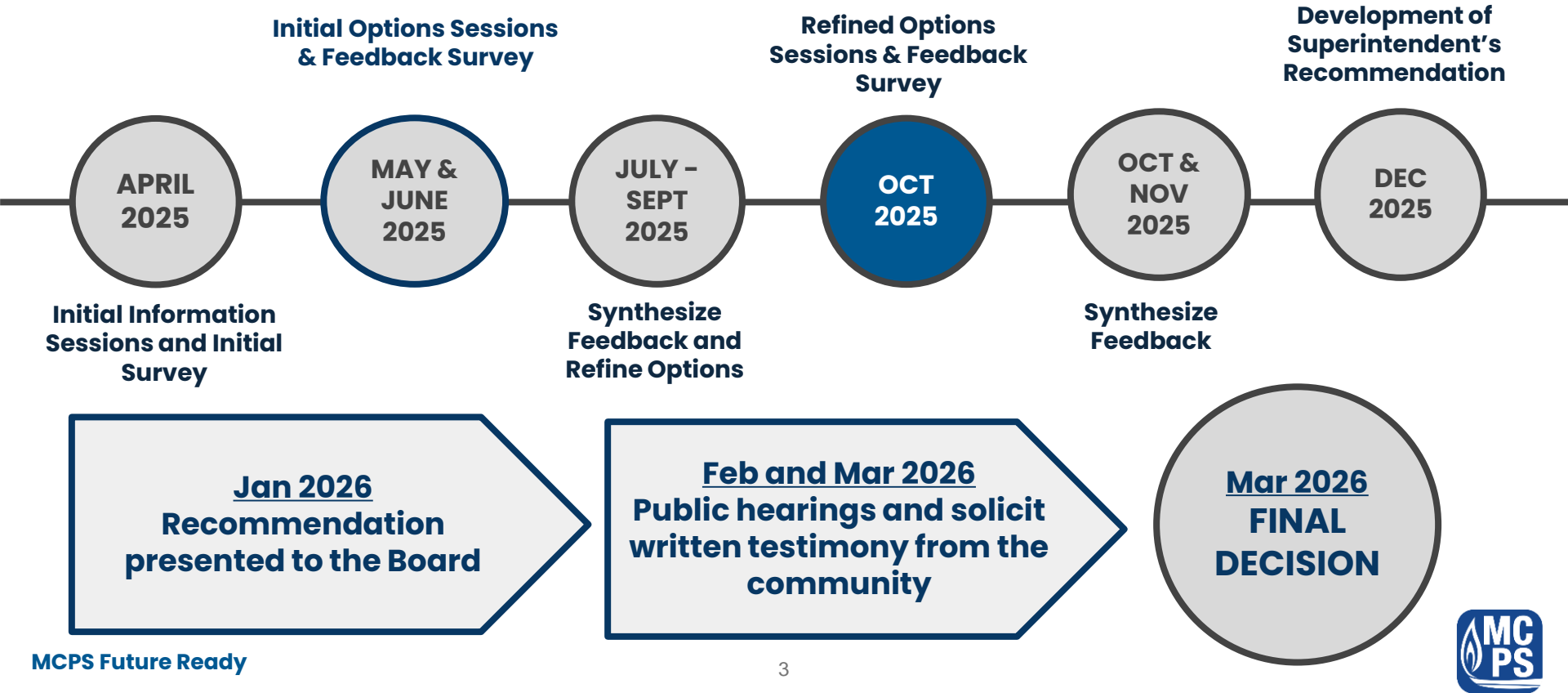
- They are **inextricably linked** — one influences the other.
- **Shared assumptions** shape both efforts.
- **Foundational structures** guide how we plan and build.

Today's Focus

- **Boundary Update** — where we are now
- **Programs** — remembering the **WHY**, mapping the **WHERE**, and clarifying the **WHAT**
- **This is a Process— We're building the plan in iterations** — learning and refining as we go.

The superintendent recommends the Board receive this report for information and discussion.

Boundary Study Process Updated Timeline



Working Assumptions Aligned to Board Policy

FAA Factors and Feedback from Initial Options

- Include **Proposed 6 Region Model** in option development
- **Prioritize proximity** of neighborhoods and communities to schools
- **Minimize length of school bus rides** and **maximize safe walk zones**, whenever possible
- **Avoid disproportionate split articulation**, whenever possible
- **Minimize disruptions** for communities who have experienced **recent boundary changes** and those who experience **additional school transitions** (primary and intermediate schools)
- **Maintain the 80 to 100 percent efficient facility utilization range** for middle and high schools included in the boundary study scopes
- **Consider costs for resources** associated with options (staffing, facilities, transportation, etc.) in order to be fiscally responsible

Public Information Meeting Schedule

Boundary Study Options for Reopening of Charles W. Woodward High School	
Virtual Sessions	In-Person Sessions
Monday, October 6, 2025 11:00 am – 12:00 pm (Zoom Link)	Tuesday, October 7, 2025 6:30 pm – 7:30 pm @ Bethesda-Chevy Chase HS
Monday, October 6, 2025 12:00 pm – 1:00 pm (Zoom Link)	Tuesday, October 7, 2025 7:30 pm – 8:30 pm @ Bethesda-Chevy Chase HS
Thursday, October 9, 2025 7:00 pm – 8:00 pm (Zoom Link)	Wednesday, October 8, 2025 6:30 pm – 7:30 pm @ Montgomery Blair HS
	Wednesday, October 8, 2025 7:30 pm – 8:30 pm @ Montgomery Blair HS

Boundary Study Options for Opening of Crown High School & Expansion of Damascus High School	
Virtual Sessions	In-Person Sessions
Monday, October 13, 2025 11:00 am – 12:00 pm (Zoom Link)	Tuesday, October 14, 2025 6:30 pm – 7:30 pm @ Quince Orchard HS
Monday, October 13, 2025 12:00 pm – 1:00 pm (Zoom Link)	Tuesday, October 14, 2025 7:30 pm – 8:30 pm @ Quince Orchard HS
Thursday October 16, 2025 7:00 pm – 8:00 pm (Zoom Link)	Wednesday, October 15, 2025 6:30 pm – 7:30 pm @ Seneca Valley HS
	Wednesday, October 15, 2025 7:30 pm – 8:30 pm @ Seneca Valley HS

**Please note that boundary study maps and additional resources will be available for the in-person sessions.*

Expanded Engagement and Information Sessions

Other language sessions will be provided and communicated similar to the initial options rounds, including:

- Live Spanish Facebook / **Preguntale a MCPS**
- Language specific engagement sessions hosted by district **Family Engagement Specialists**



Note: Spanish language and ASL interpretation services provided at the virtual and in-person English sessions

Boundary Study Options and Accompanying Resources

For each boundary study option the following resources can be accessed digitally:

- Option Preview
- Interactive Map
- Data & Charts
- Maps
- SURVEY

Reopening of Charles W. Woodward High School Boundary Study Options

a

b

c


d

Woodward Option A Resources

Woodward Option B Resources

Woodward Option C Resources

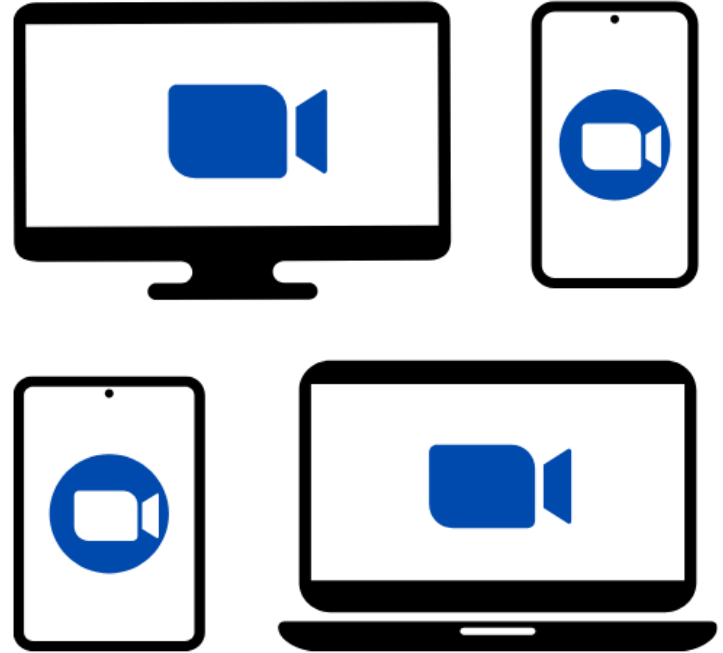
Woodward Option D Resources



Click [HERE](#) to complete the options survey for the Woodward Boundary Study

Next Steps in this Boundary Studies Phase

- Community will provide feedback via the SURVEY after reviewing the options and accompanying resources
- Those who need additional support are welcome to attend OPTIONAL virtual office hours
- A Regional Transportation Model will be shared at the next Board meeting



Let's pause for
a moment to
talk about the
Crown Boundary Study

Crown Boundary Study: New Considerations

- Declining enrollment plus the secondary capital construction program create an opportunity to **use Crown HS as a temporary holding school for upcoming projects (Damascus, Col. Zadok Magruder and Thomas S. Wootton high schools) before establishing a permanent, new comprehensive high school.**
- Crown HS and the Gaithersburg land agreement were built for **a different era—one of growth and expansion, not today's or our projected [downward trend] student enrollment.**

Crown Boundary Study: New Considerations

We would like to explore this concept further, knowing there are multiple factors that need to be more fully understood.

Next We Will:

- **Align** with the State Interagency Commission on School Construction (IAC) to make sure our current funding plan still works and meets regulations; and
- **Present** the Board with expanded scope options for the Crown/Damascus Boundary Study—one that opens new strategic pathways rather than constraining them.

The Bottom Line

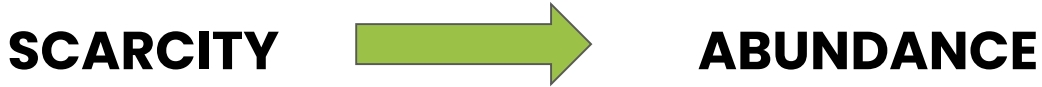
Success for the Crown Boundary Study means we think deeply about the **highest and best use of our facilities** **AND** that we consider every factor, not just the convenient ones.

A blue-tinted photograph of students in a classroom. In the foreground, two male students are looking at a laptop. The student on the left is wearing a light-colored striped jacket, and the student on the right is wearing a dark jacket over a white hoodie with an Under Armour logo. In the background, other students are visible, some working on laptops. The overall scene is a collaborative learning environment.

Secondary Programs Analysis

Almost There!

Programs Analysis: What to Expect Today



- We will **show how the work will come together by presenting an example.**
- **Updated and improved models**— shaped by feedback.
- We are **building upon lessons learned and system assets**, not starting from scratch.
- You will see **program details** that reflect where we are and where we are headed.

Let's Remember Why We Are Here: Because Equity and Opportunity Matter

- Currently, access to criteria and interest-based programs is limited.
- Increasing access to programs and supports across every region of the county will create a more equitable system where opportunity reaches every student, not just some.
- **Programs impact capacity and boundaries.**



Let's Remember Why We Are Here

- **All** schools must have strong academic programs.
- **All High Schools** must have relevant and desirable program options.
- **All students** should have a range of opportunities regardless of where they live.
- There is **a significant population** of highly able, talented students in every corner of the school system.
- **All students should have access to local and regional high-interest and high-impact options.**



Timeline

October	<ul style="list-style-type: none">• Presentation to the Board: Additional Program Specifics• Community engagement
November	<ul style="list-style-type: none">• Identify professional learning and resource needs• More community and stakeholder engagement• Program Analysis Plan Finalized
December	<ul style="list-style-type: none">• You finally get a break from us!
January	<ul style="list-style-type: none">• Superintendent recommends boundary and program plan to the Board
March	<ul style="list-style-type: none">• Board votes on superintendent's recommendation
Fall 2026	<ul style="list-style-type: none">• Outreach season begins for first classes and new boundaries



Regional Programs

***Updated version based on
feedback and analysis***

Regional Program Themes

**Medical
Science and
Healthcare**

**Science,
Technology, &
Engineering &
Math**

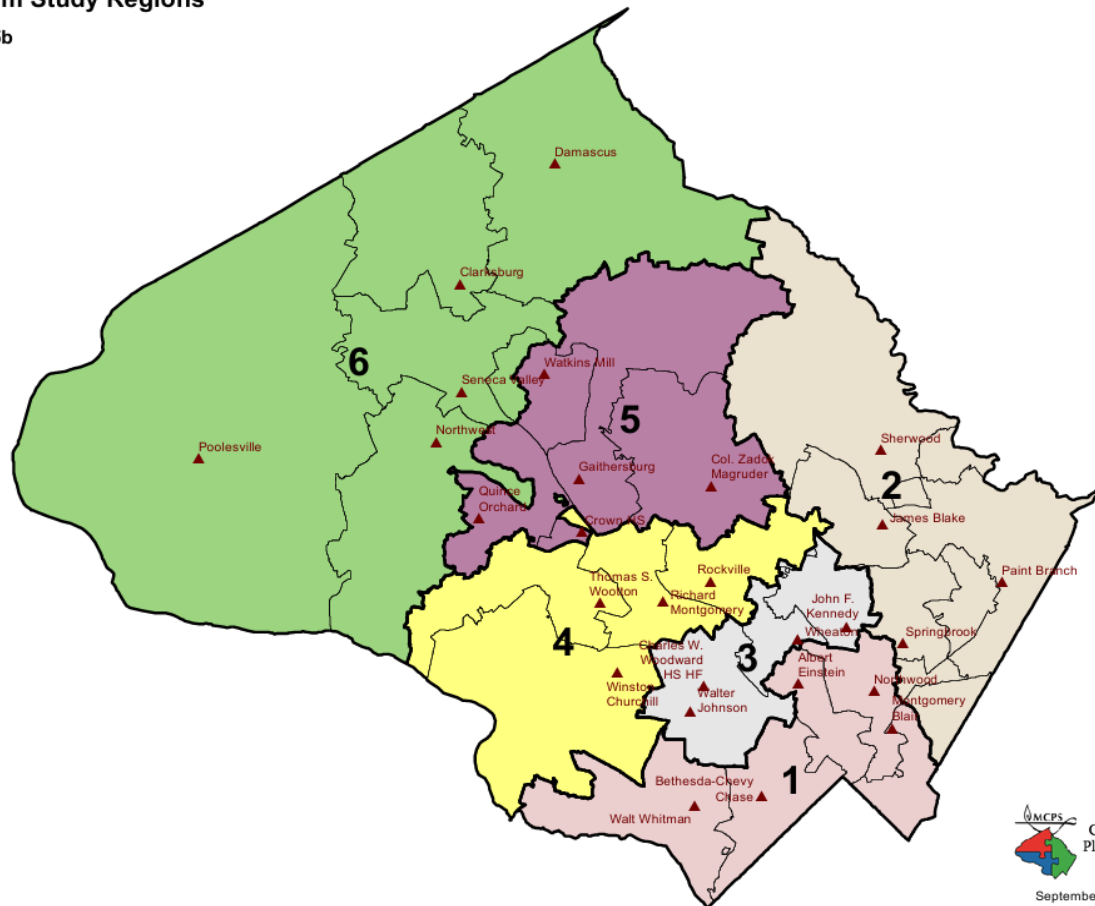
**International
Baccalaureate,
Humanities &
Languages**

**Leadership &
Public Service**

**Visual &
Performing Arts,
Design, and
Communication**

Program Study Regions

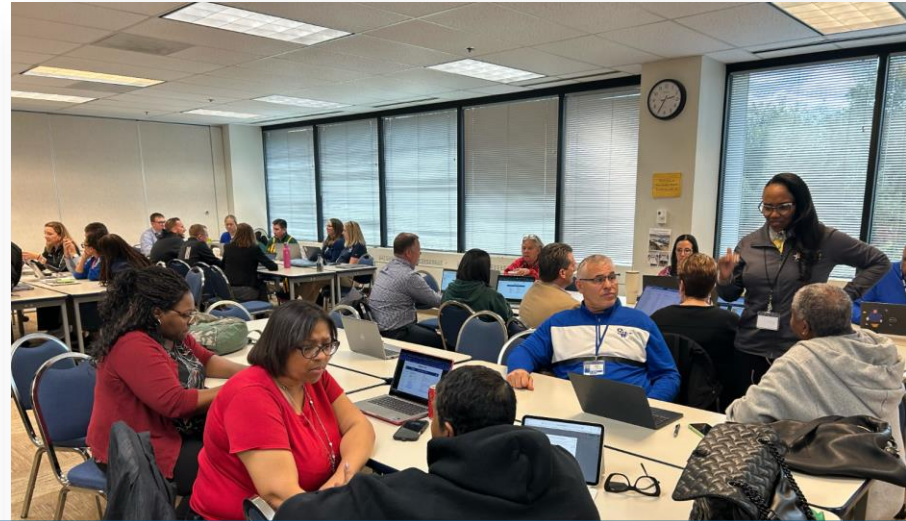
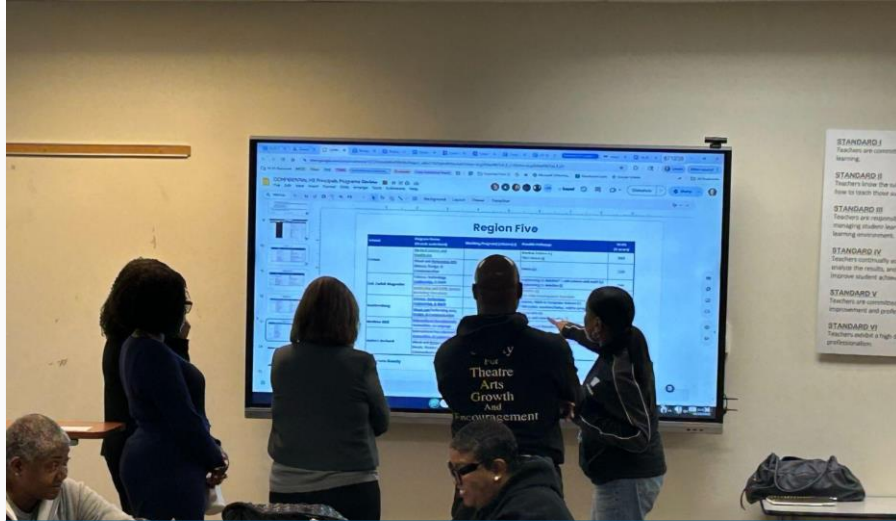
Option 5b



Capital
Planning
GIS

September 23, 2025

Principal Teams Helping to Develop the Plan



Thanks to our high school principals for coming out on Friday afternoon to work on building out the programs across and within each region! Refinement of the program model will continue, with their feedback and working with other internal expert stakeholders.

What has changed?

- Regional programs placement has been adjusted based on feedback and additional analysis
- All schools have a criteria-based program
- Performing arts were divided into substrands (dance, theater, music)
- Proposed Middle College (Dual Enrollment) program in each region

Region One

School	Regional Program Strands	Local Pathways (not an exhaustive list)
Bethesda–Chevy Chase	International Baccalaureate (c)	IB Middle Years Program Computer Science PLTW*: Advanced Engineering More pathways here
Montgomery Blair	Science, Technology, & Math: Science: Math, & Computer Science (c), Technology (i)	Entrepreneurship and Business Management International Studies and Law
	Communication Arts Programs (c)	Accounting and Finance More pathways here
Walt Whitman	Leadership for Social Justice (i)	Child Development Associate
	Humanities (c) & Language (i)	Computer Science PLTW* Engineering More pathways here
Albert Einstein	Medical Science (c) and Healthcare (i)	International Baccalaureate Visual and Performing Arts
	Visual Art Center (c) and Design (i) Performing Arts: music (c)	Academy of Finance More pathways here
Northwood	Performing Arts: dance (c) & theatre/technical theatre (i)	Finance, Accounting, Marketing and Education Humanities, Arts, and Media
	Public Service (i)	Musical Theater and Dance More pathways here
	Middle College (i)	

Region Two

School	Regional Program Strands	Local Pathways (not an exhaustive list)
James Hubert Blake	Visual Art (c), Performing Arts (c,i), Design (i), Communication (i)	Business and Consumer Services Arts and Communications Broadcast Media More pathways here
	Middle College (i)	
Paint Branch	Medical Science (c) and Healthcare (i)	Restaurant Management PLTW* Engineering Navy JROTC More pathways here
	Leadership and Public Service (i)	
Springbrook	Science, Technology, & Math: Science, Math, & Computer Science (c), Technology (i)	Academy of Information Technology Justice, Law and Society PLTW* Engineering More pathways here
	International Baccalaureate (c)	
Sherwood	Humanities (c) & Language (i)	Health Professions: CNA Business Management PLTW* Engineering More pathways here

Region Three

School	Regional Program Theme Strands	Local Pathways (not an exhaustive list)
Charles W. Woodward	Visual Art (c), Performing Arts (c,i), Design (i), Communication (i)	Opening 2027 More pathways here
	Middle College (i)	
John F. Kennedy	Medical Science (c) and Healthcare (i)	Broadcast Journalism Healthcare Professions International Baccalaureate More pathways here
	International Baccalaureate (c)	
Walter Johnson	Humanities (c) & Language (i)	APEX-Reach Computer Science/Code.org Child Development Associate More pathways here
	Leadership and Public Service (i)	
Wheaton (Career hub with Thomas Edison of High School of Technology)	Science, Technology, & Math: Science, Math, & Computer Science + Engineering & Biomedical Science (c)	Global Studies PLTW* Bioscience PLTW* Engineering More pathways here

Region Four

School	Program Strands	Local Pathways (not an exhaustive list)
Richard Montgomery	International Baccalaureate (c)	Computer Science/Code.org Diploma Program Middle Years Program More pathways here
	Performing Art: dance (c) & theatre/technical theatre (i)	
Rockville	Medical Science and Healthcare (c,i)	Child Development Associate IB Diploma Program Career-related Programme More pathways here
	Leadership & Public Service - Middle College (i)	
Winston Churchill	Humanities (c) & Language (i)	Computer Technology Engineering and Math Broadcast Media More pathways here
	Visual Art (c), Design (i) & Communication (i)	
Thomas S. Wootton	Science, Technology & Math: Science, Math & Computer Science (c), Technology (i) Performing Arts: music (c)	Humanities and Arts IT Networking Computer Science More pathways here

Region Five

School	Program Strands	Local Pathways (not an exhaustive list)
Crown	Medical Science (c) and Healthcare (i)	Opening 2027 More pathways here
	Performing Arts: <i>dance</i> (c)	
Col. Zadok Magruder	Engineering & Aviation (c,i)	Apprenticeship Army JROTC Aviation & Aerospace More pathways here
	Leadership and Public Service (i)	
Gaithersburg	Science, Technology, & Math: Science, Math, & Computer Science (c), Technology (i)	PLTW Biomedical Sciences Broadcast Media Computer Science More pathways here
	Visual Art (c), Design (i), & Communication (i)	
Watkins Mill	International Baccalaureate (c)	Medical Careers IB Middle Years Program, IB Career-related Program More pathways here
	Middle College (i)	
Quince Orchard	Humanities (c) & Language (i)	Fine Arts & Humanities Broadcast Media IT Networking More pathways here
	Performing Arts: music (c) & theatre/technical theatre (i)	

Region Six

School	Program Strands	Local Pathways (not an exhaustive list)
Seneca Valley (Career hub)	International Baccalaureate (c)	IB Middle Years Program
	Performing Arts: dance (c) & theatre/technical theatre (i)	IB Career-related Programme Construction Electricity More pathways here
Clarksburg	Medical Science (c) and Healthcare (i)	Computer Science PLTW*: Advanced Engineering Pathways in Networking & Info Tech (P-TECH) More pathways here
Damascus	Performing Arts: music (c) & Communication (i)	Child Development Associate Information Technology Networking
	Leadership and Public Service (i)	Professional Restaurant Management More pathways here
Poolesville	Science, Technology, & Math: Science, Math, & Computer Science (c)	Independent Studies House
	Humanities (c)	PLTW Engineering
	Leadership: Global Ecology (c)	Computer Science More pathways here
Northwest	Visual Art (c) and Design (i)	Computer Science
	Technology + Engineering MC2 (i)	Academy of Finance
	Middle College (i)	Ulysses Signature More pathways here

When It Doesn't Work Well—Lessons Learned

- **Don't Undercut Existing Programs**

Protect and build on strong regional models (e.g., IB) rather than diluting them.

- **Keep It Regional, Not Countywide**

Regional programs provide access and equity while maintaining quality.

- **Avoid Inequitable Resource Distribution**

Past models created resource gaps and seat constraints—limiting who could benefit.

- **Right-Size Seats and Groupings**

Underutilized options at certain schools show why balanced access matters.

- **Design for Broader Access**

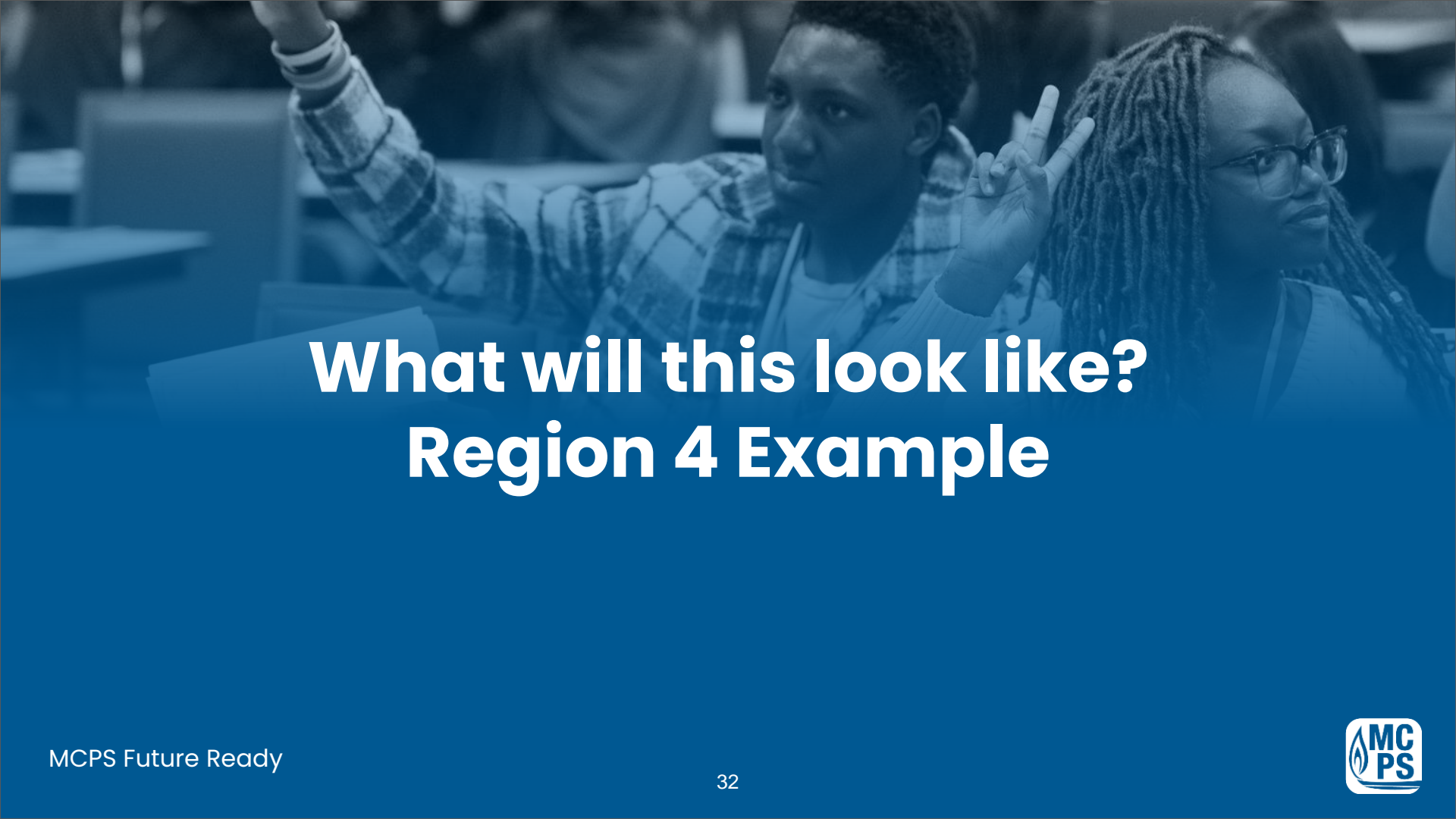
Previous approaches unintentionally capped opportunity for learners.

When It Works Well–The Recipe for Success

- **Strong Academic Foundation** – Solid curriculum and clear course sequences
- **Empowered Educators** – Ongoing professional development and content learning
- **Continuous Improvement** – Ongoing evaluation to ensure quality and equity
- **Student Access** – Consistent placement into programs across schools
- **Equitable Resourcing** – Fair allocation of funding, materials, and support
- **Right Tools** – Instructional materials available everywhere
- **Enriched Experiences** – Co-curriculars that extend learning
- **Reliable Access** – Transportation within regions to connect opportunities

What Great Regional Programs Should Have

- In-depth coursework aligned to student interest with clear, relevant connections between program content, career interests and further education.
- Experiences beginning Grade 9
- Extended learning opportunities (work-based learning, co- and extracurricular experiences, engagement with professionals)
- Industry certification and/or 3rd party verification of performance
- A learning community




What will this look like? Region 4 Example

Welcome to Region 4.

Four Schools. Many Pathways to Success.

Richard Montgomery

 **International Baccalaureate** (c)

 **Performing Arts-
Dance** (c)
**Theatre/Technical
Theatre** (i)



Churchill

 **Humanities
Language** (c,i)

 **Visual Arts** (c)
Design (i)
 **Communication**-(i)



Rockville

 **Medical Science** (c)
Healthcare (i)

 **Leadership and
Social Justice**

 **Middle College** (i)



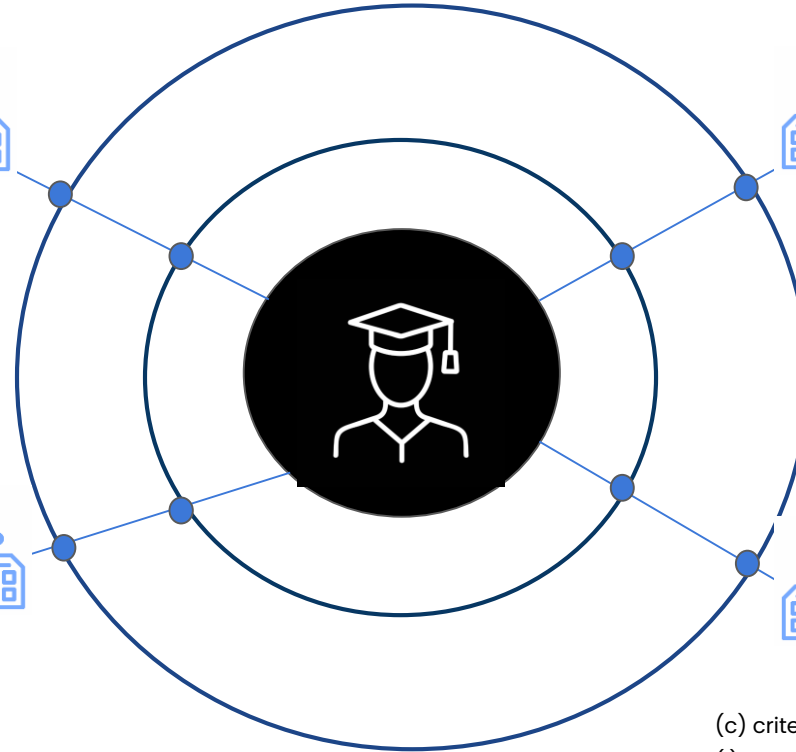
Thomas S. Wootton

 **Science, Math, and
Computer Science** (c)

 **Machine Learning &
Data Science** (i)



 **Performing Arts -
Music** (c)



(c) criteria-based
(i) interest-based

Every student begins with a strong local high school. Regional programs are designed for students who want to explore a specialized area of interest, while maintaining the same high expectations and quality found in each school.

Rockville High School

Medical Science and Healthcare

- Biomedical Science (c)
- Clinical Healthcare (i)

Leadership and Public Service

- Leadership and Social Justice (c)
- MC2@Rockville (i)

Medical Science and Healthcare

Rockville High School

The vision of the Medical Science and Healthcare Program is to develop future professionals in medicine and healthcare through an equity-driven, rigorous, and experiential curriculum that fosters academic excellence, cultural competency, and a commitment to improving community well-being.

Program Goals– Medical Science and Healthcare

1. Develop Foundational Knowledge and Skills

Equip students with a strong academic foundation in biomedical science, and healthcare practices through rigorous, standards-based coursework.

2. Provide Hands-On, Real-World Experience

Engage students in experiential learning through labs, simulations, clinical exposure/internships, and industry partnerships to build practical skills and career readiness.

3. Foster Career and College, Career and/or Community Pathways

Support students in exploring and pursuing postsecondary education and/or careers in healthcare by offering certifications, dual enrollment opportunities, and mentorship from industry professionals.

Biomedical Science Pathway (criteria-based)

Grades 6–8	Grade 9	Grade 10	Grade 11	Grade 12
Career Advising, and claiming of RIASEC themes. Career Exploration Summer Enrichment and Preparation	Honors Biology (cohort)	Honors Chemistry (Cohort)	IB Biology HL 1 or IB Physics HL 1	IB Biology HL 2 or IB Physics HL 2
	Introduction to Engineering Design or Making for Engineers e4usa A/B (cohort)	Biomedical 1	Biomedical 2	Biomedical 3 (cohort) or Work-based Learning or Dual Enrollment
	U.S. History	NSL Government	World History or IB History 1	Elective or Work-based Learning or Dual Enrollment
	English	English	IB English	IB English
	Integrated Algebra 1	Integrated Algebra 2	Secondary Math Pathway Course 1	Secondary Math Pathway Course 1
	World Language	World Language	IB Personal and Professional Skills	IB Personal and Professional Skills
	Physical Education	Health	Fine Arts	Technology Credit

Clinical Healthcare Pathway (interest-based)

Grades 6–8	Grade 9	Grade 10	Grade 11	Grade 12
Career Advising, and claiming of RIASEC themes.	Biology with integrated Foundations of Medicine and Structures) (cohort)	Science	Science	Science
Career Exploration	Technology Credit	Certified Clinical Medical Assistant 1	Certified Clinical Medical Assistant 2	Certified Clinical Medical Assistant 3 or WBL or Dual Enrolment
Summer Enrichment and Preparation	Latin, Spanish, or French	Latin, Spanish, or French	Latin, Spanish, or French	Latin, Spanish, or French
	U.S. History	NSL Government	World History	Work Based Learning/Dual Enrolment
	English	English	English	English
	Integrated Algebra 1	Integrated Algebra 2	Secondary Math Pathway Course 1	Secondary Math Pathway Course 1
	Physical Education	Health	Fine Arts	Work Based Learning/College Course

Student Opportunities in the Biomedical Science and Clinical Healthcare Program

- Earn Biotechnician Assistant Credentialing (BACE) Certification
- Earn Certified Clinical Medical Assistant (CCMA) Certification
- Participate in internships and/or clinicals
- Earn College credit
- Earn IB Career Program Certificate
- Connect with healthcare professionals, university faculty, and industry mentors
- Participate in competitions and Student Organizations

Program Metrics– Biomedical & Clinical Healthcare

WORKING DRAFT

Metric	When will it be measured?	What will it tell us about program quality and success?
Enrollment and Retention	Annually	Is the program in demand and do students want to stay
Program Persistence (Completion of Biomed /CCMA 2)	Annually beginning (2028–2029)	Is the program keeping students engaged and how many are attempting the IRC
Program completion (capstone data)	Annually beginning 2030–2031 Audit initially at class registration period	Is the program relevant to students and are they coming to the program or to the school
Industry Recognized Credentials	Annually beginning (2028–2029)	Mastery of standards Curriculum is aligned with industry standards and workforce-relevant skills
IB Scores (criteria-based program)	Annually	Mastery of content and skills
Avant Languages STAMP assessment (proficiency testing)	Annually	Students gains in linguistic proficiency level of their world language.
Student and Parent Exit Survey	Annually beginning 2030–2031	Satisfaction, quality of instruction, curriculum, support, and experiences. Program benefits. What can be improved?
Student profile – invited and accepted and retained	Develop and refine first four years, update after that What home school(s) in the region are sending students? Average GPA, test scores of those accepted? Ave GPA throughout the program in program courses and overall. Demographic and service data.	Who is served by the program? What can be shared with parents about what it takes to be successful in the program?

Leadership and Public Service

Rockville High School

The vision of the Leadership and Social Justice program is to prepare students to become ethical public servants and dynamic leaders by instilling a deep commitment to civic responsibility. Graduates will be equipped with the skills to analyze complex community issues, mobilize action, and drive positive, sustainable change in their communities, college, and careers.

Program Goals– Leadership and Public Service

1. Develop Foundational Knowledge and Skills

Equip students with the knowledge and practical skills to become principled and effective leaders and community members engaged in public service, through social justice advocacy.

2. Provide Hands-On, Real-World Experience

Provide hands-on, real-world experience through internships and applied projects to ensure students can translate leadership skills and community engagement strategies into effective public service action.

1. Foster College, Career, and/or Community Pathways

Create strong connections to college and career paths by linking students with a network of public service professionals to find jobs, further their education, and stay involved in the community through sustained civic engagement.

Leadership and Social Justice Pathway (interest-based)

Grades 6–8	Grade 9	Grade 10	Grade 11	Grade 12
Career Advising, and claiming of RIASEC themes. Career Exploration	Introduction to Social Justice <u>AND</u> Leadership for Social Justice	Community Organizing for Social Justice <u>AND</u> Program Cluster Elective [2/4]	AP Seminar <u>or</u> Social Justice Research	Internship with a Social Justice Advocacy Organization <u>and/or</u> Dual Enrollment
	PE/Fine Art/Tech/Health	PE/Fine Art/Tech/Health	PE/Fine Art/Tech/Health	PE/Fine Art/Tech/Health
	English 9 A/B (On-level, Honors)	English 10 A/B (On-level, Honors)	English 11 A/B (On-level, Honors, AP)	English 12 A/B (On-level, Honors, AP)
	Integrated Algebra 1	Integrated Algebra 2	<i>Statistics or AP Statistics</i>	<i>Statistics or AP Statistics</i>
	US History A/B (On-level, Honors, AP)	NSL A/B (On-level or Honors); AP US Government & Politics	Modern World History A/B (On-level, Honors, AP)	Internship with a Social Justice Advocacy Organization <u>and/or</u> Dual Enrollment <i>Students may complete their program cluster elective(s).</i>
	Life Science course	Physical Science or Integrated course <u>OR</u> AP Life Science course	Earth/Space Science or Integrated Course <u>OR</u> AP or IB Earth/Space Science or integrated course	
	World Language	World Language	Program Elective [4/4]	
	Program Cluster Elective [1/4]	Program Cluster Elective [3/4]	Elective	

Student Opportunities in Leadership and Social Justice

- Connect with social justice advocates to learn community engagement strategies.
- Participate in internships with social justice organizations.
- Earn college credit through dual enrollment.
- Implement a multi-year social justice project.
- Present impact of original social justice projects on local communities.
- Participate in a social justice fair.
- Participate in planning student social justice learning experiences.
- Participate in social justice field trip experiences.

Program Metrics: Leadership and Social Justice

WORKING DRAFT

Metric	When will it be measured?	What will it tell us about program quality and success?
Course Grades; minimum of a C	Annually	Student content proficiency and mastery
Enrollment and Retention	Annually	Program attraction and attrition
Capstone Project	Initial Project Development: Grade 9 Capstone Project Presentation: Grade 12	Program impact on the community and students' ability to employ community engagement and advocacy skills
AP/IB Exam Scores	Annually	Mastery of content and skills
Dual Enrollment	Senior year	Mastery of content and skills
Internship Evaluation	End of internship (i.e. end of summer, during school year, etc.)	Host satisfaction with students' work quality and experience
Student and Parent Survey	Annually	Satisfaction, quality of instruction, curriculum, support, and experiences. Program benefits. What can be improved?

Leadership and Public Service

Rockville High School

The vision of the Education Program is to inspire and prepare future educators to create inclusive, engaging learning environments where all children can thrive. Through hands-on experiences, a focus on equity, and the opportunity to earn an industry recognized credential, an associate degree in Early Childhood Education, students graduate ready to succeed in postsecondary education and/or career, and lead with purpose in early childhood and K–12 settings.

Program Goals– Leadership and Public Service

1. **Develop Foundational Knowledge and Skills**

Equip students with a strong academic foundation in child development, teaching practices, and educational theory to support learning from early childhood through high school as well as foster essential professional skills needed to succeed as future educators.

2. **Provide Hands-On, Real-World Experience**

Engage students in classroom-based internships and fieldwork to apply learning in early childhood and K–12 educational settings. Also, integrate project-based learning and reflective practice to connect theory with real-world teaching environments.

1. **Foster College, Career, and/or Community Pathways**

Prepare students for seamless transitions into teacher preparation programs at a four year university. As well as expose students to a variety of education-related careers through mentorship, college partnerships, and community engagement opportunities.

Grades 6–8	Grade 9	Grade 10	Grade 11	Grade 12
Career Advising, and claiming of RIASEC themes.	Early Childhood Education 1	Early Childhood Education 2	Early Childhood Education 3 Portfolio/Internship Course	WBL Internship/Apprenticeship
Career Exploration	English 9 A/B (On-level, Honors)	English 10 A/B (On-level, Honors)	MC: ENGL 101 /AP Language	MC: ENGL 102/103 (Spring)
	Integrated Algebra 1	Integrated Algebra 2	MC: MATH 130 (Fall) (MATF) & MATH 131 (Spring)	MC: MATH 132 (Fall)
	US History A/B (On-level, Honors, AP)	NSL A/B (On-level or Honors); AP US Government and Politics	MC: HIST 117 /AP Modern World History	MC: HIST 200 /AP US History
	Physical Science or Integrated course AP Life Science course	Earth/Space Science or Integrated Course AP Earth/Space Science or integrated course	MC: BIOL 101 /AP Biology	MC: PSCI 101 / AP Psychology
	World Language	World Language	MC: HLTH 125 (Fall) & GEOG 130 (Spring)	MC: Defend Portfolio after Level 3 class
	PE/Tech	MC: ISTD 173 – ARTD and PSYC 100	MC: EDUC 135 (Spring)	EDUC 136 , EDUC 201 (Fall), & EDUC 243 (Spring)

Student Opportunities in MC2@ Rockville High School

- Earn Child Development Associate (CDA) credential
- Earn Paraprofessional (ParaPro) Certification
- Earn PraxisCORE Certification
- Earn an Associate of Arts in Teaching (Early Childhood)
- Earn 90+ Clock hours Certification

Program Metrics– MC2@ Rockville High School

WORKING DRAFT

Metric	When will it be measured?	What will it tell us about program quality and success?
MSDE Pathway Concentrator, Completion	10th grade checkpoint, 12th grade	Shows student progress, access to career opportunities, MSDE compliance
Capstone Completion	End of 12th grade	Indicates student mastery, engagement, and readiness for careers in field
AP/IB/Industry Exam Scores	11th or 12th grade	Assesses content knowledge, college/career readiness
Course Grades (minimum C)	Every year	Shows student proficiency and content mastery
CTE Program Enrollment	Grades 10, 11, 12	Measures student interest and access to industry credentials
Student Participation (Activities)	Annually	Gauges student engagement and enrichment opportunities
Partnership Milestones	Annually	Industry/community partners
Communication & Outreach	Annually	Demonstrates successful recruitment and community awareness
Master Schedule Equity	Annually	Reveals access for all program students and scheduling effectiveness

Richard Montgomery High School

International Baccalaureate

- International Baccalaureate (c)

Performing Arts

- Dance (c)
- Theatre/Technical Theatre (i)

International Baccalaureate

Richard Montgomery High School

The vision of the International Baccalaureate program is to foster a learning community committed to delivering a high-quality, challenging, and internationally minded education that empowers students to become thoughtful, knowledgeable, and compassionate global citizens. Inquiry-based instruction and interdisciplinary learning help to create intellectual curiosity and build strong foundations in both skills and concepts, preparing students for success in higher education and beyond. Through the IB experience, students gain the tools to thrive in a complex world, earn prestigious academic recognition, and contribute meaningfully to their communities.

Program Goals– International Baccalaureate

1. Develop Foundational Knowledge and Skills

Equip students with foundational critical thinking, communication, and interpretive skills alongside a deep, interdisciplinary knowledge base in history, culture, philosophy, mathematics, sciences, the arts, and communicative competence in world languages.

2. Provide Hands-On, Real-World Experience

Equip students to be challenged and apply their knowledge through inquiry-based curriculum centered on independent research, collaborative projects, community service, and critical reflection.

3. Foster College, Career, and/or Community Pathways

Equip students by developing a global perspective, critical thinking, collaboration, and real-world, in-demand skills necessary to secure admission to colleges and universities, compete successfully for entry-level careers, and immediately take on meaningful leadership roles in their communities, often with the added advantage of global language fluency.

International Baccalaureate Diploma Program (criteria-based)

Grades 6–8	Grade 9	Grade 10	Grade 11	Grade 12
Career Advising, and claiming of RIASEC themes.	RegIB English 9	RegIB English 10	<ul style="list-style-type: none"> Theory of Knowledge and Extended Essay Student choice of 3 – 4 HL courses (2 years) Student choice of 2 – 3 SL courses (1 – 2 years) <p>Students are required to enroll in at least one course from Group 1, 2, 3, 4, and 5 as well as the TOK. Students can choose their sixth class from Groups 2, 3, 4, or 5.</p>	
Career Exploration	Integrated Algebra 1 or higher	Integrated Algebra 2 or higher		
Students participate in MCPS courses or in their local MYP courses at their middle school.	RegIB Biology or RegIB Physics or RegIB Chemistry	RegIB Biology or RegIB Physics or RegIB Chemistry		
	AP U.S. Government	AP U.S. History		
	Chinese, French, Spanish Level 2, 3, or 4	Chinese, French, Spanish Level 3, 4, or 5		
By end of 8th grade, students should have taken a World Language level 2 course.	Electives – Arts or Design	Electives – Arts or Design		
	PE	Health		

Student Opportunities in International Baccalaureate

- Earn the internationally recognized IB Diploma
- Participate in annual interdisciplinary projects
- Present their research essay
- Earn college credit
- Earn the Seal of Biliteracy state recognition
- Participate in competitions
- Participate in extracurricular student organizations
- Participate in field trip experiences

Program Metrics – International Baccalaureate

WORKING DRAFT

Metric	When will it be measured?	What will it tell us about program quality and success?
Program Persistence <ul style="list-style-type: none"> Students articulating from 9th and 10th grade cohort to full DP candidate students 	Annually beginning 2027–2028	Are students continuing on to take the IB Diploma courses and earn the IB Diploma?
Program completion (earning an IB Diploma)	Annually beginning 2030–2031	Teaching, learning, and mastery of content and skills to complete all components of the program.
IB Scores (criteria-based program)	annually	Teaching, learning, and mastery of content, skills, and scores to earn the IB Diploma
Student and Parent voice data	Annually	Satisfaction, quality of instruction, curriculum, support, and experiences. Program benefits.
Student profile – invited and accepted and retained	Develop and refine first four years, update after that. What home school(s) in the region are sending students? Demographic and service data.	Who is served by the program? Who is not being served and why? What can be shared with parents about success in the program?

Performing Arts

Richard Montgomery High School

The vision of the Performing Arts Regional programs is to develop future arts professionals who meet the rigorous MSDE Arts Pathway requirements. Through a focused experiential curriculum, students complete the program with robust experiences in industry media, technology, and contemporary techniques making them ideal candidates for college and/or a career in the arts.

Program Goals– Performing Arts

1. Develop Foundational Knowledge and Skills in the Arts

Equip students with a strong academic foundation in their chosen arts' content, and related industry technology through rigorous, standards-based coursework.

2. Provide Hands-On, Real-World Experience in the Arts

Engage students in experiential learning through project based learning and industry partnerships to build practical skills and career readiness.

3. Foster College, Career, and/or Community Pathways in the Arts

Support students in exploring and pursuing postsecondary education and careers in the arts by offering certifications, dual enrollment opportunities, and engagement with industry professionals.

Dance Pathway (criteria-based)

WORKING DRAFT

Grades 6–8	Grade 9	Grade 10	Grade 11	Grade 12
<p>Career Advising, and claiming of RIASEC themes.</p> <p>Career Exploration</p> <p>If students are able to complete WL requirements for graduation in middle school, there will be more flexibility for student schedules and opportunity to engage in more than one art media and/or Financial Literacy</p> <p>MS Art 1,2,3</p>	Dance level 1	Dance level 2 or Ballet level 2 or Jazz level 2	Dance level 3 DP or Jazz level 3 DP or Dual Enrollment (2 courses, one per semester)	Dance level 4 DP or Dance Company DP or IB Dance
	Ballet level 1 or Jazz level 1 or Hip Hop level 1	Choreography 1 or Level 2 Marketing & Sales or Management & Entrepreneurship CTE *Take IRC		
	English 9	English 10 or AP English Seminar	English 11 or IB English Language & Literature HL 1	English 12 or IB English Language & Literature HL 2
	Integrated Algebra 1	Integrated Algebra 2	Secondary Math Pathway Course 1	Secondary Math Pathway Course 2
	Biology A/B	Chemistry A/B	Physics A/B or IB Environmental Systems, or IB Sports, Exercise and Health Science	Health A/B
	US History A/B	NSL A/B	Modern World A/B	PE A/B
	WL Level 2 (level 1 in MS required) or Level 1 Marketing & Sales or Management & Entrepreneurship CTE	Foundations of Technology A/B	Choreography 2 or Level 3 Marketing & Sales or Management & Entrepreneurship CTE * Meets Graduation Requirement	VPA Capstone

This pathway provides students with the requirements to meet the MSDE Arts Pathway Seal with options for Business IRC and for college credit.

Theatre/Technical Theatre Pathway (interest-based)

WORKING DRAFT

Grades 6–8	Grade 9	Grade 10	Grade 11	Grade 12
<p>Career Advising, and claiming of RIASEC themes.</p> <p>Career Exploration</p> <p>If students are able to complete WL or Health requirements for graduation here there will be more flexibility for student schedules and opportunity to engage in more than one art media and/or Financial Literacy</p> <p>MS Art 1,2,3</p>	Theatre performance level 1	Theatre level 2 (technical or performance)	Musical Theatre or Advance Acting or Stage Design 1 or Stage Design 2 or Business of Theatre or Dual Enrollment (2 courses, one per semester)	Play Directing or Advanced Acting 2 or Stage Management or Stage Design 2 or Stage Design 3
	Theatre Technique level 1	Musical Theatre or Advance Acting or Stage Design 1 or Level 2 Marketing & Sales or Management & Entrepreneurship CTE *Take IRC	Musical Theatre or Advance Acting or Stage Design 1 or Stage Design 2 or Business of Theatre	Play Directing or Advanced Acting 2 or Stage Management or Stage Design 2 or Stage Design 3 or IB Theater 2
	English 9	English 10 or AP English Seminar	English 11 or IB English Language & Literature HL 1	English 12 or IB English Language & Literature HL 2
	Integrated Algebra 1	Integrated Algebra 2	Secondary Math Pathway Course 1	Secondary Math Pathway Course 2
	Biology A/B	Chemistry A/B	Physics A/B or IB Environmental Systems, or IB Sports, Exercise and Health Science	Health A/B
	US History A/B	NSL A/B	Modern World A/B	PE A/B
	WL Level 2 (level 1 in MS required) or Level 1 Marketing & Sales or Management & Entrepreneurship CTE	Foundations of Technology A/B	IB Theatre 1 OR Stage Management Level 3 Marketing & Sales or Management & Entrepreneurship CTE * Meets Graduation Requirement	VPA Capstone

This pathway provides students with the requirements to meet the MSDE Arts Pathway Seal with options for Business IRC and for college credit.

Student Opportunities in Performing Arts

- Earn business related industry recognized credential (IRC) in either entrepreneurship or marketing
- Earn content specific industry recognized credential (IRC)
- Earn MSDE Arts Pathway Diploma Seal
- Multiple class periods each year in arts content
- Real world experience in the students chosen arts content through proposal and execution of a Capstone project
- Real world experience in the students chosen arts content through partnerships with industry professionals

Program Metrics– Performing Arts

WORKING DRAFT

Metric	When will it be measured?	What will it tell us about program quality and success?
Course Grades; minimum of a C as a final grade in pathway courses	Every year	Student knowledge and skills within pathway content, will help inform if students need additional supports for success
MSDE Pathway Completion	12th grade evaluation of student MSDE pathway completer, student receives seal on diploma	Pathway completion illustrates access to career level opportunities and engagement in the arts as defined by MSDE
Capstone Project	Students develop proposal in 11th grade, Project is executed and evaluated in 12th grade	Whether students experiences and content knowledge from the program have prepared them to create a professional level project within their field
AP/IB exam scores	11th or 12th grade	Quality of Arts history/media knowledge and skills
CTE Business Program Industry Recognized Credential (IRC) & Graduation requirement (when applicable within the pathway)	Grade 10 and 11	IRC test in 10th grade will evaluate students knowledge of the business components of the arts field, course grade in 11th grade continues to inform student career knowledge.
Additional Content Specific Industry Recognized Credential (IRC) Exams	Grade 10, 11, or 12	IRC exam score will show student proficiency in industry specific technology, knowledge, and tools.
Course Grades; minimum of a C as a final grade in pathway courses	Every year	Student knowledge and skills within pathway content, will help inform if students need additional supports for success

Winston Churchill High School

Humanities and Language

- Humanities/ Humanities w/ World Language Concentration (c)

Visual Art, Design, and Communication

- Visual Art (c)
- Design (i)

Winston Churchill High School

The vision of the Humanities program is to equip students with the knowledge and skills to think critically, communicate with purpose, and create meaningful solutions to complex real-world problems that reflect the human experience. Students will leave MCPS with the intellectual depth and moral compass necessary to speak effectively and lead ethically. They will be prepared to take on any challenge that requires understanding human behavior, culture, and values.

Program Goals– Humanities

WORKING DRAFT

1. Develop Foundational Knowledge and Skills

Equip students with foundational critical thinking, communication, and interpretive skills alongside a deep, interdisciplinary knowledge base in history, culture, philosophy, and communicative competence in world languages.

2. Provide Hands-On, Real-World Experience

Engage students in rigorous academic analysis into practical, real-world experience through projects, research, and cultural immersion opportunities that prepare students to address complex societal and global challenges directly.

3. Foster College, Career, and/or Community Pathways

Equip students with the academic readiness and versatile, in-demand skills necessary to secure admission to top colleges and universities, compete successfully for entry-level careers, and immediately take on meaningful leadership roles in their communities, often with the added advantage of global language fluency.

Humanities (criteria-based)

Grades 6–8	Grade 9	Grade 10	Grade 11	Grade 12
Career Advising, and claiming of RIASEC themes. Career Exploration Some students will have participated in the Humanities and Communications Magnet program which serves as a foundation for the High School Humanities Programs.	Honors English 9 – Humanities	English 10 AP Seminar	IB English Language & Literature HL 1 or IB English Literature HL 1	IB English Language and Literature HL 2 or IB English Literature HL 2
	AP Government – Humanities	AP US History – Humanities	AP World History – Humanities	Health
	Criticism in the Humanities	Culture in Lit/Media in Society	AP Art History	AP Research
	PE or technology elective	PE or technology elective	Humanities elective (2.0 total required)	Humanities elective (2.0 total required)
	Integrated Algebra 1	Integrated Algebra 2	Secondary Math Pathway Course 1	Secondary Math Pathway Course 1
	Honors Biology	Honors Chemistry	Honors Physics, AP Physics 1 or 2	Science Elective OR None
	World Language	World Language	Elective	Elective

Humanities with a World Languages Concentration (criteria-based)

Grades 6–8	Grade 9	Grade 10	Grade 11	Grade 12
<p>Career Advising, and claiming of RIASEC themes.</p> <p>Career Exploration</p> <p>Some students will have participated in the Humanities and Communications Magnet program which serves as a foundation for the High School Humanities Programs.</p> <p>Students must have earned 1 to 2 credits of world language in middle school.</p>	Honors English 9- Humanities	English 10 AP Seminar	IB English Language & Literature HL 1 or IB English Literature HL 1	IB English Language and Literature HL 2 or IB English Literature HL 2
	AP Government- Humanities	AP US History- Humanities	AP World History - Humanities	Health
	Criticism in the Humanities	Culture in Lit/Media in Society	AP Art History	AP Research
	PE or technology elective	PE or technology elective	Humanities elective (2.0 total required)	Humanities elective (2.0 total required)
	Integrated Algebra 1	Integrated Algebra 2	Secondary Math Pathway Course 1	Secondary Math Pathway Course 2
	Honors Biology	Honors Chemistry	Honors Physics, AP Physics 1 or 2	Science Elective OR None
	World Language level 2, 3, or 4*	World Language level 3, 4, or 5*	World Language level 4, 5, 6, or AP*	World Language 5, 6, 7, or AP*

Student Opportunities in Humanities with World Language Concentration

- Participate in annual interdisciplinary projects
- Earn college credit
- Earn Humanities Program Certificate
- AP Capstone Diploma
- Earn the Seal of Biliteracy state recognition
- Participate in competitions and student organizations
- Participate in field trip experiences

Program Metrics– Humanities

WORKING DRAFT

Metric	When will it be measured?	What will it tell us about program quality and success?
Enrollment and Retention	Annually	Is the program in demand and do students want to stay
Course Grades; minimum of a C as a final grade in pathway courses	Every year	Student knowledge and skills within pathway content, will help inform if students need additional supports for success
Interdisciplinary Project Outcomes	Grades 9 – 11	Mastery of content and skills.
Capstone Project (AP Research)	Project is executed and evaluated in 12th grade	Whether students experiences and content knowledge from the program have prepared them to create a professional level project within their field
AP Exams	Grades 10 – 12	Mastery of content and skills.
Avant Languages STAMP assessment (proficiency testing)	Annually	Students gains in linguistic proficiency level of their world language.
Seal of Biliteracy Attainment	Senior Year (awarded at graduation)	Students' high level of proficiency in listening, speaking, reading and writing in one or more languages other than English is recognized.
Student and Family Feedback	Annually	Feedback will indicate any additional supports that are needed, successful components of the program, and student experiences.

Visual and Performing Arts

Winston Churchill High School

The vision of the Visual and Performing Arts Regional programs is to develop future arts professionals who meet the rigorous MSDE Arts Pathway requirements. Through a focused experiential curriculum, students complete the program with robust experiences in industry media, technology, and contemporary techniques making them ideal candidates for college and/or a career in the arts.

Program Goals– Visual and Performing Arts

1. Develop Foundational Knowledge and Skills in the Arts

Equip students with a strong academic foundation in their chosen arts' content, and related industry technology through rigorous, standards-based coursework.

2. Provide Hands-On, Real-World Experience in the Arts

Engage students in experiential learning through project based learning and industry partnerships to build practical skills and career readiness.

3. Foster College, Career, and/or Community Pathways in the Arts

Support students in exploring and pursuing postsecondary education and careers in the arts by offering certifications, dual enrollment opportunities, and engagement with industry professionals.

Visual Art Pathway (criteria-based)

Grades 6–8	Grade 9	Grade 10	Grade 11	Grade 12
<p>Career Advising, and claiming of RIASEC themes.</p> <p>Career Exploration</p> <p>If students are able to complete WL requirements for graduation in middle school, there will be more flexibility for student schedules and opportunity to engage in more than one art media and/or Financial Literacy</p> <p>MS Art 1,2,3</p>	2D–Studio level 1	Studio 2, Ceramics 2, Digital Art 2, or Photo 2	AP Drawing Double Period, or Dual Enrollment (2 courses, one per semester) *Students propose capstone	AP Photo, 2D or 3D Visual Art AP, or IB Art Double Period
	Ceramics 1, Digital Art 1, or Photo 1	Studio 2, Ceramics 2, Digital Art 2, or Photo 2, or Level 2 Marketing & Sales or Management & Entrepreneurship CTE Take IRC		
	English	English	English	English
	Integrated Algebra 1	Integrated Algebra 2	Secondary Math Pathway Course 1	Secondary Math Pathway Course 2
	Science	Science	Science	Health
	Social Studies	Social Studies	Social Studies	Physical Education
	WL Level 2 (level 1 in MS required) or Level 1 Marketing & Sales or Management & Entrepreneurship CTE	Technology	AP Art History, Studio 3, Ceramics 3, Digital Art 3, Photo 3, or Level 3 Marketing & Sales or Management & Entrepreneurship CTE * Meets Graduation Requirement	VPA Capstone Course

This pathway provides students with the requirements to meet the MSDE Arts Pathway Seal with options for Business IRC and for college credit.

Design Pathway (interest-based)

WORKING DRAFT

Grades 6–8	Grade 9	Grade 10	Grade 11	Grade 12
<p>Career Advising, and claiming of RIASEC themes.</p> <p>Career Exploration</p> <p>If students are able to complete WL requirements for graduation in middle school, there will be more flexibility for student schedules and opportunity to engage in more than one art media and/or Financial Literacy</p> <p>MS Art 1,2,3</p>	2D–Studio level 1 Fashion Illustration 1	Fashion Production 2 Graphic Art & Design 2	AP Drawing DP IB Design 1 OR Dual Enrollment (2 courses, one per semester)	AP 2D or 3D Visual Art IB Design 2
	Fashion Production 1 Graphic Design 1	Fashion Illustration 2 Animation 2 Level 2 Marketing & Sales or Management & Entrepreneurship CTE *Take IRC	*Students propose capstone project at the end of the year	
	English	English	English	English
	Integrated Algebra 1	Integrated Algebra 2	Secondary Math Pathway Course 1	Secondary Math Pathway Course 2
	Science	Science	Science	Health
	Social Studies	Social Studies	Social Studies	Physical Education
	WL Level 2 (level 1 in MS required) Level 1 Marketing & Sales or Management & Entrepreneurship CTE	Technology	AP Art History A/B Fashion Production 3 Graphic Art & Design 3 Animation 3 Level 3 Marketing & Sales or Management & Entrepreneurship CTE * Meets Graduation Requirement	VPA Capstone

Student Opportunities in Visual and Performing Arts

- Earn business related industry recognized credential (IRC) in either entrepreneurship or marketing
- Earn content specific industry recognized credential (IRC)
- Earn MSDE Arts Pathway Diploma Seal
- Multiple class periods each year in arts content
- Real world experience in the students chosen arts content through proposal and execution of a Capstone project
- Real world experience in the students chosen arts content through partnerships with industry professionals

Program Metrics– Visual and Performing Arts

WORKING DRAFT

Metric	When will it be measured?	What will it tell us about program quality and success?
Course Grades; minimum of a C as a final grade in pathway courses	Every year	Student knowledge and skills within pathway content, will help inform if students need additional supports for success
MSDE Pathway Completion	12th grade evaluation of student MSDE pathway completer, student receives seal on diploma	Pathway completion illustrates access to career level opportunities and engagement in the arts as defined by MSDE
Capstone Project	Students develop proposal in 11th grade, Project is executed and evaluated in 12th grade	Whether students experiences and content knowledge from the program have prepared them to create a professional level project within their field
AP/IB exam scores	11th or 12th grade	Quality of Arts history/media knowledge and skills
CTE Business Program Industry Recognized Credential (IRC) & Graduation requirement (when applicable within the pathway)	Grade 10 and 11	IRC test in 10th grade will evaluate students knowledge of the business components of the arts field, course grade in 11th grade continues to inform student career knowledge.
Additional Content Specific Industry Recognized Credential (IRC) Exams	Grade 10, 11, or 12	IRC exam score will show student proficiency in industry specific technology, knowledge, and tools.
Course Grades; minimum of a C as a final grade in pathway courses	Every year	Student knowledge and skills within pathway content, will help inform if students need additional supports for success

Thomas S. Wootton High School

Science, Technology, Engineering, and Math

- Science, Math & Computer Science (c)
- Machine Learning and Data Science (i)

Performing Arts

- Music (c)

Science, Technology, Engineering and Math

Thomas S. Wootton High School

The vision of the Science, Math & Computer Science and Digital Technology Regional program is to empower future innovators through a rigorous and interdisciplinary education. Students are challenged to explore real-world problems, engage in cutting-edge research, and develop solutions that shape the future in a collaborative approach. Through a focused, experiential curriculum, students build the skills needed to lead in science, technology, engineering, and mathematical fields.

Program Goals–Science, Technology, Engineering and Math

1. Develop Foundational Knowledge and Skills

Equip students with a strong academic foundation in science, technology, engineering and mathematics practices through rigorous, standards-based coursework and development of skills for problem-solving, critical thinking, creativity, and collaboration

2. Provide Hands-On, Real-World Experience

Engage students in experiential learning through labs, independent and collaborative research projects, opportunities for internships with local and national businesses and research organizations to build practical skills and career readiness.

3. Foster College, Career, and/or Community Pathways

Support students in exploring and pursuing postsecondary education and careers in science, technology, engineering, and math fields through the College Preparatory pathway.

Grades 6-8	Grade 9	Grade 10	Grade 11	SCMS Internship	Grade 12
Students participate in MCPS courses at their middle school or attend a middle school magnet program.	Fundamentals of Computer Science A/B (cohorted)	Algorithms and Data Structures A/B OR AP Computer Science Principles A/B	Computer Science Magnet Elective	Internship Completed during the summer between grades 11 and 12; some internships may continue through grade 12 and may earn graduation credit; internships can be with universities, research labs, etc.	Computer Science Magnet Elective
By the end of 8th grade, students will need to have completed Integrated Algebra 1.	Advanced Science 1 (Physics) Advanced Science 2 (Chemistry)	Advanced Science 3: Earth Space Science Advanced Science 4: Biology	Magnet Science Elective		Magnet Science Elective
Summer Enrichment and Preparation	Research and Experimentation A/B	Principles of Engineering A (Tech Education Course)	Interdisciplinary Course		Interdisciplinary Course and Capstone Project
Career Advising, and claiming of RIASEC themes.	Integrated Algebra 2	Magnet Math	Magnet Math Elective		Magnet Math Elective
Career Exploration	Honors English 9	English 10: AP Seminar	Honors English 11 or AP English Lang. & Comp.		Honors English 12 or AP English Literature & Comp.
	Honors US History or AP US History	Honors US NSL Gov. or AP US Gov.	Honors World History or AP Modern World History		Elective, Internship, Work-based Learning
	Physical Education, Fine Arts, or Health	Physical Education, Fine Arts, or Health	Physical Education, Fine Arts, or Health		Work-based Learning
	World Language	World Language	World Language or Elective		World Language, Elective, Internship, Work-based Learning

Students will have an 8 period day to accommodate the interdisciplinary course sequence of the SCMS pathway.



Machine Learning & Data Science – CTE (interest-based)

Grades 6-8	Grade 9	Grade 10	Grade 11	Grade 12
<p>Students participate in MCPS courses at their middle school or attend a middle school magnet program.</p> <p>Summer Enrichment and Preparation</p> <p>Career Advising, and claiming of RIASEC themes.</p> <p>Career Exploration</p>	AP Computer Science Principles	Machine Learning and Data Science Course 1	Machine Learning and Data Science Course 2	Data Science & AI Research Laboratories/Capstone Project
	Honors US History or AP US History	Honors US Gov't or AP US Gov't	Honors World History or AP Modern World Hist.	Elective, Internship, or Work-based Learning
	World Lang	World Lang	World Language or Elective	Elective, Internship, or Work-based Learning
	PE/Fine Art/Health	PE/Fine Art/Health	PE/Fine Art/Health	Elective, Internship, or Work-based Learning
	Honors Physics	Biology	Chemistry	Advanced Science Elective
	Hon English 9	English 10: AP Seminar or Honor English 10	AP Lang or Hon Eng 11	AP Lit or Hon English 12 or MC English 101/102
	Integrated Algebra 1	Integrated Algebra 2	Secondary Math Pathway Course 1	Secondary Math Pathway Course 1

Student Opportunities in Science, Math & Computer Science, and Engineering

- Engage in an interdisciplinary experience
- Present research findings
- Participate in internships
- Earn College credit
- Connect with professionals, university faculty, and research organizations
- Participate in national and international STEM competitions
- Participate in extracurricular student organizations

Program Metrics – STEM

WORKING DRAFT

Metric	When will it be measured?	What will it tell us about program quality and success?
Course Grades; minimum of a C as a final grade in pathway courses	Annually	Student knowledge and skills within pathway content, will help inform if students need additional supports for success.
MSDE College Preparatory Pathway	Grade 10 check-point to evaluate progress and student ability to continue in post-CCR pathway, 12th grade evaluation of student MSDE pathway.	Pathway completion illustrates access to career level opportunities and college and career readiness as defined by MSDE.
Capstone Project	Students engage in interdisciplinary experiences throughout Grades 9 -11, and determine a research project to execute for Grade 12.	Whether students experiences and content knowledge from the program have prepared them to create a professional level research project within a STEM field.
AP/IB exam scores	11th or 12th grade	Teaching, learning, and mastery of content and skills
Student and parent voice data	Annually	Satisfaction, quality of instruction, curriculum, support, and experiences. Program benefits.
Additional Content Specific Industry Recognized Credential (IRC) Exams	Grade 10, 11, or 12	IRC exam score will show student proficiency in industry specific technology, knowledge, and tools.

Performing Arts

Thomas S. Wootton High School

The vision of the Performing Arts Regional programs is to develop future arts professionals who meet the rigorous MSDE Arts Pathway requirements. Through a focused experiential curriculum, students complete the program with robust experiences in industry media, technology, and contemporary techniques making them ideal candidates for college and/or a career in the arts.

Program Goals– Performing Arts

1. Develop Foundational Knowledge and Skills in the Arts

Equip students with a strong academic foundation in their chosen arts' content, and related industry technology through rigorous, standards-based coursework.

2. Provide Hands-On, Real-World Experience in the Arts

Engage students in experiential learning through project based learning and industry partnerships to build practical skills and career readiness.

3. Foster College, Career, and/or Community Pathways in the Arts

Support students in exploring and pursuing postsecondary education and careers in the arts by offering certifications, dual enrollment opportunities, and engagement with industry professionals.

Music Pathway (criteria-based)

Grades 6–8	Grade 9	Grade 10	Grade 11	Grade 12
Career Advising, and claiming of RIASEC themes.	Ensemble 1 or General Music course	Ensemble 2 or General Music course	Ensemble 3 or General Music course	Ensemble 4 or General Music course
Career Exploration	Musicianship 1	General Music course or Level 2 Marketing & Sales or Management & Entrepreneurship CTE *Take IRC	General Music course	General Music course
If students are able to complete WL requirements for graduation in middle school, there will be more flexibility for student schedules and opportunity to engage in more than one art media and/or Financial Literacy	English	English	English	English
	Integrated Algebra 1	Integrated Algebra 2	Secondary Math Pathway Course 1	Secondary Math Pathway Course 2
	Science	Science	Science	Health
MS Art 1,2,3	Social Studies	Social Studies	Social Studies	Physical Education
	WL Level 2 (level 1 in MS required) Level 1 Marketing & Sales or Management & Entrepreneurship CTE	Foundations of Technology A/B	AP Music Theory or Level 3 Marketing & Sales or Management & Entrepreneurship CTE *Meets Graduation Requirement	VPA Capstone Course

This pathway provides students with the requirements to meet the MSDE Arts Pathway Seal with options for Business IRC and for college credit.

Student Opportunities in Performing Arts

- Earn business related industry recognized credential (IRC) in either entrepreneurship or marketing
- Earn content specific industry recognized credential (IRC)
- Earn MSDE Arts Pathway Diploma Seal
- Multiple class periods each year in arts content
- Real world experience in the students chosen arts content through proposal and execution of a Capstone project
- Real world experience in the students chosen arts content through partnerships with industry professionals

Program Metrics– Performing Arts

WORKING DRAFT

Metric	When will it be measured?	What will it tell us about program quality and success?
Course Grades; minimum of a C as a final grade in pathway courses	Every year	Student knowledge and skills within pathway content, will help inform if students need additional supports for success
MSDE Pathway Completion	12th grade evaluation of student MSDE pathway completer, student receives seal on diploma	Pathway completion illustrates access to career level opportunities and engagement in the arts as defined by MSDE
Capstone Project	Students develop proposal in 11th grade, Project is executed and evaluated in 12th grade	Whether students experiences and content knowledge from the program have prepared them to create a professional level project within their field
AP/IB exam scores	11th or 12th grade	Quality of Arts history/media knowledge and skills
CTE Business Program Industry Recognized Credential (IRC) & Graduation requirement (when applicable within the pathway)	Grade 10 and 11	IRC test in 10th grade will evaluate students knowledge of the business components of the arts field, course grade in 11th grade continues to inform student career knowledge.
Additional Content Specific Industry Recognized Credential (IRC) Exams	Grade 10, 11, or 12	IRC exam score will show student proficiency in industry specific technology, knowledge, and tools.
Course Grades; minimum of a C as a final grade in pathway courses	Every year	Student knowledge and skills within pathway content, will help inform if students need additional supports for success

SAMPLE Model Budget for Region 4 (Year 1)

		FY 2028 – Year 1			
	Projected Year 1 Seat Minimum (without local seats)	Personnel	Materials	Professional Learning	Program
RMHS	105	\$67,500	\$44,625	\$17,000	IB, Dance, Theatre
RHS	135	\$70,000	\$147,375	\$4,000	Medical Science, Healthcare, Leadership, Middle College
TSWHS	135	\$72,500	\$57,375	\$8,000	Science, Math, Computer Science, Machine Learning, Data Science, Music
WCHS	135	\$70,000	\$57,375	\$6,000	Humanities / Language, Visual Arts, Design & Communication
TOTAL		\$280,000	\$306,750	\$35,000	\$621,750

SAMPLE Model Budget for Region 4 (Year 1)

Projected Year 1 Seat Minimum (without local seats)	Personnel	Materials	Professional Learning
*Combined regional seats for all programs in the school	*0.6 FTE for Program Coordination	*Assumes \$250 for additional texts, materials and supplies beyond allocation	*Assumes \$1000 per non-IB teaching FTE
	**Will grow to full 1.0 FTE over three years	**Assumes \$1,200 for additional tuition costs for MC for middle college	*Assumes \$5000 per IB teaching FTE / 4 year cycle
	***Teaching faculty established through school allocation	***Assumes field trip credit of \$50 per student	*Assumes current IB staff; assumes some preparation for IB staff, knowing that there are no IB courses in 9th grade
	****Includes benefits	****Assumes fee credit of \$50 per student (competitions, etc)	
	****potential stipends for extracurricular work	*****Assumes fee credit of \$75 for industry recognized credentials	
	*****does not reflect net negative of existing budgeted items (total will be less than budgeted here)	***** Assumes test fees already in budget	

SAMPLE Transportation Budget Model for Region 4 – Year 1

		FY 28 - Year 1						
	Projected Year 1 Seat Minimum (without local seats)	Total Number of Buses for Program	Assumed Ridership	Net Reduction from Lost Ridership of previous route	Net Ridership	Net Buses Needed	Bus Per Route Operating Costs Needed	ONE-TIME COSTS - Bus Purchase
RMHS	105	3	95	-74	21	1	\$50,000	\$185,000
RHS	135	3	122	-95	27	1	\$50,000	\$185,000
TSWHS	135	3	122	-95	27	1	\$50,000	\$185,000
WCHS	135	3	122	-95	27	1	\$50,000	\$185,000
TOTAL	510	12	461	-359	102	4	\$200,000	\$740,000
			*Assumes a 90% ridership versus normal 70% ridership				*Assumes cost split between other middle or elementary school routes	*Assumes actually needing to purchase versus utilizing existing surplus from the fleet
							*Assumes personnel, gas, maintenance	

What's to Come

- Continued community engagement
- Continued internal engagement
- Refinement and finalization of programs for each region, pathways for each school
- Finalize program analysis implementation plan
- Plan for all local high schools

Upcoming Community Engagement for the Next Phase of the Program Analysis Process

- Virtual Informational Sessions for All Families (October)
- 6 Regional Community Meetings with Families of Grades 6 and 7 Students (November)
- Outreach to Spanish News Media
- Spanish Facebook Live (Preguntale a MCPS)
- Participation in meetings with community partners
- Communication via social media, mailings, email, text, school newsletters, etc. (Ongoing)

Upcoming Community Engagement

Virtual Informational Sessions for All Families

12:00 – 1:00 p.m. and 6:00 – 7:00 p.m.

Wednesday, October 22

Monday, October 27

Informational Sessions for Families of Grades 6 and 7 Students

6:30 – 7:30 p.m.

Each of the Six Regions

Locations TBD

Upcoming Internal Engagement for the Next Phase of the Program Development Process

- Continued engagement with school-based program staff to develop scalable plan
- Continued engagement with school-based administrators and content experts to finalize pathways and program plans
- Provide principal outreach toolkit to facilitate principal discussions with school communities

Timeline

October	<ul style="list-style-type: none">• Presentation to the Board: Additional Program Specifics• Community engagement
November	<ul style="list-style-type: none">• Identify professional learning and resource needs• More community and stakeholder engagement• Program Analysis Plan Finalized
December	<ul style="list-style-type: none">• You finally get a break from us!
January	<ul style="list-style-type: none">• Superintendent recommends boundary and program plan to the Board
March	<ul style="list-style-type: none">• Board votes on superintendent's recommendation
Fall 2026	<ul style="list-style-type: none">• Outreach season begins for first classes and new boundaries

Showing Our Work and Sharing What's New

Why We're Talking Boundaries and Programs Together

- They are **inextricably linked** — one influences the other.
- **Shared assumptions** shape both efforts.
- **Foundational structures** guide how we plan and build.

Today's Focus

- **Boundary Update** — where we are now
- **Programs** — remembering the **WHY**, mapping the **WHERE**, and clarifying the **WHAT**
- **This is a Process— We're building the plan in iterations** — learning and refining as we go.

The superintendent recommends the Board receive this report for information and discussion.