



**Blueprint for Maryland's Future**  
**Public Information Session: Pillars 2, 3, and 4**  
**February 14, 2023**

# Presentation Objectives

By the end of this Blueprint Information Session we will have discussed the goals and current work associated with the following Blueprint for Maryland policy areas:

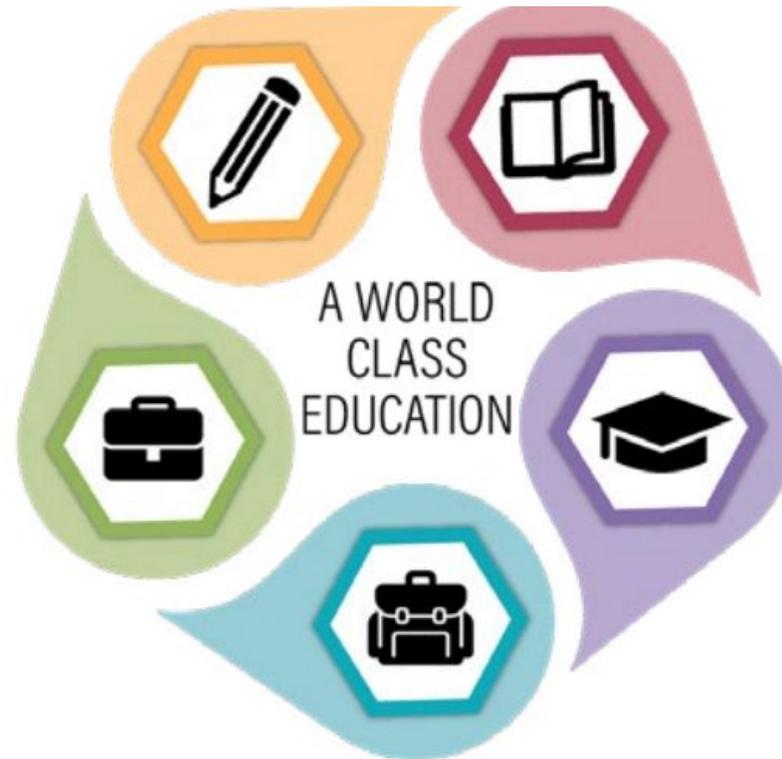
- Pillar 2 High Quality Teachers and Leaders
- Pillar 3 College and Career Readiness
- Pillar 4 Resources for All Students to be Successful

Next steps specific to GCPS Blueprint Planning will also be shared.



- 1 Early Childhood Education
- 2 High-Quality & Diverse Teachers and Leaders
- 3 College and Career Readiness
- 4 More Resources for Students to be Successful
- 5 Governance & Accountability

# Pillar 2: High Quality Teachers & Leaders



# Pillar 2 Committee Membership

## Pillar Lead: Dr. Jane Wildesen

- Ms. Angela Flanigan, Human Resources
- Mrs. Heather Roth, Teacher and GCEA President
- Mr. Jamie Friend, Principal and GASA President
- Janice Bush, Garrett College Human Resources
- Dr. Sandy Coluzzi, Assistant Principal and National Board Certification Lead
- Mr. Josh Hinebaugh, Board of Education Member
- Mrs. Alison Sweitzer, Director of Finance
- Dr. Nicole Miller, Chief Academic Officer
- Dr. Jodi Eirich, Frostburg University Professor

# Pillar 2 Goals & Objectives

## GOALS:

- Transform teaching into a high-status profession in the state by raising the pay and status of educators
- Improve recruitment and professional development efforts to create and sustain a diverse teaching faculty
- Support the reorganization of schools to provide teachers with professional learning and peer collaboration time during the school day
- Establish a career ladder to continuously improve teacher professional practice and student performance by July 1, 2024

# Pillar 2 Goals & Objectives

## GOALS: (Continued)

- Offer teachers specific positions that increase in title, responsibility, and autonomy without leaving the classroom
- Create a leadership development system that prepares school leaders at all levels
- Increase the number of teachers who achieve and maintain National Board Certification
- Provide teachers with intensive induction, mentoring, and supports

# Blueprint Accomplishments To Date

## Recruit and support high-quality and diverse teachers to meet workforce needs:

- GCPS is evaluating recruiting and hiring practices to ensure teachers and leaders match the diversity of the student population
- GCPS has made a concerted effort to establish a partnership with *Diversity in Ed*, a national organization promoting education as a career for individuals from diverse backgrounds
- GCPS is fully committed to diversifying and increasing the minority staff population throughout our school system

# Blueprint Accomplishments To Date

## National Board Certification (NBC)

- July 1, 2023, eligible National Board Certification (NBC) teachers receive the appropriate salary enhancement
- Currently, GCPS has eleven NBC teachers
- There are 51 educators registered to become NBC certified



# Blueprint Accomplishments To Date

## National Board Certification

GCPS will encourage and incentivize current teachers to pursue National Board Certification (NBC) in the following ways:

- Implementing a NBC cohort model
- Holding annual informational meetings and orientation
- Adding a salary increase upon obtaining NBC to the base salary
- Having a NBC candidacy pool that ranges in various certification area bring awareness to the NBC process
- Providing mentors for NBC candidates
- Participating in the Maryland State “Think Tank”
- Offering NBCT and NBC candidate resources from the Western MD Region NBC Coalition Network
- Registering NBC candidates in the NBConnect Network



# GCPS National Board Certified Teachers

**NATIONAL BOARD**  
for Professional Teaching Standards®

Name	School	Certificate Area	Date Achieved
Michelle Harman	NH	Science: Adolescence & Young Adulthood	2000
William Ringer	SH	English Language Arts: Adolescence & Young Adulthood	2003
Heather Savage	SH	Social Studies-History: Adoslescence & Young Adulthood	2005
Rebecca Kenyon-Sisler	HEEC	Science: Adolescence & Young Adulthood	2008
Sandra Coluzzi	BR	Generalist: Early Childhood	2018
Ali Schilpp	NX	Library Media: Early Childhood through Young Adulthood	2022
Amy Warnick	YG	Generalist: Middle Childhood	2022
Erica Foley	BR	Literacy, Reading-Language Arts: Early & Middle Childhood	2022
Katie Landen	YG	Literacy, Reading-Language Arts: Early & Middle Childhood	2022
Laura Dahlen	BR, SM	Music: Early & Middle Childhood	2022
Lorie Burdock	NX	Science: Early Adolescence	2022

# Blueprint Accomplishments To Date

## Grow Your Own (GYO) Opportunities for GCPS Employees

Initiatives to grow the pipelines of teachers and other professional support staff:

- Implement a Child Development Associate (CDA) cohort with an Institution of Higher Education (IHE) requiring certification coursework in growth and development, preschool curriculum, child care administration, and 480 hours of professional work experience;
- Collaborate with area IHEs to develop Associate degrees with transferable credits that will prepare non-degreed employees to attain a degree leading to a teaching position; and
- Collaborate with IHEs to develop additional teaching credentials focusing on pedagogy and effective teaching methods for staff with an Associate degree, a Bachelor's degree, or a Master's degree in a field other than education.

# Implementation Plan Committee Work Update

## Current Committee Work

Analyze and develop a strategic plan to implement various components of the career ladder including but not limited to the following legislative mandates:

- Teachers with National Board Certification will begin receiving \$10,000 effective July 1, 2022 (FY23). A National Board Certified teacher teaching at a low-performing school\* will also receive an additional \$7,000 effective July 1, 2022.
- All teachers will receive a 10% raise between the period of July 1, 2019, and June 30, 2024.
- All starting teacher salaries must be \$60,000 by July 1, 2026 (FY27).

\* GCPS does not have any low performing schools at this time

# Implementation Plan Committee Work Update

## Current Committee Work: (cont.)

- Explore and expand supports to assist teachers from various grade levels and subject areas in becoming nationally board certified and to maintain the certification.
- Collaboration with institutions of higher education and education preparation providers to increase the number of teacher candidates and provide comprehensive support to ensure successful program completion and certification.
- Explore and expand **Grow Your Own** initiatives to recruit staff that reflect the student population and utilize strategic staffing for job placement among all applicants.

# Implementation Plan Committee Work Update

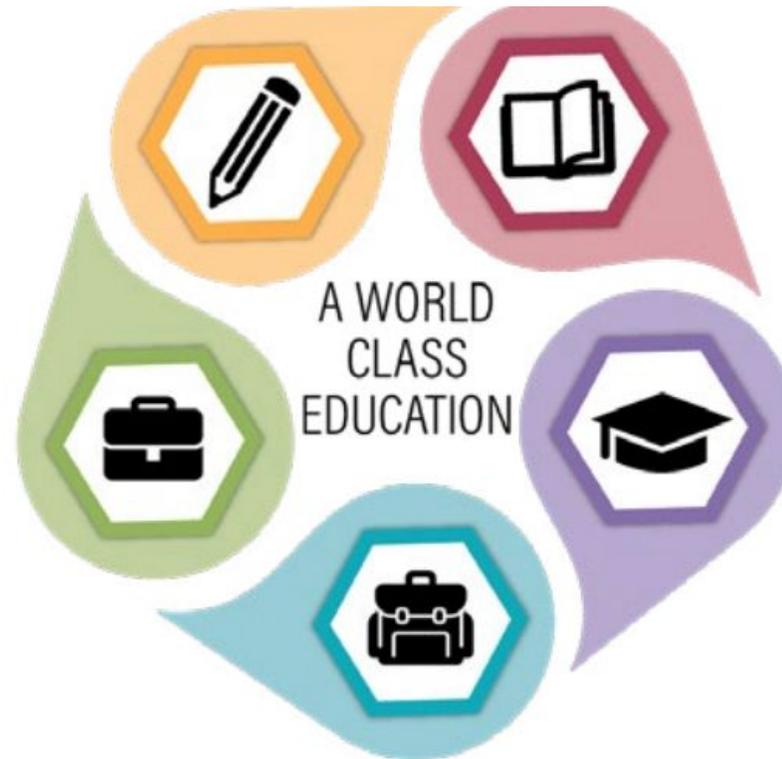
## Current Committee Work: (cont.)

- Analyze and explore hiring practices that will enhance our recruitment process and support high-quality and diverse teachers.
- Evaluate current teacher induction and mentorship programs for newly hired educators.
- Evaluate current job-embedded professional development and teacher support for all educators.

## Pillar 2 Legislative Mandates

- **July 1, 2022 (FY23):** Teachers with National Board Certification will begin receiving \$10,000. A National Board Certified teacher teaching at a low performing school will also receive an additional \$7,000 effective July 1, 2022
- **July 1, 2019, to June 30, 2024:** All teachers will receive a 10% raise
- **July 1, 2024 (FY25):** Implement Career Ladder
- **July 1, 2026 (FY27):** All starting teacher salaries must be \$60,000
- Accountability and Implementation Board (AIB) [Implementation Plan](#)

# Pillar 3: College and Career Readiness



# Pillar 3 Committee Membership

## Pillar Leads: Mr. Paul Edwards

- Jared Roth- CTE Teacher
- Ryan Wolf- Secondary Principal
- Jen Theriot- AP Teacher
- Dr. Ryan Harrod- Garrett College
- Jonathan Hinebaugh- Career Coach
- Danielle Hazelwood- Elementary Teacher
- Dr. Michelle Harman- Secondary Assistant Principal
- Brian Schilpp- Content Specialist Math/Science
- Jason Vansickle- Board of Education
- Candy Maust- Content Specialist ELA/Social Studies
- Dawna Ashby- Director of Early Childhood/Elementary Education
- Jackie Hawkins- Elementary Principal

# Pillar 3 Goals & Objectives

## GOALS:

- To ensure every student meets the College and Career Readiness standards before the end of 10th grade and no later than the time the student graduates from high school
- Ensure students are progressing towards meeting CCR
  - Provide intensive intervention services to students who are not progressing towards becoming CCR by the end of the 10th grade
  - Comprehensive Literacy and Math Plans
- Training aligned to the Science of Reading for Early Literacy
  - Fidelity of implementation specific to literacy training content
- Identify mathematics training and professional development as well as fidelity of implementation
- Create and implement a 9th grade student progress monitoring system
- Utilize high quality, content-rich, culturally responsive instructional materials for ELA and Math

# Pillar 3 Goals & Objectives

## GOALS:

- Implement CCR Pathways
  - Provide a CCR support pathway that allows all student who are not CCR by the end of 10th grade to graduate high school CCR
  - Provide post CCR pathways to all CCR students in grades 11 and 12 to earn early college credits and CTE credentials at no cost to the student or parents
  - Develop accelerated pathways and enrichment programs for gifted and talented students to achieve CCR before the end of the 10th grade
- Provide high-quality career counseling and CTE programs
  - Providing middle and high school students opportunities for career counseling
  - 45% of high school students shall earn an industry- recognized credential
  - School systems offer a robust set of CTE programs that allow students to earn industry recognized credentials including a registered apprenticeship program

# Pillar 3 Accomplishments to Date

- Implementing Intro Course with the College (FYE - First Year Experience - 1 credit class)
- Career Coaches
- Implementation of the National Center for Construction Education and Research (NCCER) Carpentry Curriculum and Industry Credential
- Implementation of iCEV Industry Certified Exam for Animal Science
- Maryland LEADS grant- Science of Reading Professional Development

# ELA Committee Work Update

- Insight Needs Assessment
- Professional development survey and subcommittee to further develop the structure for Science of Reading professional development
- Initial stages of the development of a Comprehensive Literacy Plan PK-12
- Standards Alignment
- Ensuring use of High Quality Resources
- Fidelity Walkthroughs aligned to Science of Reading
- Aligning Professional Learning Communities to evidence based practice
- Initial stages of implementing an intervention model at secondary levels

# Math Committee Work Update

- GCPS Math Vision, Mission and Goals established
- Initial stages of Comprehensive Math Plan PK-12
- High Quality Resources implemented at multiple levels
- Fidelity Walkthroughs aligned to core resources
- Math Teacher Leaders assisting in drafting Blueprint responses
- Initial stages of intervention model at secondary levels
- Investigating the need for Math Coaches at each of our schools

# Post CCR Pathway Committee Work Update

## Dual Enrollment Associate's Degree Paths

- Business Administration
- Science and Math

## Next Steps

- Recruitment Video with Garrett College
- Parent/Student Nights for Post CCR Pathways



# Post CCR Pathway Committee Work Update

## Advanced Placement Path

**Diploma Option:** The AP International Diploma is available for students in the US if they are applying to universities outside the country and score a 3 or higher on 5 AP exams

**Core Requirements:** TBD for Implementation in Maryland

**Course Requirements:** 5 courses minimum

**Course Categories:** 4 categories of courses

- English, World Languages and Culture (two courses)
- Global Perspective (one course)
- Sciences, Math, or Computer Science (one course)
- One additional course (excluding English or World Languages)



MSDE will engage LEAs prior to the 2023-24 school year to consider additional “core requirements” that may be comparable to the IB and Cambridge models or unique to Maryland.

# Post CCR Pathway Committee Work Update

## Career and Technical Education

- Align current CTE programming with the new state-wide framework that will be provided by the state CTE Committee
- Create and adopt the Maryland Youth Apprenticeship Program
- Ensure industry certification exam opportunities for students in applicable CTE programs

# Non-CCR Support Pathway Committee Work Update

- Establish and plan the implementation of 11th and 12th grade support pathways in collaboration with Garrett College for students who do not meet CCR requirements
- Design the individualized plans required for students who have not achieved CCR by the end of 10th grade
- Establish and implement the 9th grade tracker system to identify students in need of additional support and intervention to meet CCR standards.

# Career Counseling Committee Work Update

## New Resource: Naviance by PowerSchool

- Customized College Research Tools
- Managing College Application Materials
- Career Planning- Exploration and Assessment
- Student Success Planning
- Collaborative Tools for Communication
- Analytics and Reporting to Support Data-Driven Decision
- Coordination of Scholarships and College Visits
- College, Career and Life Readiness Curriculum
- Managing Student Course Plans



# Pillar 4: Resources to Ensure all Students are Successful



# Pillar 4 Committee Membership

## Co-Leaders: Dr. Chelsie Manges and Mr. John Hummel

- Melissa Davis, IEP Coordinator
- Anne Ross, Elementary Principal
- Dave Yoder, Middle School Principal
- Nicole Zanoni, Parent
- Lindsey Strubin, Pupil Personnel Worker
- Tom Woods, Board President
- Rebecca Aiken, School Health Services Manager
- Brooks Elliott, Coordinator of Special Programs
- Fred Polce, Director at Garrett County Behavioral Health Authority/Local Management Board

# Pillar 4 Goals & Objectives

## GOALS:

- Accurately identify students from low-income household as a proxy for students who need more resources to be successful
- Improve the education of English Learners (EL)
- Improve the education of students with disabilities
- Provide supports for students attending schools with a high concentration of students from low-income households
- Enhance student health services
- Enhance behavioral health services

# Pillar 4 More Resources for English Language Learners (ELL)

- Increasing communication between schools and ELL families by providing resources and communication in their native language
- Assigning an ELL Family Coordinator to be a liaison
- Meaningfully engaging ELL families in learning outcomes (enrichment activities)
- Implementation of collaborative opportunities for general education teachers and ELL instructors to co-plan
- Professional development for general education teachers on best practices for instructing ELL students
- Access to online bilingual resources and instructional supports for families, educators, and students
- Exploring opportunities to increase ELL teachers

# Pillar 4 More Resources for Students with Disabilities

- Enhancing the current Child Find process by exploring a more robust special education referral through Powerschool
- Ongoing professional development on the special education eligibility criteria to eliminate the under- or over- identification of students with disabilities
- Continuation of the Specially Designed Instruction (SDI) Coach position to monitor and support the implementation of SDI
- Continuation of Lead Special Education Teachers to create and provide resources to other special education teachers
- Ongoing SDI/Collaborative Planning days once a month
- Emphasis on supporting students with disabilities through the CCR requirements
- Continuous analysis of disciplinary data to mitigate potential discriminatory practices for students with disabilities with follow up professional development

# Pillar 4 Important Terminology

**COMMUNITY SCHOOL (CONCENTRATION OF POVERTY SCHOOL)** - means a public school receives a Concentration of Poverty Grants which establishes a set of strategic partnerships between the school and other community resources that promote student achievement, positive learning conditions, and the well-being of students, families, and the community by providing wraparound services

**SCHOOL-BASED HEALTH CENTER** - SBHCs are health centers, located in a school or on a school campus, which provide onsite comprehensive preventive and primary health services. Services may also include mental health, oral health, ancillary, and supportive services.

## Pillar 4 More Resources for Students Attending Schools with a High Concentration of Students from Low-Income Households

- Identification of Concentration of Poverty Schools (COPs) based on state indicator data
- Implementation of a COPs Coordinator at each COPs school to support the completion of a needs assessment, writing of the Personnel Grant, and monitoring the initiation of services
- Requirement of a needs assessment within the first year to guide supports
- Access to a health care practitioner and additional health services
- Community partnerships to expand enrichment opportunities for students

# Pillar 4 More Resources for Students with Health Needs

- Identify and start to utilize a behavioral health screener for all students
- Collaborative meetings with administrators on designing school-based schedules that prioritize SEL
- Implement county-wide and school-specific professional development on behavioral health services and supports
  - Provide teachers with modeling of behavioral supports and follow-up coaching
- Increase community based service providers to support student behavioral health needs
- Continue to enhance and expand community partnerships with all potential providers including non-traditional providers for the area (ie. teletherapy, telemedicine)

# Additional Pillar 4 Accomplishments to Date

- Implementing Grow Your Own opportunities to increase certifications of staff interested in high-need areas
  - BCBA cohort - certified staff working to become certified in Board Certified Behavior Analysts
  - Instructional Assistants being trained and certified as Registered Behavior Technicians (RBTs)
- Each school now has at least one School Counselor (Swan Meadow has a traveling counselor)
- Two Board Certified Behavior Analysts (BCBA) serve all twelve schools
- Added UKERU as a resource that teaches staff members how to safely manage crisis situations (behaviorally) with the least restrictive approach possible.

# Next Steps

- Continue plan development
- Continue stakeholder engagement on the Blueprint Implementation Plan
  - Blueprint Community Feedback Meeting-  
March 1, 2023- Garrett College 6:00-7:30 P.M.
- Finalize Initial Local Blueprint Implementation Plan and submit to MSDE and AIB by March 15, 2023

# Additional Blueprint Resources

[Garrett County Public School Blueprint Webpage](#)

AIB Pillar Graphics with Implementation Timeline as posted on the AIB website:

- [AIB Pillar Graphics](#)

Questions or feedback can be directed to:

[blueprint@garrettcountyschools.org](mailto:blueprint@garrettcountyschools.org)