Blueprint for GCPS Future

Presentation Series

Pillar 4: More Resources to Ensure all Students are Successful

February 27, 2023

Pillar 4: More Resources to Ensure All Students are Successful

A WORLD CLASS EDUCATION

Pillar 4 Committee Membership

- 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 Overview and Goals

Blueprint Overview: Focus is on equity and closing deeply entrenched opportunity and achievement gaps to ensure that all students, from advanced learners to those who are struggling and have been historically underserved, receive the necessary support in order to reach their full potential. This includes special education and English learner students, expansion of community schools and wraparound services, as well as before and after school and summer academic enrichment programs.

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

Current Pillar 4 Committee Work

❖ Implementation of a sub-committee to determine community partners to provide health services to a Concentration of Poverty School

❖ Identify barriers in order to improve collaboration between schools and ELL families

❖ Update the current Special Education referral to a more robust process
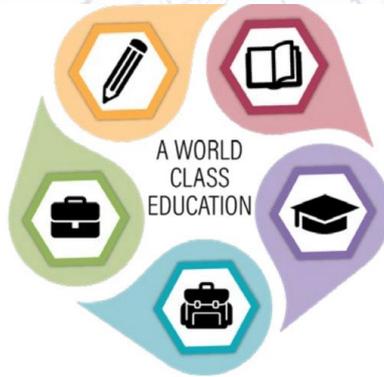
❖ Increase Social Emotional Learning (SEL) curriculum and use system-wide

❖ Ongoing analysis of behavioral data to determine additional areas for professional development

❖ Identify a system-wide Behavioral Health Screening process to help identify and provide services for students' behavioral health needs

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Graphic: Blueprint for Maryland's Future | Initial Comprehensive Implementation Plan, AIB 12/2022

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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

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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

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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

- 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)

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.

Additional Pillar 4 Accomplishments to Date

- Implementation of a Specially Designed Instruction (SDI) Coach
- Implementation of Lead Special Education Teachers
  - Six current teachers from ALO, STARS, and inclusion roles
- Targeted SDI professional development for administrators and special education teachers
- Implementation of SDI Fidelity Checks
- Increased our ability to support our current ELL student population by using current teachers with specific language skills
- Increase Professional Development opportunities for the teachers of our ELL students.

Stakeholder Feedback: Please take a moment to complete the feedback form specific to Pillar 4 found at the following link: PILLAR 4 STAKEHOLDER FEEDBACK SURVEY

Resources for Pillar 4: More Resources

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For other/general Blueprint information, please contact
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Additional Resource: Accountability and Implementation Board Timeline Graphic for Pillar 4:
Timeline Graphic