

Blueprint for GCPS Future

Presentation Series

Pillar 3: College and Career Readiness (Math)

March 15, 2023

Pillar 3 Committee Membership

Leads:

Paul Edwards

Members:

Jared Roth (CTE teacher)

Jen Theriot (AP teacher)

Jon Hinebaugh (career counselor)

Jason VanSickle (BOE)

Dawna Ashby (Elementary Ed Director)

Dr. Michelle Harman (Secondary Admin.)

Ryan Wolf (Secondary Principal)

Ryan Harrod (GC rep)

Brian Schilpp (supervisor)

Candy Maust (content specialist)

Danielle Hazelwood (Elementary Teacher)

Jackie Hawkins (Elementary Principal)

Pillar 3 Math Subcommittee

K-5 Members:

Brian Schilpp (Supervisor)

Amy Warnick (Math Coach)

Jackie Hawkins (Principal and former Math Teacher)

Amanda Love (High School representative)

Ashley Forrest (Administrator in Residence)

Elementary Math Teacher Leaders

Katherine Landen - K - Yough Glades

Rhonda Sweitzer - 1 - Broad Ford

Shana Rhoten - 2 - Grantsville

Jaclyn Kopf - 3 - Broad Ford

Julie Riddle - 4 - Friendsville

Jennifer Upole - 5 - Grantsville

Pillar 3 Math Objectives

Pillar 3, Objective 1 (Math): Students shall have equitable opportunities to become College and Career Ready (CCR) and shall meet the CCR standard at an equal rate

- Comprehensive Math Plan - Development
- High quality, content rich instructional materials for mathematics
- Implementation of instructional resources
- PLC and Professional Development moving forward to job-embedded structures and processes
- Advocating for a math coach or specialist in every school

Pillar 3, Objective 2 (Math): Keep students on track to meet CCR

- Intervention

Comprehensive Math Plan

- GCPS Scope and Sequence Documents and Essential Skills
- Plan will be PK-12 - Final Draft March 2024
- Six components
 - Component 1: Instructional Leadership
 - Component 2: Professional Learning and Practice
 - Component 3: Continuity of Standards-based
 - Component 4: Assessments
 - Component 5: Tiered Instruction
 - Component 6: Family and Community Partnership

Math Vision, Mission and Goals

Vision

Garrett County Public Schools is committed to developing the mathematical understanding and ability of every student. Our students will be prepared to use mathematics to solve real-world problems in their daily lives and future careers.

Mission

Garrett County Public Schools will provide evidence-based math instruction through the use of high quality, vetted programs that equitably address all learners. Faculty will use a variety of data sources to inform instructional decisions and the necessary interventions or acceleration for each individual student. Students will be prepared and expected to achieve proficiency as outlined by the rigorous expectations of the Maryland College and Career Standards.

Goals

- Garrett County Public Schools will provide high quality evidence based curriculum materials and the necessary professional development to implement those resources through consistent and highly effective mathematical practices.
- Administrators and teachers will actively participate in and promote a data-based culture in their PLCs to support instructional adjustments, target the use of additional resources and elevate overall student performance.
- Early identification and intervention services will be provided to help support struggling math students, close gaps, and reach grade level expectations.
- Garrett County Public Schools will provide a personalized instructional platform to support math instruction for students in need of additional supports or acceleration.
- Garrett County Public School students will be equipped with the mathematical skills necessary to demonstrate College & Career Ready proficiency by the end of 10th grade.

Professional Development

- Identifying training needs
- 95% of Pre-K - Grade 5 trained in the use of the Number Sense Routines
- Initial and ongoing i-Ready data and toolkit training provided for classroom teachers and intervention
- Ongoing, job-embedded professional development needs a focus moving forward in the Blueprint
- PLCs need a consistent professional standard in the district

High Quality Instructional Materials

- Process for Selecting Materials
- Procedure determines if materials are high-quality, content-rich, and aligned to CCR standards
- Culturally Responsive
- Supplemental and Intervention Materials (Tiers 2 and 3 of Instruction)
- Math: Adoption Projections
- Materials-Specific Professional Development and Support
 - enVision and i-Ready math

Intervention

- Systems and Structures for Progress Monitoring
- Assessments - Reintroduction of district benchmarks K-5 and Algebra 1
- Measures of Success
- Tier 2 and 3 Intervention
- Structures and Support for Intervention
- High-Quality School Day Tutoring
- Transitional Supplemental Instruction Aid
- Underserved Student Groups
- Leveraging the Concentration of Poverty Grant in Intervention:
- Family Engagement in Learning

Resources for Pillar 3: College and Career Ready - Math

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Feedback Form: <https://forms.gle/AEmx5NDXo6yjFMDv8>

For other/general Blueprint information, please contact

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