



Blueprint for Maryland's Future: Initial Implementation Plan Template

Garrett County Public Schools

March 2023

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Document History		
Version	Date	Summary of Changes
1	December 1, 2022	Document Creation
2	December 28, 2022	Minor technical updates. Details listed at the end of this document.

The Maryland State Department of Education (MSDE) and the Accountability and Implementation Board (AIB) are jointly releasing a template and a Criteria for Success that each local education agency (LEA) will use to develop and submit its initial Blueprint Implementation Plan. As LEAs are utilizing this template, it is important to note:

- Responses should address the planning and implementation work that began in 2021-22 and ends with 2023-24.
- The initial submission is due March 15, 2023.
- A second submission of LEA Blueprint Implementation Plans is tentatively scheduled for March 2024 and will address 2024-25, 2025-26, and 2026-27. This submission will require new information as well as updates to the initial plan.
- When reporting data, an LEA should only report data for groups of 10 or more to ensure that it does not reveal personally identifiable information about an individual student.
- LEAs may link artifacts to reinforce and/or expand on any part of their response to a question in the template. Artifacts do not replace the need for a response and are encouraged but not required unless otherwise indicated in the template.



Pillar 1: Early Childhood Education

Pillar 1, Objective 1: Expand high-quality and publicly funded full-day Pre-K

1.1.1 and 1.1.2: Expand access to full-day pre-K for Tier I 3- and 4-year-old children and Tier II 4-year-old children

Blueprint Requirement (MD Code, Educ §7-1A-06)

- 1. Increasing Tier I Participation:** Describe how the school system will increase participation among eligible Tier I 3- and 4-year-olds in Pre-K so that all 4-year-old children and nearly all 3-year-old children from low-income families who wish to enroll in full-day Pre-K shall be served by FY 26 and FY 32, respectively. Identify the challenges that prevent families from enrolling students or the school system from meeting the enrollment need and the strategies the school system will utilize to overcome the identified challenges. Consider challenges associated with priority groups (children with disabilities, youth experiencing homelessness, and English learners) as well as those who require transportation.

Garrett County Public Schools

The Garrett County Public School System (GCPS) will increase participation among eligible Tier 1 3- and 4-year-olds in Pre-K.

Challenges:

- Locating and connecting to our Tier 1 families
- Ensuring families who have disabilities or hardships feel supported and comfortable completing the paperwork
- Locating and connecting with English Language Learner (ELL) families

Supports and Strategies:

- Add additional Pre-K3 classrooms using the Expansion Grant funding
- Garrett County Community Action Committee (GCCAC) with the Head Start program will provide us with a list of the most in need families
- Make the application process more convenient/easier to help families who need support completing the application
- The GCPS Infant and Toddler Program will inform parents of the Pre-K3 & Pre-K4 programs and will provide additional services based on their needs
- Title I informational meeting will include information on the Pre-K3 & Pre-K4 classrooms.
- GCPS will provide bus transportation to all Pre-K students who need to be transported
- The Coordinator of Special Programs will work with ELL families to provide information on enrollment
- Each school will have a registration liaison to support families with the enrollment process
- Mobile registrations in our low economic communities will be provided
- Garrett County Department of Social Services (DSS) and Garrett County Health Department (GCHD) will inform and provide information on the Pre-K program and enrollment process

Linked Artifacts:

[Q1 Artifact 1 Special Ed Child Find](#)
[Q1 Artifact 2 2023-2024 Pre-K3 Spanish Application.pdf](#)
[Q1 Artifact 3 2023-2024 Pre-K4 Spanish Application.pdf](#)
[Q1 Artifact 4 2023-2024 PreK3 Application & Support Services.pdf](#)
[Q1 Artifact 5 2023-2024 PreK4 Application & Support Services.pdf](#)
[Q1 Artifact 6 PK & K Mobile Registration LBTC.jpg](#)
[Q1 Artifact 7 PK & K Registration at Playgroups.jpg](#)
[Q1 Artifact 8 School Readiness Fair Reg Doc.jpg](#)
[Q1 Artifact 9 PK & K Registration Flyer.pdf](#)
[Q1 Artifact 10 PK & K Registration Flyer - Spanish.pdf](#)

- 2. Communication and Outreach:** How will the school system communicate with families about the opportunity to enroll in Pre-K? Discuss the timeline, including frequency and method, of outreach efforts to ensure all families of eligible three- and four-year-olds know what Pre-K options are available to them and are encouraged to participate. What strategies will the school system intentionally use to recruit Tier I students, students with disabilities, youth experiencing homelessness, and English learners? When identifying strategies, consider how the school system will work with the following:

- Local health and social services
- Regional child care resource centers
- Local Early Childhood Advisory Council

GCPS will communicate and work with families to ensure they have an opportunity to enroll their child into Pre-K.

Garrett County Public Schools (GCPS)

- GCPS will send out media releases using email and social media platforms
- The local newspaper and radio will release information on the enrollment process
- GCPS will update and work on making the enrollment process easier and more convenient. There will be a registration liaison available to help families who need additional support completing the enrollment process
- Drop down boxes will be added to the application for families to request support from GCPS and/or outside agencies.
- Judy Center will hand out enrollment information at their events
- Judy Center staff will set up tables during parent conferences and other events to help families with the enrollment process
- All elementary students currently enrolled in GCPS will be given a flyer to take home and middle and high school secretaries will send out a digital flyer to advertise Pre-K enrollment
- Enrollment flyers will be distributed to community agencies/businesses (i.e. laundromats, libraries, pediatrician offices, GCHD)

Other Agencies

- Garrett County's Department of Social Services (DSS) and Garrett County Health Department (GCHD) Early Care will include enrollment information as part of their referral forms that are shared with families for services

- The Early Childhood Advisory Council (ECAC) and the Local Interagency Coordinating Council (LICC) will share, during their meetings, information on the enrollment process so that partnering agencies can get the information out to the families they support.
- At this point we do not have any eligible private Pre-K providers. In the future, we will collaborate and include any eligible private providers in our enrollment process by adding them to the application and distribution of enrollment materials to their centers.
- Head Start and Community Action will share information on the GCPS enrollment process with their families.
- As families apply for Medicaid or food stamps they will have the Pre-K application link available

Timeline

- January 2023: Updated enrollment forms to include "Garrett County Cares!" Section. This will help families to receive support from various community agencies.
- January 2023: Added in a Spanish version of the Pre-K3, Pre-K4, and Kindergarten applications for ELL families.
- January 2023: Meet with the committee and make any adjustments to the enrollment forms and process, look ahead to setting registration dates, and discuss the addition of the two new Pre-K3 classrooms.
- February 2023: Send out media releases to the community on multiple platforms
- February 13, 2023: Registration officially opens
- February 2023 - September 2023: Continue working with agencies to locate and enroll our Pre-K students.

Linked Artifacts:

[Q2 Artifact 1 10.26.2022 ECAC Mtg. Minutes.pdf](#)
[Q2 Artifact 2 01.25.2023 ECAC Mtg. Agenda.pdf](#)
[Q2 Artifact 3 01.11.2023 Title I Mtg. Agenda & Minutes.pdf](#)
[Q2 Artifact 4 2022-2023 PreK3 Press Release & Application.pdf](#)
[Q2 Artifact 5 2022-2023 PreK4 Press Release & Application.pdf](#)
[Q2 Artifact 6 PK & K Enrollment Committee Mtg. Jan. 2023.pdf](#)
[Q2 Artifact 7 Private Provider Flyer.jpeg](#)

See also Q1Artifacts 2-7, 9 and 10

- 3. Expanding Participation to Tier II:** Describe how the school system will increase participation and meet the enrollment demand among eligible Tier II students beginning with the 2024-25 school year and foster socioeconomic diversity in prekindergarten classrooms. How will the school system recruit Tier II students for participation in Pre-K while ensuring priority for Tier I students as described above?

Note: This question is optional for the March 2023 submission and applicable only to those school systems prepared to address it at the time.

Not required at this time.

Linked Artifacts:

- 4. Operationalizing the Expansion of Pre-K:** What operational changes is the school system planning to make to support the expansion of Pre-K? Consider the impact of the expansion related to operating systems, schedules, talent pipelines, physical space and facilities, resource allocation, etc. How will the school system include the Pre-K expansion in its short and long-term planning?

GCPS currently offers universal full day pre-K4 programming to students in Garrett County. In order to expand pre-K opportunities, GCPS implemented two Pre-K3 classrooms this year for the first time. These classrooms service eligible students for full days for five days a week. They provide high-quality experiences for students and their families that will close learning gaps. These students receive transportation on the regular GCPS buses. Schools adjusted their schedules to ensure students receive resource classes with adjusted times. GCPS adopted a new curriculum to help support instruction for all of our Pre-K classrooms including the new Pre-K3 classrooms.

GCPS is planning to expand with two additional Pre-K3 classrooms next year. We will be applying for funding for this in the Expansion Grant for 2023-2024. A new Pre-K3 classroom will be added to Grantsville Elementary and another will be added to Broad Ford Elementary. Grantsville Elementary has been recently renovated and has room for an additional classroom. Route 40 Elementary is in close proximity to Grantsville Elementary and can also send their students who meet the criteria. It should be noted that the system is currently exploring the possible closure of Rt. 40 at the end of the 2022-2023 school year. Should this occur, all Rt.40 students will be relocated to Grantsville Pk-5. The new curriculum purchased this year for our other Pre-K classrooms will be written into the grant for the new Pre-K3 classrooms.

Broad Ford Elementary has been approved to move into a newly renovated, larger school in 2026-2027. During the planning process, the expansion of Pre-K3 classrooms was considered and space was made available in the Educational Specification plans. They will have a classroom space in their current building that can serve the additional Pre-K3 students until the school moves to the newly renovated school.

These classrooms will be collaborative classrooms where eligible students will be dually enrolled with GCPS and Garrett County Community Action Committee (GCCAC) Head Start. The staff for these classrooms will include a Head Start teacher, a GCPS certified teacher, and an instructional assistant. The recruitment process for these positions will include highly qualified teachers and instructional assistants that either hold an associate's degree or the Child Development Associate (CDA) certification.

Linked Artifacts:

[Q4 Artifact 1 FY23 Pre-Kindergarten Expansion Grant Application.pdf](#)
[Q4 Artifact 2 FY23 Pre-Kindergarten Expansion Grant Acceptance Letter.pdf](#)
[Q4 Artifact 3 FY23 Pre-Kindergarten Expansion Grant Amendment #1 NOGA.pdf](#)
[Q4 Artifact 4 Facility Space Long Term Planning - North.pdf](#)
[Q4 Artifact 5 Facility Space Long Term Planning - South.pdf](#)
[Q4 Artifact 6 Early Childhood Teacher Job Description.pdf](#)
[Q4 Artifact 7 Early Childhood Instructional Assistant Job Description.pdf](#)
[Q4 Artifact 8 GCCAC Head Start Teacher Job Description.pdf](#)
[Q4 Artifact 9 2022-2023 Pre-K Class Schedules.pdf](#)



5. Pre-K Enrollment Projections

Use the tables below to indicate the current and projected enrollment of three- and four-year-old students. The first table includes demographic categories for gender and race/ethnicity. The second table includes Pre-K eligibility tiers, the definitions of which are available in the guidance document for reference.

Table 1: Current and Projected Pre-K Enrollment with Demographic Distribution

	2021-2022			2022-2023			2023-2024		
	3	4	All	3	4	All	3	4	All
All Students (Number)	3	148	151	36	167	203	80	180	260
All Students (Percentage)	2	98	100	18	82	100	31	69	100
% Female	*	46	46	42	51	49	55	48	50
% Male	*	54	54	58	49	51	45	52	50
% Nonbinary	*	*	*	*	*	*	*	*	*
% American Indian/Alaska Native	*	*	*	*	*	*	*	*	*
% Asian	*	*	*	*	*	*	*	*	*
% Black/African American	*	*	*	*	*	*	*	*	*
% Hispanic/Latino	*	*	*	*	*	*	*	*	*
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*
% Two or More	*	*	*	*	*	*	*	*	*
% White	*	99	98	97	96	97	98	97	96
% English Learners	*	*	*	*	*	*	*	*	*
% Special Education	*	11	13	*	10	12	14	12	12
% Homeless	*	<1	<1	3	2	2	2	2	2

Table 2: Current and Projected Pre-K Enrollment by Tier

	2021-2022			2022-2023			2023-2024		
	3	4	All	3	4	All	3	4	All
All Students (Number)	*	*	*	36	167	203	80	180	260
All Students (Percentage)	*	*	*	18	82	100	31	69	100
% Tier I	*	*	*	94	75	79	100	74	81
% Tier II	*	*	*	6	22	19	*	23	17
% Tier III	*	*	*	*	3	2	*	3	2

Linked Artifacts:

1.1.3: Implement a high-quality mixed-delivery (public and private) Pre-K system

Blueprint Requirement (MD Code, Educ §7-1A-03)

6. Meeting the Blueprint's Targets for Pre-K: Describe the strategies the school system will employ to meet the targets for the distribution of public and private Pre-K slots set forth by the Blueprint beginning with SY 2022-23 and beyond. If the school system anticipates any barriers that may prevent it from meeting the established targets for private slots, describe each barrier individually and the strategy(s) the school system will use to overcome it, including regional efforts.

Barriers:

- Challenges for private providers meeting Pre-K expansion requirements (i.e. teacher certification, classroom space, approved curriculum, management/budgeting of grant funding, accreditation process)
- Families are not informed on what private providers offer that is the same as public school

Strategies:

- GCPS will continue to work with private providers to become eligible providers so that they can increase their clientele. Private providers will be given additional PD and partner with us to ensure their clientele receive the same learning opportunities.
- GCPS will increase collaboration with Child Care Choices to regionally enhance the quality of private providers to meet the requirements outlined in the Blueprint.
- GCPS staff will contact, support, and inform private providers on the Pre-K expansion process and maintain a contact log of all communication
- Work with more private providers on becoming Judy Center partners and assistance through the accreditation process
- Advertise grants for private providers to take part in and incentive the MD EXCELS process
- Advertise universal enrollment for eligible private providers along with public Pre-K. Students receive the same education whether public or private schooling.

Linked Artifacts:

[Q6 Artifact 1 Private Provider Contact Log.xlsx](#)

[Q6 Artifact 2 Judy Center Flyer](#)

[Q6 Artifact 3 GCPS Private Providers.pdf](#)

See also Q2 Artifact 7



7. Distribution of Public and Private Pre-K Slot Projections

Use the table below to indicate the percentage of Pre-K slots that are operated by the public school system and eligible private providers, including the criteria identified in each row for the applicable school year. For projected percentage of Pre-K slots, project the number of public and private slots, including instances where it may not meet the Blueprint target.

Current and Projected Pre-K Slots with Distribution of Public and Private Providers

	2021-2022				2022-2023				2023-2024			
	Public		Private		Public		Private		Public		Private	
	#	%	#	%	#	%	#	%	#	%	#	%
Blueprint target percentage of Pre-K slots	-	70	-	30	-	65	-	35	-	55	-	45
Projected Pre-K slots	180	100	*	*	220	100	*	*	260	100	*	*
Actual Pre-K slots	180	100	*	*	220	100	*	*	260	100	*	*
Difference between actual and projected Pre-K slots	0	0	*	*	0	0	*	*	0	0	*	*
Actual Pre-K slots minus Tier I 3-year-olds	177	98	*	*	186	85	*	*	180	69	*	*
Actual Pre-K slots minus Tier I 3- AND 4-year-olds	45	25	*	*	24	11	*	*	30	12	*	*
Actual enrolled students (filled in annually with the 9/30 enrollment count data)	151	84	*	*	203	92	*	*	*	*	*	*

Linked Artifacts:

[Q7 Artifact 1 PowerSchool PK Tier Status Report.pdf](#)

Blueprint Requirement (MD Code, Educ §7-1A-03)

- 8. Requesting a Waiver:** Based on the data in the table above, identify whether the school system needs a waiver from the requirements set forth by the Blueprint for the distribution of public and private Pre-K slots for school year 2022-23 and 2023-24. Include a list of the LEA's schools as well as the private

providers in the county (provided by MSDE) with the number of Pre-K slots for each and link it as an artifact.

Note: LEAs will have the opportunity to request waivers in subsequent years through the annual reflection and amendment process for their Blueprint Implementation Plan.

Garrett County Public Schools (GCPS) will need a waiver.

Garrett County Public Schools

- With the approval of the Expansion Grant, GCPS will expand enrollment by adding two 3-year-old classrooms. This will give our system four total PreK-3 classrooms in the 2023-2024 school year, if the expansion grant is approved.
- GCPS has universal 4-year-old classrooms.

Private Providers

- GCPS has zero eligible private providers at this time. Work will continue to develop partnerships to support private providers in becoming eligible providers.
- GCPS offers support to local private providers through the MD EXCELS and MSDE accreditation process
- GCPS invites local private providers to professional development
- Judy Center offers support to private providers and encourages them to expand
- GCPS has contacted and will continue reaching out to all private providers
- Refer to strategies in question 6

Linked Artifacts:

[Q8 Artifact 1 9.29.2022 Collaborative Prof Development including Private Providers.pdf](#)

[Q8 Artifact 2 2022-2023 GCPS Pre-K Slots Available.PDF](#)

[Q8 Artifact 3 2023-2024 GCPS Pre-K Slots Available.PDF](#)

[Q8 Artifact 4 October Collaborative Professional Development .pdf](#)

[Q8 Artifact 5 September Collaborative Professional Development.pdf](#)

See also Q6 Artifact 3

- 9. Leveraging Resources:** How will the LEA collaborate with private providers to maximize resources and overcome challenges? Identify the challenges and describe how the partnership may provide a solution. Consider the challenges facing the LEA and the private providers.

Examples may include:

- *Shared staffing where certified teachers employed by the school system are assigned to Pre-K classrooms with private providers*
- *Utilizing classroom space as a shared resource to expand Pre-K for both the LEA and the private providers to increase slots*
- *Maximizing economy of scale by purchasing materials or scheduling professional development together*

Leveraging Resources with Private Providers

Challenges:

- Educational requirements of staff
- Lack of awareness of requirements and procedures to become eligible for Pre-K expansion
- Extensive waiting lists for enrollment spots create a lack of interest in seeking additional marketable achievements
- Cost for materials to meet MSDE Accreditation requirements
- Ratio of children to staff within a Family Child Care setting

Support:

- Partner with Garrett College to offer educational opportunities
- Partner with Frostburg State University and promote the Master of Arts in Teaching (MAT) Program for private providers and Childcare Career and Professional Development Fund Grant
- Utilize Child Care Choices, Judy Center, and the Administrator-in-Residence position to inform and support providers through the MSDE Accreditation and MD EXCELS process
- Create awareness of MSDE Accreditation Support Fund
- Utilize space within GCPS buildings to expand Pre-K for private providers (i.e. Tiny Steps - a private provider in one of our elementary schools)
- Invite qualifying private providers to attend Pre-K professional development offered by the Judy Center and GCPS when appropriate
- Allocate Judy Center funds to provide curriculum and classroom supplies for partnering private providers
- Offer enrichment activities for private providers (i.e. assemblies, workshops, family engagement nights, etc.)

Linked Artifacts:

[Q9 Artifact 1 MSDE Accreditation Support Fund.pdf](#)

[Q9 Artifact 2 Child Care Career & Prof Dev Fund Brochure.pdf](#)

See also Q8Artifacts 4 & 5

- 10. Data and Information Sharing:** Discuss how the LEA will collaborate with private providers to create systems for data and information sharing. Consider student data related to enrollment, grade reporting, assessments, progress monitoring, IEPs, etc. in addition to instructional resources and system communications.

GCPS & Private Provider Collaboration

- Local Interagency Coordinating Council (LICC), Judy Center, Head Start, DSS, and ECAC will conduct committee meetings 4 times a year with stakeholders and share data specific to the following: how many served, healthy family's data, surveys, and the 3-year-old program data.
- Judy Center Steering committee meetings include monthly data sharing and private providers are invited to attend.
- GCPS Special Education Department shares resources, events, and system communications to public and private providers through the GCPS Department of Special Education Facebook Page
- GCPS Special Education Department holds quarterly meetings on special education topics, staffing, special speakers, RTI, and referrals.

- New parents of children with special needs that enter the GCPS Infant and Toddler Program receive newsletters and are assigned a liaison. This liaison also supports parents in IEP meetings.
- Special Education Citizens Advisory Committee (SECAC) meets 4 times a year to bring awareness of services related to disabilities and providing a forum for county-wide citizen input on special education programs, related services, and relevant issues. These meetings are shared through emails, radio, websites and Facebook groups.

Linked Artifacts:

[Q10 Artifact 1 Infant & Toddler Program Brochure PDF](#)

[Q10 Artifact 2 SECAC Flyer.pdf](#)

[Q10 Artifact 3 SECAC Flyer.pdf](#)

[Q10 Artifact 4 12.14.2022 Judy Center Steering Committee Mtg.pdf](#)

1.1.4: LEAs shall enter into a memorandum of understanding (MOU) with MSDE, each eligible private provider participating in a publicly funded Pre-K in the county, and other applicable government agencies

Blueprint Requirement (MD Code, Educ §7-1A-05)

11. Students with Disabilities: Describe how the school system will collaborate with private providers to serve students with disabilities. How will the LEA ensure:

- Students receive services consistent with the placement and requirements under the Individuals with Disabilities Education Act (IDEA) and corresponding State law,
- Private providers receive training and support in the delivery of services and programmatic support described in students' Extended Individual Family Service Plan (IFSP) or Individualized Education Program (IEP), and
- Private providers are included in developing the Extended IFSP or Preschool IEP?

Students are able to be referred for services through the Child Find process. Any local agency, service provider, community program, parent, or family member is able to make a referral to Special Education if they feel the child may have a delay and may qualify for Special Education and related services. The Child Find process and information about making referrals to Special Education is made available through our social media outlets (Facebook, etc.) on the GCPS website, through Child Find brochures, and through public relations events such as participation in Judy Center events, Head Start events, GCHD events, etc.

Services are provided in the natural environment for infant and toddler programs as well as preschool Special Education services which may be at the service provider location, the home, or community programs such as Head Start or daycare centers. In a few special circumstances preschool Special Education services may be provided in the home setting.

The county is required to meet annual state indicator data for the location of services and if indicator data is not met the LEA is required to develop a corrective action plan or improvement plan indicating strategies to be implemented to meet the indicator data.

Training about various relevant topics, programs or initiatives is offered to community partners such as Judy Center staff, Head Start staff and teachers, and private providers. The Infant and Toddler Program participates in joint training with Head Start and Judy Center staff.

Infant and Toddler staff and the Birth to Five Coordinator conduct professional development with community agencies and providers about the Infant and Toddler Program and Preschool Special Education Program including the referral process, the eligibility process, and service delivery.

Infant and toddler services and Preschool Special Education services are provided in the classroom setting for children that are attending a public Pre-K or community program such as Head Start. The teachers are provided colleague-to-colleague coaching on strategies to use with children to assist with narrowing any developmental gaps identified through the IEP or IFSP or extended IFSP.

For infants and toddlers that are attending a public Pre-K or community program such as Head Start, the provider is included in the routines-based interview that is completed with parents to determine priorities and IFSP and extended IFSP outcomes and the IFSP meeting is held at the school setting to include parents and providers in the IFSP and extended IFSP development. The services are provided in the classroom with the child and the teacher/provider.

For Preschool Special Education services, the IEP is developed with the parent and providers if the child is in a community-based program such as Head Start or a public Pre-K program. The meeting is held at the child's school and the services are provided at the child's school in the general education classroom setting. The Early Learning Assessment is completed with any preschool-aged child in a public or community program that has an IEP and the teachers complete the Early Learning Assessment in collaboration with the Special Education service provider and use the results of this formative assessment to guide instruction.

Linked Artifacts:

See Q1 Artifact 1

12. Students Experiencing Homelessness: Describe how the school system will collaborate with private providers to serve students experiencing homelessness. How will the LEA ensure:

- Students and families experiencing homelessness are equitably engaged and supported through coordinated wraparound services and
- Public and private providers fulfill the educational rights of children under the McKinney-Vento Act?

- GCPS and private providers will automatically enroll students who are deemed homeless.
- GCPS will educate private providers on community resources that offer assistance and supplies needed for children experiencing homelessness.
- GCPS holds Pupil Services Team meetings with each school pertaining to students experiencing homelessness.
- GCPS uses Title I funds to assist students who are homeless for reasonable and necessary needs to support their education under the McKinney-Vento Act.

- Judy Center Family Service Coordinators will create a Pathway Plan with families to set short- and long-term goals to achieve housing security utilizing the Life Scale Progression Needs Assessment. Staff will support and follow the family before, during and after housing is secured.
- Judy Center Family Service Coordinators and Head Start Family Service Coordinators conduct a service coordination meeting monthly to discuss families and partner together to meet the needs of each family. Referrals are made as needs arise.
- Judy Center Family Service Coordinators will complete a quick needs survey with parents at playgroups, Learning Beyond the Classroom (LBTC) bus events, and other community events.
- GCPS collaborates with community agencies to secure housing and support for the family (i.e. The Dove Center, GCCAC Housing Department, DSS)

Linked Artifacts:

[Q12 Artifact 1 House of Hope](#)

[Q12 Artifact 2 Quick Needs Survey - Community Resource.jpg](#)

[Q12 Artifact 3 GCCAC Life Scale Document.pdf](#)

[Q12 Artifact 4 Judy Center Pathway Plan.pdf](#)

13. English Learners: Describe how the school system will collaborate with private providers to serve all English learners. How will the LEA ensure:

- English learners are accurately identified to inform educational programming that takes into account language experience, environment, and learning needs;
- Students receive services appropriate for their placement; and
- Families of English learners are equitably engaged and supported, including providing translation services?

GCPS will collaborate with private providers to serve all English Language Learners in the following ways:

- Utilize the Supervisor of Special Programs to oversee services provided to English Language Learners in the private provider setting
- Establish early identification of English Language Learners procedures by partnering with community agencies: GCPS Infant and Toddler Program, GCCAC Early Head Start & Head Start, Garrett County Health Department (GCHD) Early Care Programs, Garrett County Judy Center, and local pediatricians
- Implement a curriculum with extensive English Language Learner accommodations
- Make family engagement events, parent communication, and family supports available in the family's native language utilizing a translator program or added staff

Linked Artifacts:

[Q13 Artifact 1 English Learners \(EL\) Teacher Job Description.pdf](#)

[Q13 Artifact 2 Three Cheer English Learner Accommodations.pdf](#)

14. Enrollment Process, Policies, and Procedures: How will the school system, in collaboration with private providers, develop a system of unified and common enrollment for Pre-K that is the same for all

schools and providers, ensures access for all eligible students, and reflects the demographics of the enrolled student population? Include descriptions of the enrollment process and timeline and how parents' perceptions and experiences are considered. Discuss how the school system will develop policies and procedures to codify its process as well as the philosophical underpinnings that inform its design. When developing a system for unified and common enrollment, consider the following:

- A common timeline
- A common application
- A common selection process that is fair, transparent, and equitable
- Centrally managed processes for matching family's preferences with school options, promoting socioeconomically and racially diverse learning environments to the greatest practicable without exacerbating disproportionate concentrations of students from different subgroup populations within individual Pre-K programs
- Comprehensive repository of published information such as timelines, school profiles, application support, etc.

Note: Include relevant enrollment policies and procedures, if applicable, as part of the March 2024 artifact submission.

Criteria/Selection Process

For enrollment in the Pre-Kindergarten Program, the school system will first consider each family's monthly household income and children with disabilities. Initial eligibility, then, is determined by whether a child qualifies for free or reduced lunch meals as determined by guidelines that are published annually by the United States Department of Agriculture and the Maryland State Department of Education.

The school system will also automatically enroll children into Pre-Kindergarten if any one of the following applies:

- Household Income at or below 300% Federal Poverty Guideline
- Limited English Proficiency
- Homelessness
- Prior participation in a Head Start or Early Head Start program
- Referral
- Emergency and health situation

Please note that homeless children will be automatically eligible. All applications will be time and date stamped to support the enrollment process, should programs be at or above capacity.

It is important to note that if a program in a child's home school is at capacity for pre-K4, the child will be offered an open slot at the nearest school. GCPS is committed to providing a pre-K4 slot to any student who wishes to enroll.

Promoting and Supporting Student Groups

- GCPS will update and work on making the enrollment process easier and more convenient. There will be a registration liaison available to help families who need additional support completing the enrollment process

- GCPS collaborates with Head Start with the enrollment process. Head Start participates on our enrollment committee and are present at each school for registration to identify younger siblings for Early Head Start Programming.
- The registration for dually enrolled students with Head Start is included in the forms during registration.
- Drop down boxes will be added to the application for families to request support from GCPS and/or outside agencies.
- Garrett County's Department of Social Services (DSS) and Garrett County Health Department (GCHD) Early Care will include enrollment information as part of their referral forms that are shared with families for services
- The Early Childhood Advisory Council (ECAC) and the Local Interagency Coordinating Council (LICC) will share, during their meetings, information on the enrollment process so that partnering agencies can get the information out to the families they support.
- As families apply for Medicaid or food stamps they will have the Pre-K application link available

Timeline

- January 2023: Updated enrollment forms to include "Garrett County Cares!" Section. This will help families to receive support from various community agencies.
- January 2023: Added in a Spanish version of the Pre-K3, Pre-K4, and Kindergarten applications for ELL students.
- January 2023: Meet with the committee and make any adjustments to the enrollment forms and process, look ahead to setting registration dates, and discuss the addition of the two new Pre-K3 classrooms.
- February 2023: Send out media releases to the community on multiple platforms
- February 13, 2023: Registration officially opens
- February 2023 - September 2023: Continue working with agencies to locate and enroll our Pre-K students.
- February 2023 - January 2024: Continue working with local providers on expansion opportunities. If any providers qualify they will be added to the enrollment documents.
- February-March 2023: Letters of acceptance and appointment dates are sent to qualifying students. Families who did not meet qualifications, received a denial letter for PreK 3.
- April 2023: Scheduled registration appointments (document submittal) are held at each child's home school.
- May-August 2023: Applications will continue to be accepted and reviewed for admittance.

Linked Artifacts:

See Q1 Artifacts 4, 5, 9, and 10 and Q2 Artifacts 4 & 5

- 15. Racial and Socioeconomic Diversity:** Discuss the enrollment practices and recruiting strategies the school system will use to ensure students with the greatest needs are enrolled in Pre-K. How will the school system ensure racial and socioeconomic diversity to the greatest extent practicable while preventing disproportionate concentrations of students of the same race, ethnicity, disability status, and income from developing or expanding within an individual Pre-K program, in specific geographic areas, or across the system? Consider how the unified enrollment system discussed in the previous question will support creating diverse learning environments.

Enrollment Diversity

- Refer to Criteria/Selection Process in Question 14.
- To ensure enrollment diversity, GCPS will collect family diversity demographics through a variety of forms and documentation (Race/Ethnicity Form, Maryland Home Language Survey, Free and Reduced Meals Applications, family Income documentation, IEP/IFSP documentation). After gathering demographic information, consideration for student placement will be reviewed to establish classrooms that reflect diverse student groups wherever possible. It should be noted that GCPS does not have significant racial diversity.
- When compiling classrooms, the Head Start enrollment specialist will partner with GCPS staff to ensure appropriate placement of all students to ensure classrooms reflect diverse student groups wherever possible.
- We do not currently have any eligible private providers. However, when we do, we will use the enrollment process to ensure appropriate distributions of students based on parent preference.
- The GCPS Infant and Toddler Program and the GCCAC Head Start Program will inform parents of the Pre-K programs
- The Coordinator of Special Programs will work with ELL families to provide information on enrollment. Currently, we only have 8 English Language Learners distributed throughout the county.
- DSS will include enrollment information as part of their referral form that is shared with families for services
- Currently, there are no eligible private providers in Garrett County. Once private providers are established and meet the Blueprint requirements, GCPS and the private provider will apply the same criteria to ensure diverse classrooms.

Linked Artifacts:

[Q15 Artifact 1 GCPS Race & Ethnicity Identification Form.pdf](#)
[Q15 Artifact 2 Maryland Home Language Survey.pdf](#)

16. Family Experience and Support: How will the school system ensure that the enrollment process meets the needs of families? Describe the strategies, tools, and resources the school system will use to understand families' needs and support them through the application and registration process. Consider the needs of families of Tier 1 and priority group students (students with disabilities, youth experiencing homelessness, and English learners).

GCPS will execute the following strategies to meet the needs of families during enrollment:

- Advertise enrollment on multiple platforms (i.e. radio, newspaper, GCPS website and social media platforms, community agencies social media platforms, etc.)
- Distribute flyers to local pediatricians and high trafficked businesses
- Distribute enrollment information to current students with younger siblings
- Conduct mobile registrations utilizing the Learning Beyond the Classroom bus and van, Judy Center events, Garrett County Health Fair, and Garrett County School Readiness Fair to eliminate transportation barriers
- Collaborate with GCCAC Early Head Start/Head Start, GCHD Early Care Programs, and GCPS Infant and Toddler Program to transition incoming students and address students with disabilities

- Provide enrollment materials in native language of English Language Learner families
- Tools
- Utilize a variety of formats for application completion (i.e. electronic, oral, paper, etc.)
 - Translate forms in native language of English Language Learners
 - Provide laptop devices to school offices for application completion
 - Utilize hotspots at school/community events for application completion
 - Create a cumulative spreadsheet to collect county responses
 - Access to Child Find
- Resources:
- Provide one-on-one assistance in completing the application via Judy Center staff
 - Utilize home-visiting agencies (i.e. Judy Center, GCCAC, GCPS Infant & Toddler Program, Healthy Families, etc.)
 - Distribute a comprehensive list of required documents
 - Collaborate with medical providers to obtain required documentation
 - Collaborate with the Dove Center and GCCAC to meet the needs of youth experiencing homelessness

Linked Artifacts:

See Q1Artifacts 1-7, 9, and 10

17. Administrative Costs: Describe any administrative costs agreed upon by the school system and private providers in the implementation of the mixed delivery system for Pre-K.

Garrett County does not have any qualifying private providers at this point.

Linked Artifacts:

1.1.5: MSDE shall require public and private providers to meet high-quality standards to receive public funding

Note: The complete instructional program for grades Pre-K-12 will be described in Pillar 3: College and Career Readiness. When applicable, reference individual objectives, tasks, and questions as needed to support the responses in this section.

[Blueprint Requirement \(MD Code, Educ §7-1A-04\)](#)

18. Comprehensive Services for Students and Families: Describe how the LEA will collaborate with private providers to ensure students and their families have access to comprehensive services (e.g., vision screenings, school psychologists, etc.), including services offered on-site or through community partnerships.

GCPS will collaborate with private providers to ensure students and families have access to comprehensive services in the following ways:

- Garrett County Judy Center partnerships that offer family services (i.e. goal setting, continuing education, parent education, mental health, etc.)
- Vision and hearing screening from the Lion's Club and local physicians
- Health screenings by Mountain Laurel Mobile Outreach Van
- Dental screenings by the Garrett County Health Department (GCHD)
- GCPS Speech Pathologist screens all enrolled prekindergarten students. A comprehensive evaluation process is provided for qualifying students.
- Mental Health Services: Child Care Choices, Judy Center, Local Care Team, GCHD, Dove Center, APPLES for Children
- Wrap around care offered by the provider or community agencies
- The Department of Special Education collaborates with ECAC and the Department of Early Childhood to provide information to private providers on the referral process for Infants and Toddlers and preschool special education.
- Private providers will work directly with Child Find to support children with IEPs
- Child Find provides IEP services by disseminating staff to private centers
- Child Care Choices works with private providers to support behavioral challenges through their Partnership for Emotionally Resilient Kids (PERKS) program.
- GCPS Department of Special Education will deliver services to private providers to children that qualify through the IEP process.
- Social emotional support is provided on a daily basis through GCPS prekindergarten Maryland accredited curriculum Savvas: Three Cheers and the Second Step Curriculum.

Linked Artifacts:

[Q18 Artifact 1 APPLES for Children Mental Health.pdf](#)

[Q18 Artifact 2 APPLES Program Based Child Referral Packet.pdf](#)

[Q18 Artifact 3 APPLES Home Based Child Referral Packet.pdf](#)

See also Q12 Artifact 4

19. Training and Professional Development: Pillar 3: College and Career Readiness, Sections 3.1.3 (English Language Arts) and 3.1.3 (Math) require the school system to describe its training and professional development plans in English language arts and math for grade levels Pre-K-12, including the following:

- Identifying training needs
- Types of training provided
- Fidelity of implementation
- Ongoing, job-embedded professional development
- Organizational structures and support

For this question, describe the school system's early plans to collaborate with private providers and ensure all employees responsible for Pre-K instruction (e.g., teachers, teaching assistants, etc.) receive training and professional development related to the implementation of the instructional program, including high-quality instructional materials, in Pre-K as outlined in Pillar 3. Discuss the school system's initial plans to include private providers in the development and implementation of its training and professional development plans. Consider professional development models, resources and materials, logistical factors, and any other relevant information.

Professional Development Implementation

- GCPS will partner with the Judy Center and GCCAC Head Start to hold professional development for our teachers, Head Start staff, and private providers. This will take place 3 times a year.
- GCPS is training staff on the new curriculum, Three Cheers. Pre-K3 and Pre-K4 are using this curriculum. The Judy Center is working with some local providers to have the same curriculum to use with their children. Head Start was offered the opportunity to use the curriculum, but has decided not to use it at this point.
- GCPS Pre-K teachers have received or will receive ELETRS training on the Science of Reading and will inform eligible private providers on how to write for funding for this training and other training within their grant.
- GCPS teachers will receive IMSE Phonological Awareness training
- JC will work with private providers to support accreditation
- GCPS will offer support to any local providers willing to apply for the Pre-K Enhancement Grant
- GCPS Pre-K teachers have received professional development on math number sense routines that were created to help support in math instruction.
- GCPS is working on a Scope and Sequence in math and ELA for Pre-K teachers. This will be ready for the 2023-2024 school year.
- GCPS will continue to reach out, invite, and provide professional development to local private providers.
- To identify training needs, staff complete a professional needs assessment to identify areas of need. Evaluations are completed to provide feedback on professional development
- GCPS reviews KRA data using the four domains to identify areas of weakness and shares the data collected with Pre-K teachers, Kindergarten teachers, Early Head Start teachers, Head Start teachers and private providers that attend the collaborative professional developments hosted by Garrett County Judy Center Early Learning Hubs.

Fidelity of Implementation

- Observations
- Learning Walks
- Administrator Walk-Throughs
- Data Check Points
- Professional Learning Communities

Organizational Structures and Support

- ARC Coach Support
- Literacy Coaches
- Mentor/Mentee Program
- Math Coach
- Supervisor of ELA
- Supervisor of STEM

Linked Artifacts:

[Q19 Artifact 1 FY23 ARC Coaches Visitation Schedule.xlsx](#)

[Q19 Artifact 2 FY23 Literacy Coaches Schedule.pdf](#)

[Q19 Artifact 3 10/2022 Prof Development Evaluation.pdf](#)

[Q19 Artifact 4 9/2022 Prof. Development Evaluation.pdf](#)

[Q19 Artifact 5 Pre-K Shell Course.pdf](#)

[Q19 Artifact 6 Three Cheers PK-Spanish.pdf](#)

[Q19 Artifact 7 ELA Discipline Literacy Learning Walks.pdf](#)

[Q19 Artifact 8 Three Cheers Pre-K Resources & Materials.pdf](#)

[Q19 Artifact 9 ELETRS Training.pdf](#)

See also Q8Artifacts 4 & 5

Blueprint Requirement (MD Code, Educ §7–1A–04)

20. Teacher Pipelines: Pillar 2: High-Quality and Diverse Teachers and Leaders, Subsection 2.4.1 requires school systems to describe their plans to build teacher pipelines for all grade levels, and includes the following:

- Teacher hiring data
- Hiring trends and needs
- Partnerships with institutions of higher education and educator preparation programs
- Grow your own programs
- Diverse environments for observations and practica
- Mentor teacher assignments for observations and practica

Considering the school system's plans discussed in Pillar 2, how will the school system initially work with private providers and educator preparation programs in developing early plans to build teacher pipelines for early childhood teachers that will serve both public and private Pre-K programs? How will the LEA communicate these opportunities to current and prospective employees?

GCPS Teacher Pipelines

- GCPS has partnered with Frostburg State University (FSU) with the Childcare Career and Professional Development Fund (CCCPDF) Grant. GCPS has informed local providers of the CCCPDF Grant. This will allow local providers, or others working for them, to obtain their teaching degrees at no charge. At this point, no providers have taken advantage of this opportunity.
- GCPS collaborates with FSU on several executive committees (P-20 Executive Council, FSU Mega Community, and FSU Educational Advisory Band, and Professional Development School partner) charged with examining goals and objectives to recruit future teachers to be prepared to enter the workforce and teacher candidacy pool with the appropriate credentials and Praxis requirements.
- Through partnerships, GCPS is able to evaluate the level of preparedness and serve as ambassadors to enhance the teacher preparation programs at Garrett College, Allegany College of Maryland, and Frostburg State University.
- Hiring trends show a large turn over in Early Childhood Teachers. There has been a shortage, making it more difficult to recruit and retain teachers.
- GCPS has an active recruitment program. GCPS participates in on-site and virtual recruitment fairs at colleges and universities.
- 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.

Bachelors, Masters FSU

Accelerated Teaching Residency with Year-Long Experience:

- The accelerated Master of Arts in Teaching (MAT) residency program will increase diverse teacher supply and accelerate professional growth through intensive and extensive field-based preparation with a fully integrated curriculum, nationally validated assessments, and evidence-based micro credentials documenting competency mastery.

Spring/Summer 2022- Advertise the program and launch a competitive application process to identify 5 candidates (2 MAT-E, 1 Bachelor's were identified)

Re-advertised in November/December

Spring 2023- Bachelor's candidate will complete registration process, (one MAT-E taking entry required courses now) Residency program will backfill and begin for Bachelor's

Summer 2023- Hire qualified long-term substitutes to backfill successful candidates

Summer 2023- MAT-E candidates begin course work

Fall 2023- All candidates will begin the residency program (co-teaching and course work)

Fall/Spring 2022-2023- GCPS will monitor progress of candidates

Summer 2024- Candidates will have completed the program.

Mentor Teacher Assignments for Observations and Practica:

- There is a process for assigning teacher mentors for teacher interns.
- Teachers who serve as mentors are identified as highly effective teacher mentors
- Mentor orientation and training takes place with GCPS
- Teachers are matched with a mentor in their respective fields

Communication:

- Staff emails
- Website
- Frontline

Linked Artifacts:

See Q9Artifact2

- 21. Developing Teaching Assistants:** Discuss how the school system will work with providers and educator preparation programs to support teaching assistants in obtaining the necessary certificate or degree to meet the credentialing requirements set forth by the Blueprint by the beginning of SY 2025-26? How will the LEA communicate these opportunities to current and prospective employees?

Examples may include:

- *Creating cohort models to support staff to complete CDA coursework and meet certification requirements*
- *Partnering with institutions of higher education to develop programs designed to support staff in obtaining associate degrees, especially institutions that will award college credit for work experiences within the field*

- *Leveraging high school CTE programs to provide aspiring teachers the opportunity to work as CDA certified teaching assistants*

In order to fully implement the Blueprint, GCPS will ensure that all instructional assistants either hold a Child Development Associate (CDA) or an Associate's Degree in our full day 3-year-old and 4-year-old early childhood classrooms, by the school year 2023-2024. GCPS has 5 instructional assistants who do not meet the Blueprint expectations that currently serve in our Pre-K classrooms. GCPS has partnered with Garrett College and Howard Community College to have the instructional assistant's CDA complete in the fall of 2023. This initiative is being funded through the Maryland LEADS Grow Your Own initiative.

In the future, HR will add certification requirements through job postings to meet updated Blueprint requirements.

Linked Artifacts:

[Q21 Artifact 1 Courses Listing for CDA Certification.pdf](#)

See also Q2 Artifact 3



22. Developing High-Quality ECE Staff Projections

Use the information from “Pre-K Enrollment Projections” to complete the first row of each of the tables below. Using the student enrollment numbers, complete Table 1 to identify the hiring needs for teaching assistants and Table 2 to identify the hiring needs for teachers based on an expansion of Pre-K. For each table, disaggregate the data by provider type.

Table 1: Current and Projected Number of Pre-K Teaching Assistants (TA)

	2021-2022		2022-2023		2023-2024	
	Public	Private	Public	Private	Public	Private
Student Enrollment	151	*	203	*	260	*
Total TA Positions	11	*	12	*	13	*
Filled TA Positions	11	*	12	*	12	*
Vacant TA Positions	*	*	*	*	1	*

Table 2: Current and Projected Number of Pre-K Teachers

	2021-2022		2022-2023		2023-2024	
	Public	Private	Public	Private	Public	Private
Student Enrollment	151	*	203	*	260	*
Total Teacher Positions	11	*	12	*	13	*
Filled Teacher Positions	11	*	12	*	12	*
Vacant Teacher Positions	*	*	*	*	1	*

Linked Artifacts:

[Q22 Artifact 1 GCPS Staffing Worksheet 2021-2022.pdf](#)

[Q22 Artifact 2 GCPS Staffing Worksheet 2022-2023.pdf](#)

1.2.1: Administer an unbiased Kindergarten Readiness Assessment to all incoming kindergarten students

23. Administration of the Kindergarten Readiness Assessment (KRA): Discuss how the LEA consults with kindergarten teachers in developing guidelines and training to ensure an unbiased administration of the KRA. How does the LEA ensure staff responsible for administering the KRA receive the training?

Per MSDE mandates, GCPS has selected staff to complete the KRA Training of Trainers. Upon completion, qualified staff implement, with fidelity, a series of mandatory KRA administrator trainings. Kindergarten teachers are surveyed to see which platform and date they would prefer. All staff administering the KRA are expected to attend one of the following platforms presented:

- New Teachers:
Blended: 1 hour Kick-Off Webinar, self-paced online: Modules 2-5, 4 hour live session (virtual or in-person)
- Returning Teachers:
 - Independent Refresher Training: Review modules online and complete assessments
 - Facilitated Refresher Training: In-person review of modules and complete assessments

During all training formats, the KRA Facilitator Guide is followed with fidelity. Strategies emphasizing the importance of unbiased administration are noted and practiced. To continue support and supervision during the KRA window, trainers will utilize Section 2.4 of the Facilitator Guide: Coaching on the KRA. In recent years, GCPS has selected the Blended Model for new teachers and the Independent Refresher for returning teachers.

To ensure administration of the KRA is completed appropriately, the trainer will:

- Share new and relevant information and resources related to the content and implementation of the KRA
- Communicate regularly with teachers to ensure content understanding and implementation effectiveness

Linked Artifacts:

[Q23 Artifact 1 KRA Teacher Training.pdf](#)



24. Kindergarten Readiness Assessment Projections

Use the tables below to indicate current and projected levels of kindergarten readiness using the Kindergarten Readiness Assessment (KRA). Use the first table to disaggregate overall readiness by level (emerging, approaching, and demonstrating) for each of the demographic and service groups listed. Use the second table to provide the average scale score by individual domain.

Table 1: Current and Projected KRA Levels with Demographic Distribution

	2021-2022			2022-2023			2023-2024		
	ER	AR	DR	ER	AR	DR	ER	AR	DR
All Students (Number)	40	100	110	39	70	122	27	73	125
All Students (Percentage)	16	40	44	16.9	30.3	52.8	12	33	55
% Female	12.6	38.7	48.7	11.2	27.1	61.7	8	29	63
% Male	19.1	41.2	39.7	21.8	33.1	45.1	17	35	48
% Nonbinary	*	*	*	*	*	*	*	*	*
% American Indian/Alaska Native	*	*	*	*	*	*	*	*	*
% Asian	*	*	*	*	*	*	*	*	*
% Black/African American	*	*	*	*	*	*	*	*	*
% Hispanic/Latino	*	*	*	*	*	*	*	*	*
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*
% Two or More	*	*	*	*	*	*	*	*	*
% White	15	41	43	16	30	54	13	32	55
% Economically Disadvantaged	14.6	46.9	38.5	19.7	35.2	45.1	16	37	47
% English Learner	*	*	*	*	*	*	*	*	*
% Special Education	47.1	35.3	17.6	51.9	18.5	29.6	40	30	30

ER = Emerging Readiness, AR = Approaching Readiness, DR = Demonstrating Readiness

Table 2: Current and Projected Average KRA Scale Score by Domain

Domain	2021-2022	2022-2023	2023-2024
Language and Literacy	265	270	273
Mathematics	265	268	270
Social Foundations	279	279	280
Physical Well-being and Motor Development	279	276	279

Linked Artifacts:

[Q24 Artifact 1 FY22 GCPS Kindergarten Readiness Assessment Report.pdf](#)

Pillar 1, Objective 3: Expand family supports

1.5.1: Judy Centers

Blueprint Requirement (MD Code, Educ §5–230)

- 25. Expanding Access for Families:** Describe the LEA's plans for expanding support for families through Judy Centers. Include the current number of centers and the number of families served as well as the community's need and whether additional centers are needed. Consider the geographic distribution of centers to meet the needs of the community.

GCPS is currently the grantee of three Judith P. Hoyer Early Childhood Education grants. The three grants serve five Judy Center Early Learning Hub sites: Broad Ford Elementary, Crellin Elementary, Friendsville Elementary, Grantsville Elementary, and Yough Glades Elementary. Every qualifying Title I school in GCPS houses a Judy Center Early Learning Hub. In Fiscal Year 2024, GCPS will apply for two expansion grants to allow each site to be represented independently and to expand services to those catchment areas with greater equitability. In addition, continued assessments will be completed to see if any other areas within the county meet the criteria outlined for expansion beyond the Title I qualifier. With the guidance of MSDE, schools of high-needs will be identified through establishing the CDC Social Vulnerability Index or completing a comprehensive needs assessment for the areas seeking Judy Center Early Learning Hubs.

2022-2023 Mid-Year Report Data:

Broad Ford Elementary Judy Center Early Learning Hub: 177 Families

Friendsville Elementary and Grantsville Elementary Judy Center Early Learning Hub: 123 Families

Crellin Elementary and Yough Glades Elementary Judy Center Early Learning Hub: 123 Families

Linked Artifacts:

[Q25 Artifact 1 GCPS Judy Center Early Learning Hubs.pdf](#)

Pillar 1: (OPTIONAL) Proposed Regulatory Revisions and Waivers

- 26.** Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

Garrett County Public Schools (GCPS) will need a waiver specific to the private pre-k provider target of 30%

Garrett County Public Schools

- Upon the approval of the Expansion Grant, GCPS will expand enrollment by adding two additional 3-year-old classrooms

- GCPS has universal 4-year-old classrooms

Private Providers

- GCPS offers support to local private providers through the MD EXCELS and MSDE accreditation process
- GCPS invites local private providers to professional development
- Judy Center offers support to private providers and encourages them to expand

Linked Artifacts:

Pillar 1: Stakeholder Engagement

- 27.** Identify the key stakeholder groups that the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the Early Childhood Education Pillar. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Examples may include:

- *County-based governmental offices such as Health, Human Services, Housing, etc.*
- *Local Early Childhood Advisory Council (ECAC)*
- *Organizations supporting specific student groups such as multilingual learners*

Stakeholder Group	Contributions	Frequency of Engagement
Garrett County Community Action Committee (GCCAC)	GCCAC services children and families through Early Head Start and Head Start. Partners with GCPS with collaborative classrooms and professional development. Provides services to meet the essential needs of families. Offer a Two-Generational approach to support grandparents who are serving as the primary guardian for a child.	Daily
Garrett County Health Department (GCHD)	Will offer multiple services for families. They offer mental health, dental, medical, vision, food, and shelter.	Daily
Dove Center	Provide housing for families in crisis and counseling services.	As Needed
Child Care Choices	Support private providers with the expansion and the accreditation process. They provide mental health services.	As Needed

GCPS Infant and Toddler Program	Work with identified students and their families with an identified need.	Daily
Local Interagency Coordinating Council (LICC)	They work in conjunction with ECAC to provide services to families and early learners.	Quarterly
Local Early Childhood Advisory Council (ECAC)	Meet with different agencies to share different ways to meet the needs of Garrett County's early learners	Quarterly
Individual Schools	Reaching out to families to support in multiple areas of need.	Daily
GCPS Title I Program	Provide support and family events	Monthly
GCPS ELL Supports	Provides students and families English language learner support services	Daily
Private Providers	Work with our early learners and partners with GCPS.	Daily
Parents	Partners with the school	Daily
Local Management Board (LMB)	LMB serves as the coordinator of collaboration for child and family services	As Needed
Garrett County Department of Social Services (DSS)	Support and serve families in crisis. Support with housing, clothing, food and other areas of need.	As Needed
GCPS Judy Center	Provides support to families with children ages birth to five, and local providers through events, school readiness/parents education materials, professional development, and family service coordination.	Daily

Linked Artifacts:

[Q27 Artifact 1 02132023 EHS and HS Advisory Council Mtg.pdf](#)

See also Q2Artifact3



Pillar 2: High-Quality and Diverse Teachers and Leaders

Pillar 2, Objective 1: Recruit and support high-quality and diverse teachers to meet workforce needs

2.1.5: Monitor the quality and diversity of State teacher candidates and existing teacher workforce

28. Teacher Hiring Data: Use historical hiring data to identify the number of new teachers the LEA will need going into future years by grade band and subject area.

Grade Band	Certification	2021-2022	2022-2023	2023-2024
Pre-K - 5th Grade	Early Childhood	3	1	2
	Elementary	10	9	3
	World Languages	*	*	*
	Physical Education	*	2	*
	Health	*	*	*
	Fine Arts	3	1	*
	Career and Technical Education	*	*	*
	Special Education	2	6	1
	ESOL	*	*	*
	Other	2	4	*
6th - 8th Grade	Math	2	*	1
	English Language Arts	1	*	1
	Science	1	*	*
	Social Studies	*	*	1
	World Languages	*	*	*
	Physical Education	*	*	*
	Health	*	*	*
	Fine Arts	*	*	*
	Career and Technical Education	*	*	*
	Special Education	2	1	1
	ESOL	*	1	*
	Other	2	*	*
9th - 12th Grade	Math	*	*	3
	English Language Arts	2	*	*
	Science	*	*	1

Social Studies	*	*	*
World Languages	*	1	*
Physical Education	*	*	*
Health	*	*	*
Fine Arts	*	*	1
Career and Technical Education	1	3	1
Special Education	3	*	1
ESOL	1	*	*
Other	2	2	*

Linked Artifacts:

29. Hiring Trends and Needs: Using historical hiring data and additional relevant context, in what grade levels and subject areas has the school system struggled to recruit prospective teachers? Discuss the challenges associated with hiring for these areas.

The areas with the largest turnover year-to-year are Elementary Teachers, Early Childhood, and Special Education Teachers. Special Education teachers at all grade bands over the past five years have been more difficult to recruit and retain. Although Elementary teachers in the past have not been difficult to recruit, with the overall teacher shortage, these are becoming more difficult positions to fill. Other areas that are difficult to recruit for at the 6-8 grade band are English, Math, and Science, and at the 9-12 grade band are English, Math, Science, World Language, and CTE Teachers.

Garrett County Public Schools (GCPS) has traditionally had a strong pool of teacher candidates in all certificate areas to consider for open positions. Over the last several years, we have had fewer applicants for all positions, which has created a challenge to ensure we have the most highly qualified educators to fill classroom positions. As a result, we are hiring more conditional teachers and spending much more time, money, and effort to recruit available certified teachers. In addition, to compete with other local education agencies, we also have to hire much earlier than in the past. Another strategy that GCPS has implemented due to this shortage has been the creation of several Grow Your Own initiatives to try to build a pipeline of educators within our school system. Another challenge in recruiting teachers to GCPS is the lack of affordable housing and the availability of jobs for a spouse in another professional position.

Linked Artifacts:

[Q29 Artifact 1 Historical Recruiting Trends](#)
[Q29 Artifact 2 Staff Retention Data 2022-2017](#)

Blueprint Requirement (Section 5 of Chapter 36)

30. Recruiting and Hiring a Diverse Workforce: What challenges exist for the LEA in hiring staff that matches the diversity of its student population? Describe the strategies the school system will use to recruit and hire diverse teachers and leaders. How will the school system ensure:

- Recruitment practices intentionally build a pipeline of diverse candidates that represent the demographics of the student population and
- Hiring practices include interview protocols, questions, and performance tasks that reveal candidates' knowledge, strengths, and experience while mitigating and eliminating opportunities for implicit bias?

Note: Utilize and reference the data and information shared in the annual diversity report submitted to AIB and link the report as an artifact.

Ensuring minority representation in education throughout Maryland is a challenge. GCPS has shown a modest increase overall (.85% over the past five years) with Professional Staff by Race/Ethnicity, which includes all professional positions. In Teachers by Race/Ethnicity (Table 5, Artifact 1, GCPS Diversity Report), Garrett County Public Schools has shown an increase in a more diverse workforce of this category at all elementary, middle, and high school levels. GCPS has shown an increase of 1.63% as a minority teacher position over the previous five years. The challenge GCPS faces is that we are not getting candidates from the minority staffing report to apply for open positions in our school district. This data analysis pinpoints particular areas of focused attention.

GCPS has implemented a comprehensive recruitment plan to attract diverse and highly qualified teachers to our school system. The plan focuses efforts among local and regional colleges and universities as well as planned visitation to locations where the pool of candidates further supports attraction to difficult-to-fill positions. GCPS participates in on-site and virtual recruitment fairs at colleges and universities throughout Maryland, Virginia, Pennsylvania, and West Virginia. 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.

In collaboration with DIVERSITY in Ed our desire is to attract more diverse teachers. Partnering with this organization will provide stronger marketing strategies to achieve this goal. Through this partnership, we would promote a more robust and targeted online advertising campaign, specifically for those from underrepresented groups. We would use various social media platforms, such as Facebook, Twitter, and LinkedIn, to target organizations and groups related to teaching and diversity, to reach a wider audience. The ads will be designed to highlight the diversity and inclusivity of teacher candidates we hope to attract and showcase career growth opportunities related to a Career Ladder structure. GCPS is committed to promoting diversity in education and feels confident that these marketing strategies will help to attract a more diverse pool of teacher candidates.

As you can imagine, the effect of the COVID-19 pandemic altered recruitment practices from attending in-person recruitment fairs to participating in solely virtual recruitment fairs for almost two years. As a result of the pandemic, many colleges and universities continue to host online virtual recruitment fairs instead of in-person events. This outcome presents the challenge of meeting candidates face-to-face, which can prove very beneficial in recruiting. That said, staff in GCPS interact with more candidates nationwide through virtual social media platforms.

GCPS hiring practices include a structured interview process to help mitigate and eliminate opportunities for implicit bias, generally one interview unless a second is necessary. The Director of Elementary or Secondary Education usually leads the interview committee. They select from

their administrative team of school principals, assistant principals, content or grade level supervisors, department chairs, or instructional resource teachers as part of the interview team of 3-5 people. In the interview process, each candidate is asked the same questions in the same order using an internal rubric based on a five-point system to help reduce bias from the interview process. The interview team recommends the candidate to the Department of Human Resources for review and approval before an offer of employment to the successful candidate. All recommendations for hire must include the rating rubric based on the consensus of the interview committee. The Department of Human Resources audits the submitted documentation to identify and eliminate unfair hiring practices. Additional training on implicit bias for Directors could be an important tool in mitigating bias in the interview process.

To kick off the FY' 24 Employee Hiring (Onboarding) Process, all administrators will have a Combating Implicit Bias and Stereotypes training at the March 2023 Administrator and Supervisors Meeting. During this training, the goal would be for participants to better understand what implicit bias means, be aware of when it occurs, and strategies to combat its effects. Additionally, in training, we will recognize that we all have implicit biases and that implicit bias can negatively affect clinical interactions and outcomes. We will discuss ways to accept the responsibility to identify and understand implicit biases. During this training, participants will discuss implicit bias and identify general principles for reducing bias, such as being mindful of relevant characteristics and acknowledging relevant differences in people.

In the August 2023 A&S Retreat, we will have more in-depth training with the Maryland Association of Boards of Education on Diversity, Equity, and Inclusion (DEI) that speaks to a general discussion of biases.

Linked Artifacts:

[Q30 Artifact 1 GCPS Diversity Report](#)

- 31. Evaluation of Recruiting and Hiring Practices:** How will the school system and board of education evaluate its hiring practices and recommend changes to ensure teachers and leaders match the diversity of the student population?

The current state of our faculty demographics matches our current student population. GCPS will continue to partner with Diversity in Ed and seek recruitment opportunities to target and hire more diverse candidates. We will also build a more diverse talent pipeline. We will work with the Board and Directors to define what diversity and inclusion mean to our organization and incorporate this into our organization's culture. We will promote the benefits to our hiring staff of the importance of diversity and incorporate these values into our organizational culture. We will have the Directors of Elementary and Secondary Education monitor the enrollment of minority students to help gauge the need for a more diverse teaching staff before proceeding with the hiring process. However, our geographic location makes it challenging to draw diverse candidates to our region due to a lack of socioeconomic structure, housing, and competitive pay for potential employees and their spouses.

Linked Artifacts:



32. Teacher Diversity Projections

Use the table below to indicate the current and projected total number of students and teachers within the school system, including the percentage by gender and race/ethnicity. If gaps exist between the diversity of the school system's students and teaching staff, develop projections to narrow those gaps. If no gaps exist, set projections to ensure the school system will maintain a diverse teaching corps.

Note: Use the data submitted from the 2022 diversity report submitted to AIB as a resource and linked artifact.

Demographic Comparison of Teaching Corps to Student Population

	2021-2022		2022-2023		2023-2024	
	S	T	S	T	S	T
Total (Number)	3502	289	3500	297	3500	297
% Female	48.54%	76.82%	48.97%	76.03%	48.97%	76.03
% Male	51.46%	23.18%	51.03%	23.97%	51.03%	23.97%
% Nonbinary	*	*	*	*	*	*
% American Indian/Alaska Native	*	*	*	*	*	*
% Asian	.17%	.35%	.26%	.37%	0.26%	0.37%
% Black/African American	.31%	*	.37%	*	0.37%	*
% Hispanic/Latino	2.03%	.69%	1.97%	.75%	1.97%	0.75%
% Native Hawaiian/Pacific Islander	.03%	*	*	*	*	*
% Two or More	1.86%	1.38%	2.09%	.75%	2.09%	0.75%
% White	95.60%	98.27%	95.31%	98.5%	95.31%	98.5%

S = Student Population, T = Teacher Population

Linked Artifacts:

[Q32 Artifact 1 Hiring Practices and Diversity Report Data](#)

Pillar 2, Objective 2: Increase rigor of teacher preparation programs and licensure requirement

2.2.2: Revise teacher prep programs to meet new requirements

33. Partnerships with Institutions of Higher Education and Educator Preparation Programs: How do you intend to partner with institutions of higher education and educator preparation program(s) to increase the number of candidates in the subject areas and/or grade bands previously identified? How will the

school system collaborate with institutions of higher education and educator preparation programs to ensure:

- Students recruited into teaching programs obtain certifications in the subjects and grade levels the school system needs and
- Standards and practices students are taught in teaching programs align with the standards and practices they will be responsible for implementing as teachers in the LEA's classrooms?

GCPS has a long history of collaboration with the higher educational institutions in the region pre-dating the development of the Professional Development School (PDS) network between our school district and Frostburg State University. However, a more involved partnership began with the development of Professional Development School Memoranda of Understanding in late 1990s. Documents outline the roles, responsibilities and benefits of all partners, especially P-12 students. In the latest reauthorization of the MOUs, a joint tri-state area document was approved by FSU's lawyers and the COE Dean, signed by the county superintendents or their representative and the President of Frostburg State University. PDS Principals, Site Coordinators, Clinical Educators, and Clinical Faculty, and Initial Certification Program Coordinators collaborated to develop a Common Handbook outlining roles and responsibilities, placement requirements, field experience policies, performance evaluation and concerns process, and common forms. The goal of the P-20 collaboration is to support common efforts towards strengthening education programs and teacher preparation programs and serves as an informational platform to collaborate and share educational issues and trends that are relevant to current educational reform initiatives and their impacts on education programs.

Through discourse with various FSU's Committees, Executive Board, Mega Community and the P-20 Committee, GCPS was able to share the need for a stronger pipeline of teacher candidates in the critical teaching shortage fields in the areas of STEM, Computer Science, Special Education, Early Childhood and Elementary positions. As a result of identifying the critical teacher areas, FSU worked with GCPS and another school district in Maryland to create an Accelerated Master of Arts in Teaching Elementary and Secondary Residency program. This will increase diverse teacher supply and accelerate professional growth through intensive and extensive field-based preparation with a fully integrated curriculum, nationally validated assessments, and evidence-based micro credentials documenting competency mastery.

Ensuring the coursework is in alignment with the public schools is another goal of this partnership. We are working in collaboration with higher education institutions through the PDS Advisory Council to ensure the district level curriculum, assessments, and specific coursework is being implemented in the teacher preparation programs. As a result, when the teacher residents are hired in our school system they are better prepared to begin teaching seamlessly. Examples of this alignment between FSU and GCPS are and will be the following: The Science of Reading, the Orton-Gillingham training modules and resources, and the county's curricular materials. Furthermore, we are collaborating with the community college on several pathways within their teacher preparation programs: Early childhood, STEM, and special education.

In addition, we are exploring ways to implement more robust methods of messaging opportunities for GCPS students to obtain an AA degree before they graduate with career coaches, school counselors, and administrators.

[Linked Artifacts:](#)

[Q33 Artifact 1 P20 Meeting Minutes January 2023](#)

[Blueprint Requirement \(MD Code, Educ §6–120\)](#)

- 34. Diverse Learning Environments for Observations and Practica:** Discuss the LEA's process for identifying schools with diverse populations and supportive school environments for teacher candidates to complete observations and practica. Include a description of the characteristics of a supportive school environment and the criteria the school system uses to identify a school as having a diverse student population.

Our district does not have culturally diverse observation experiences when considering race or ethnicity. However, several schools across the county, including Broadford, Crellin, Yough Glades, Friendsville, Grantsville Elementary School, Southern and Northern Middle Schools, and Southern and Northern High Schools, have the most diverse populations in our district when considering socioeconomic status, special education services, and behavioral programs housed at these schools. The student needs in those schools provide unique observational opportunities due to the diversity of the faculty, additional support positions, and special programs. The priority is to place interns in the most diverse schools possible. However, we do not want to restrict the other schools based on the unique needs of the intern and what the other schools offer that may align better with an intern's area of specialization.

In GCPS, the criteria for defining a school with a diverse student population is one with varied socioeconomic status and diverse needs that address the delivery of specialized instruction and behavior programs. Those programs depend on the size and the diversity of students identified. The ethnic population is proportionally higher on the southern end than on the northern end of schools across the county.

The vision, mission, and goals of the Garrett County Board of Education and GCPS align with all stakeholders. Administrators, certified staff, and support staff offer an educational environment nurturing all students to become productive, enthusiastic, and successful members of society. Those goals are defined as characteristics of the school environment that inspire and foster a student growth mindset by providing rigorous instruction and learning opportunities, sustaining a culture of excellence, and preparing our students for life in an ever-changing world.

Characteristics of a supportive school environment for teacher candidates include these areas:

- Creating a positive, safe, and nurturing learning environment for continued growth
- Maintaining high levels of communication and collaboration during instruction, professional learning, and throughout planning in professional learning communities
- Providing clear and direct feedback throughout each practicum experience
- Cultivating a shared belief in collective efficacy for all students and staff.

[Linked Artifacts:](#)

[Q 34 Artifact 1 Mentor Qualifications](#)
[Q 34 Artifact 2 Mentor Teacher Handbook Fall 2021](#)
[Q 34 Artifact 3 FY23 GCPS Title I Support Staffing Plan](#)
[Q 34 Artifact 5 Title I FARMS Rank Order 2010-2021](#)
[Q 34 Artifact 6 GCPS FARMS Oct 2021](#)

- 35. Mentor Teacher Assignments for Observations and Practica:** Describe how teacher candidates will be assigned highly effective teacher mentors to supervise them during their observations and practica. Discuss the selection process for teacher mentors, including the data sources for classifying teachers as highly effective, the process for matching teacher mentors to teaching candidates, and how the school system supports teacher mentors in effective mentor practices.

GCPS has established MOUs with our partner higher education institutions (Garrett College and Frostburg State University). Multiple schools are designated as Professional Development Schools (PDS), and each PDS has a liaison who serves on the PDS Coordinating Council, which meets one to two times a semester as well as once in the summer for mentor training. Those liaisons are highly effective teachers in the school or the building administrator. In addition, the selected liaisons are provided specific training from FSU on being an effective mentor or Site Coordinator. Those individuals receive a minimal stipend, tuition remission, and additional CPD credits for serving in this role. The Office of HR at GCPS works with the Office of Field Experience at FSU to thoughtfully and strategically place interns in the most diverse placement. Mentor teachers within the three field experiences (Assistantship, Internship I, Internship II) must have the following required qualifications:

- At least 3 – 5 years of successful teaching experience (varies by placement county)
- Full-time tenured teacher in the school in which they will mentor
- Hold current certification in their grade or subject area
- Considered “highly qualified” in their teaching area
- Approved to mentor by the local school district administration
- Participate in mentor training required by FSU/P-12 School Districts
- Participate in mentor orientation provided by FSU

The selection process for mentor teachers begins with a recommendation by the individual's school principal and an indication from the recommended teacher of his/her availability and willingness to mentor an undergraduate assistant pair/intern for the length of the field experience. Mentors receive updates on program activities and changes in internship requirements for candidates via PDS coordinating councils and provided professional development. The accreditation process at FSU through CAEP requires an assurance for the quality of teacher mentors. Teacher residents and teacher mentors must complete an orientation and ongoing quarterly meetings that offer professional development and essential skills and resources necessary in a highly qualified mentor/mentee program. Mentors are provided CPU credits and a stipend for serving in this capacity.

Future enhancements that will be implemented over the next year are the following:

- Requiring the completion of a mentoring course through MSDE before a GCPS teacher can become a school-based mentor
- Requiring a micro-credential certificate for coaching/mentoring teachers in GCPS
- Using a rating system of “highly effective” on the teacher's evaluation system as one criteria to be a mentor

- Streamlining the process to match school-based mentors to teaching candidates with an application process, not just by the principal asking for volunteers
- Adding salary incentives as an interval within the career ladder for school-based staff who have served as a mentor, cooperating teacher, or county liaison with higher education
- Evaluating and revising teacher mentor supports

Linked Artifacts:

[Q35 Artifact1 Mentor Teacher Handbook Fall 2021](#)

[Q35 Artifact2 GCPS Mentor Handbook](#)

2.2.6: Develop and implement pathways for paraprofessionals to become certified teachers

36. Grow Your Own and Alternative Preparation Programs: What types of programs or initiatives does the school system currently have or plan to launch to leverage Grow Your Own strategies and Alternative Preparation Programs to expand the teacher pipeline? Discuss each of the individual groups below.

- **High School Students**

This is a strategy in discussion and being considered as a pathway for students over the next couple of years. An Early Education pathway will be added to the Student Educational Planning Guide as an option for our students. This pathway can lead to a local pipeline to develop future staff. This strategy will be added as an option for students over the next two years.

Linked Artifacts:

- **LEA Employees without Degrees (e.g., teaching assistants, support personnel, etc.)**

GCPS was awarded the Maryland Leads grant which provides reimbursement for coursework and other associated costs for current employees who are pursuing undergraduate degrees or other certifications in student support areas. This funding provides 100% reimbursement for approved placements in these areas as determined by the Office of Human Resources and the Grant Manager of Maryland Leads making these advancements a no cost option for the employee. GCPS has created a cohort model for support staff pursuing degree programs. The cohort model supports instructional support staff pursuing undergraduate degrees.

With funds from MD Leads Grant, these transitional activities will allow GCPS to implement requirements in the Blueprint for Maryland's Future. GCPS will ensure that all instructional assistants hold either a CDA or an Associate's Degree in our full-day three- and four-year-old early childhood classrooms by the school year 2025-2026. GCPS has five instructional assistants in our pre-classrooms who must meet the Blueprint expectations. To build the capacity of our current employees and ensure they have the support necessary to meet the requirements, GCPS is implementing a CDA cohort with Garrett College. GCPS feels that this Blueprint Requirement will place a hardship on recruiting and hiring highly qualified staff for these classrooms and hopes to mitigate this by ensuring that our current employees meet the requirements.

Support staff will have the opportunity to earn an AA Degree to build the teacher pipeline in GCPS. The following activities and timeline outlined below show the plan for supporting employees without degrees to earn one.

- Summer 2022- Recruit and identify candidates for participation in the associate's degree
 - A survey was sent to all employees. Those employees received paid salaries and no-cost degrees and collaborated to create a special program with primarily evening course offerings.
- Fall 2022- Develop and distribute marketing materials specific to the Northern and Southern High School program.

Linked Artifacts:

[Q 36, Artifact #1 Associate's Degree Agreement](#)

- **Individuals with Degrees in Other Fields (e.g., career changers)**

As previously mentioned, GCPS was awarded the Maryland Leads grant which provides reimbursement for coursework and other associated costs for current employees who are pursuing advanced degrees or other certifications in hard to fill areas. This funding provides 100% reimbursement for approved programs as determined by the Office of Human Resources making these advancements a no cost option for the employee.

GCPS intends to partner with Garrett College and Frostburg State University to develop a plan of implementation for employees to take advantage of building the teacher pipeline in critical areas by obtaining a Bachelor's or a Master's degree in Education. The timeline for these opportunities is listed below.

- Spring/Summer 2022- Advertise the program and launch a competitive application process to identify five candidates (2 MAT-E, 1 Bachelor's) Re-advertised in November/December (ultimately, we adjusted this to include 2 MAT and 1 Bachelor's which aligns with the intent of the grant.)
- Spring 2023- Bachelor's candidate will complete the registration process, one MAT-E taking entry required courses now) - Residency program with backfill begins for Bachelor's
- Summer 2023- Hire qualified long-term substitutes to backfill successful candidates
- Summer 2023- MAT-E candidates begin coursework
- Fall 2023- All candidates will begin the residency program (co-teaching and coursework)
- Fall/Spring 2022-2023- GCPS will monitor the progress of candidates
- Summer 2024- Candidates will have completed the program

Linked Artifacts:

[Q36 Artifact 2 Bachelor's Degree In Education Competitive Opportunity Through MD Leads Grant](#)

- **Diverse Teacher Candidates (e.g., gender, race, hard-to-fill areas such as multilingual teachers)**

Strategies provided in these initiatives to expand the teacher pipeline for hard to fill teaching positions (Math, Science, Special Education, CTE positions, and Male Teachers) are the following:

- In July FY 23- future years, GCPS will collaborate with DIVERSITY in Ed. Our desire is to attract more diverse teachers. Partnering with this organization will provide stronger marketing strategies to achieve this goal. Through this partnership, we would promote a more robust and targeted online advertising campaign, specifically for those from underrepresented groups. We would use various social media platforms, such as Facebook, Twitter, and LinkedIn, to target organizations and groups related to teaching and diversity, to reach a wider audience. The ads will be designed to highlight the diversity and inclusivity of teacher candidates we hope to attract and showcase career growth opportunities related to a Career Ladder structure. GCPS is committed to promoting diversity in education and feels confident that these marketing strategies will help to attract a more diverse pool of teacher candidates.
- In July 1, 2023-future years, GCPS will continue to actively seek diverse teacher candidates because students should have opportunities to be taught by educators from different cultures, diverse backgrounds, and varied experiences.
- In July 1, 2023-future years, GCPS will strive to eliminate the diversity gap between students and staff, so that teacher demographics align with student demographics more appropriately. This year, our Human Resources department will attend three job fairs (in person and virtually), including three at Historically Black Colleges & Universities (HBCUs).
- In July 1, 2023-future years, GCPS will actively work towards strengthening relationships with a larger number of HBCUs.
- In July 1, 2023-future years, GCPS will review and revise identification process criteria through a diversity lens for educators who provide new teacher coaching within the induction program. This process will help retain diverse teacher candidates during induction programming.
- In July 1, 2023-future years, GCPS will recruit more diverse facilitators for MSDE coursework to assist in retaining these candidates and help them in taking on leadership roles within the organization.
- In July 1, 2023-future years, GCPS will identify opportunities to revise the hiring process timeline to offer open contracts to diverse candidates earlier in the school year to help incentivize a more significant number of early commitments to teaching for GCPS.

[Linked Artifacts:](#)

Pillar 2, Objective 4: Establish new statewide educator career ladder and professional development system

Note: When developing plans in this section, LEAs should consider requirements related to collective bargaining.

2.4.1: LEAs and MSDE shall implement a new program to support and encourage teachers to obtain and maintain NBC, particularly teachers from historically underrepresented populations

Note: The NBC data requested in this section is for reporting purposes and to allow MSDE and AIB to track Blueprint implementation progress related to NBC areas of the career ladder. These data may not tie to or reflect final counts used in career ladder State Aid calculations. LEAs will continue to work with MSDE for annual NBC data submissions specifically for the purposes of State aid calculations.

Blueprint Requirement (MD Code, Educ §6–1008)

37. Local National Board Coordinator: Identify the name and responsibilities of the individual(s) serving as the school system's Local National Board Coordinator.

Name	Position	Responsibilities
Dr. Jane Wildesen	Director of Human Resources (National Board Coordinator)	<ul style="list-style-type: none"> • Provide informational session on the requirements for obtaining NBC and the NBC process • Submit NBC candidate selection to MSDE by deadlines • Adhere to deadlines for MSDE for NBC and reports • Collaborate with higher education institutions to discuss NBC process with teacher preparation programs • Provide support and organize training for NBC candidates and NBCTs • Arrange NBC Cohort Model for training, supports, and assigning mentors • Align NBCT assignments to the subject area for which teachers received their National Board Certification • Assign NBCTs to serve as model teachers for peer observations, peer coaches, or mentors to NBCT candidates • Prioritize NBCTs in initial hiring or transfers to low performing schools

Blueprint Requirement (MD Code, Educ §6–1008)

38. National Board Certification Program: Describe how the school system's NBC Coordinator will develop and implement a program that encourages and supports candidates pursuing National Board Certification. Discuss both virtual and in-person opportunities and how the school system will train and support National Board Facilitators as well as National Board Candidates.

- NBC facilitators assigned that are currently NBCTs (Lead roles)
- The creation of a Schoology page for NBC candidates, NBCTs, and mentors

- Support and PD on components and NBC process
- Ongoing meetings for current and potential candidates where past NBCTs are present to add support and share experiences
- Give a presentation at A&S and BEST (New Teacher Orientation) for awareness and procedural information
- Mentors for NBC candidates
- Participation in Maryland State "Think Tank" - a collaboration with other Maryland counties
- Western MD NBCT Coalition - Regional Network
- Orientation meeting for interested educators
- NBCTs continue to grow within the expertise, written blogs, and podcasts within NBCTs
- An NBC teacher wrote a dissertation on NBC (Research)
- Provide NBC notebooks to candidates.
- NBCTs serve on focus groups within the NBC community, attend NBC national meetings, and serve on the Q&A panel.
- Membership with NBConnect - the National Board's online community for passionate educators dedicated to elevating the teaching profession and improving student learning
- Allow ongoing opportunities to provide resources for building awareness for Board certification, facilitating professional learning, and engaging National Board Certified Teachers. We seek to provide opportunities for collaboration and networking so that like-minded educators and other professionals can share insights and learn from each other

Linked Artifacts:

[Q38 Artifact 1 BEST Class Agenda with NBCT Orientation Segment](#)

[Q38 Artifact 2 Mentors](#)

[Q38 Artifact 3 NB Agenda 9.29.22](#)

[Q38 Artifact 4 NB Overview 8.22.22](#)

[Q38 Artifact 5 Schoology Page](#)

[Q38 Artifact 6 Links to publications](#)

- 39. Recruiting from the Existing Teaching Corps:** Describe how the school system will encourage and incentivize current teachers to pursue National Board Certification, including teachers from groups historically underrepresented in the teaching profession.

The school system will encourage and incentivize current teachers to pursue National Board Certification, including teachers from groups historically underrepresented in the teaching profession in the following ways:

- Annual informational meeting and orientation
- Implement a NBC cohort model
- Add salary increase of obtaining NBC funds to the base salary
- High level of completion rate in obtaining NBC certification
- The existing candidacy pool is spread throughout schools and includes a wide variety of certification areas - this has helped to bring awareness
- GCPS will continue to monitor underrepresented populations to ensure all teachers are aware of orientation meetings to become a NBC candidate each year

Future enhancements to incentivize current teachers to pursue NBC are the following initiatives:

- Interview current NBCT's to document their NBC experience and identify supports and benefits they experienced during their pathway toward obtaining certification and once they received their certification.
- Collaborate with our higher education institutions to develop courses and support tools that will include NBCT's Five Core Propositions and other components of the NB certification processes of reflective teaching.

[Linked Artifacts:](#)

40. Recruiting Teachers to the School System: What strategies will the school system utilize to recruit experienced teachers with National Board Certification to the school system?

The career ladder is in place and consistent throughout the state and serves to attract out-of-state candidates.

- Offer the salary incentive system, specifically with NBC.
- Provide support and organize training for NBC candidates and NBCT.
- Arrange NBC Cohort Model for training, supports, and assigning mentors.
- Align NBCT assignments to the subject area for which teachers received their National Board Certification.
- Assign NBCT to serve as model teachers for peer observations, peer coaches, or mentors to NBCT candidates.
- Prioritize NBCT in initial hiring or transfers to low-performing schools.
- Promote the salary incentives due to the Blueprint for Maryland's Future by advertising and attending job fairs.
- Utilize GCPS social media outlets to recognize NBCT and NBC Candidates to entice and promote teachers obtaining NBC status with the additional salary adjustments
- Once the Career Ladder is in place, promote leadership opportunities within the teacher-leader pathways, which provide additional compensation.

Currently, GCPS does not have any low-performing schools identified.

[Linked Artifacts:](#)



41. National Board Certified Teacher Projections

Use the tables below to indicate the current and projected National Board Certified teachers in the school system. Use the open response field below to describe how the school system will increase the number of NBCT in the future, including among historically underrepresented groups. Teachers holding multiple certifications or teaching multiple grades may be counted more than once.

We will continue to have annual orientation meetings. Mentors from a wide variety of certificate areas and schools will be utilized to support new NBC candidates. Support will be delivered via a cohort model as well.

Linked Artifacts:

[Q41 Artifact1 FY 23 NBCTs/Candidates/Mentors](#)

Table 1: National Board Certified Teachers by Certification Area

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	289	100%	297	100	297	100
Art, Early and Middle Childhood	7	2.4%	7	2.4%	7	2.4%
Art, Early Adolescence through Young Adulthood	2	.7%	2	.7%	2	.7%
Career and Technical Education	26	9%	27	9%	27	9%
English Language Arts, Early Adolescence	*	*	*	*	*	*
English Language Arts, Adolescence and Young Adulthood	19	6.6%	18	6.1%	18	6.1%
English as a New Language, Early and Middle Childhood	*	*	*	*	*	*
English as a New Language, Early Adolescence through Young Adulthood	1	.4%	1	.3%*	1	.3%*
Exceptional Needs Specialist	35	12%	36	12%	36	12%
Generalist, Early Childhood	100	34.6%	107	36.3%	107	36.3%
Generalist, Middle Childhood	2	.7%	3	1%	3	1%
Health Education	6	2.1%	6	2%	6	2%
Library Media**	4	1.4%	4	1.4%	4	1.4%
Literacy: Reading-Language Arts	2	.7%	2	.7%	2	.7%
Mathematics, Early Adolescence	2	.7%	2	.7%	2	.7%
Mathematics, Adolescence and Young Adulthood	21	7.3%	20	6.7%	20	6.7%
Music, Early and Middle Childhood	4	1.4%	5	1.7%	5	1.7%
Music, Early Adolescence through Young Adulthood	4	1.4%	5	1.7%	5	1.7%
Physical Education, Early and Middle Childhood	9	3%	9	3%	9	3%
Early Adolescence through Young Adulthood	1	.4%	*	*	*	*
School Counseling**	*	*	*	*	*	*
Science, Early Adolescence	*	*	1	.34%	1	.34%
Science, Adolescence and Young Adulthood	22	7.6%	20	6.1%	20	6.1%
Social Studies-History, Early Adolescence	*	*	*	*	*	*
Social Studies-History, Adolescence and Young Adulthood	18	6.2%	18	6.1%	18	6.1%
World Languages	4	1.4%	4	1.3%	4	1.3%

*This is the number of all Pre-K-12 teachers eligible to apply for National Board Certification, including those teachers already NBCT.

**May be applicable to staff at the elementary level



41. National Board Certified Teacher Projections

Table 2: National Board Certified Teachers by Grade Level

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	289	100	297	100	297	100
Pre-K	10	3.5	12	4	12	4
Kindergarten	13	4.5	11	3.7	11	3.7
1	13	4.5	12	4	12	4
2	12	4.1	11	3.7	11	3.7
3	12	4.1	12	4	12	4
4	12	4.1	11	3.7	11	3.7
5	12	4.1	12	4	12	4
PK-5	47	16.3	60	20.2	60	20.2
6	*	*	1	0.3	2	0.6
7	*	*	*	*	1	0.3
8	*	*	*	*	1	0.3
6-8	65	22.5	63	21.2	60	20.2
9	*	*	*	*	2	0.6
10	1	0.4	1	0.3	5	1.7
11	1	0.4	1	0.3	4	1.4
12	*	*	*	*	*	*
PK-12	3	1.0	1	.3	1	.3

*This is the number of all Pre-K-12 teachers eligible to apply for National Board Certification from across the school system, including those teachers already NBCT.

Table 3: Demographic Comparison of National Board Certified Teachers to Student Population

	2021-2022		2022-2023		2023-2024	
	S	NBCT	S	NBCT	S	NBCT
Total (Number)	3502	5	3500	11	3500	36
% Female	48.54	80	48.97	90.91	48.97	77.78
% Male	51.46	20	51.03	9.09	51.03	22.22
% Nonbinary	*	*	*	*	*	*
% American Indian/Alaska Native	*	*	*	*	*	*
% Asian	0.17	*	0.26	*	0.26	*
% Black/African American	0.31	*	0.37	*	0.37	*
% Hispanic/Latino	2.03	*	1.97	*	1.97	*
% Native Hawaiian/Pacific Islander	0.03	*	*	*	*	*
% Two or More	1.86	*	2.09	*	2.09	*
% White	95.6	*	95.31	*	95.31	100

S = Student Population, NBCT = National Board Certified Teacher

42. Supporting National Board Certified Teacher Candidates: Identify the barriers that may discourage or prevent teachers from pursuing a National Board Certification and describe how the school system intends to overcome these barriers, including plans for progress monitoring to ensure teachers earn their certifications.

Examples may include:

- *Creating a cohort experience with structured support for teachers throughout the certification process*
- *Assigning NBCT candidates peer mentors who have gone through the same process and obtained their National Board Certification*
- *Developing a model for school leaders, ensuring NBCT candidates have resources and support from their school leaders and communities*

- GCPS has created a cohort model as a whole group, with experienced NBCTs to provide structured support for NBC candidates throughout the certification process
- GCPS has provided support in assigning NBC candidates a peer mentor in the field of certification and within the same building in most circumstances, who have undergone the same process and obtained their National Board Certification.
- Developing a model for school leaders, ensuring NBC candidates have resources and support from their school leaders and communities
- At the orientation and monthly NBC meetings, NBCTs from different grade levels, subject areas, and underserved demographic groups will share their personal experiences of obtaining NBC.
- GCPS does not currently have low-performing schools identified at this time
- Lack of understanding of the process or the supports that are in place within GCPS
- Fear of not achieving
- The time commitment needed to pursue NBC as not everyone can commit depending on current life circumstances
- Missing the fee incentive window for scholarship
- Positions that do not meet the definition of “teacher.”

Linked Artifacts: [Q42 Artifact 1 NBC AGENDA 2.6.2023](#)

[Blueprint Requirement \(MD Code, Educ §6–1002\)](#)



43. National Board Certified Teachers in Low-Performing Schools Projections

Use the tables below to indicate the current and projected National Board Certified teachers assigned to low-performing schools in the school system. Use the open response field below to describe how the school system will increase the number of NBCT at low-performing schools in the future, including among historically underrepresented groups. Teachers holding multiple certifications or teaching multiple grades may be counted more than once.

Note: When developing plans for low-performing schools, use the State's Framework for National Board Certified Teachers and Low-Performing Schools which can be found at [MSDE's site for the National Board Certified Teacher Program](#).

Currently, there are no identified low performing schools in GCPS. If a low performing school is identified, we will examine the transfer process as it relates to NBC and low performing schools.

Linked Artifacts:

[Q43 Artifact 1 Maryland Report Card by School](#)

Table 1: National Board Certified Teachers by Certification Area

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	*	*	*	*	*	*
Art, Early and Middle Childhood	*	*	*	*	*	*
Art, Early Adolescence through Young Adulthood	*	*	*	*	*	*
Career and Technical Education	*	*	*	*	*	*
English Language Arts, Early Adolescence	*	*	*	*	*	*
English Language Arts, Adolescence and Young Adulthood	*	*	*	*	*	*
English as a New Language, Early and Middle Childhood	*	*	*	*	*	*
English as a New Language, Early Adolescence through Young Adulthood	*	*	*	*	*	*
Exceptional Needs Specialist	*	*	*	*	*	*
Generalist, Early Childhood	*	*	*	*	*	*
Generalist, Middle Childhood	*	*	*	*	*	*
Health Education	*	*	*	*	*	*
Library Media**	*	*	*	*	*	*
Literacy: Reading-Language Arts	*	*	*	*	*	*
Mathematics, Early Adolescence	*	*	*	*	*	*
Mathematics, Adolescence and Young Adulthood	*	*	*	*	*	*
Music, Early and Middle Childhood	*	*	*	*	*	*
Music, Early Adolescence through Young Adulthood	*	*	*	*	*	*
Physical Education, Early and Middle Childhood	*	*	*	*	*	*
Early Adolescence through Young Adulthood	*	*	*	*	*	*
School Counseling**	*	*	*	*	*	*
Science, Early Adolescence	*	*	*	*	*	*
Science, Adolescence and Young Adulthood	*	*	*	*	*	*
Social Studies-History, Early Adolescence	*	*	*	*	*	*
Social Studies-History, Adolescence and Young Adulthood	*	*	*	*	*	*
World Languages	*	*	*	*	*	*

*This is the number of all Pre-K-12 teachers assigned to low-performing schools and eligible to apply for National Board Certification, including those teachers already NBCT.

** May be applicable to staff at the elementary level



43. National Board Certified Teachers in Low-Performing Schools Projections

Table 2: National Board Certified Teachers in Low-Performing Schools by Grade Level

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	*	*	*	*	*	*
Pre-K	*	*	*	*	*	*
Kindergarten	*	*	*	*	*	*
1	*	*	*	*	*	*
2	*	*	*	*	*	*
3	*	*	*	*	*	*
4	*	*	*	*	*	*
5	*	*	*	*	*	*
6	*	*	*	*	*	*
7	*	*	*	*	*	*
8	*	*	*	*	*	*
9	*	*	*	*	*	*
10	*	*	*	*	*	*
11	*	*	*	*	*	*
12	*	*	*	*	*	*

*This is the number of all Pre-K-12 teachers assigned to low-performing schools and eligible to apply for National Board Certification, including those teachers already NBCT.

Table 3: Demographic Comparison of National Board Certified Teachers in Low-Performing Schools to Student Population

	2021-2022		2022-2023		2023-2024	
	S	NBCT	S	NBCT	S	NBCT
Total (Number)	*	*	*	*	*	*
% Female	*	*	*	*	*	*
% Male	*	*	*	*	*	*
% Nonbinary	*	*	*	*	*	*
% American Indian/Alaska Native	*	*	*	*	*	*
% Asian	*	*	*	*	*	*
% Black/African American	*	*	*	*	*	*
% Hispanic/Latino	*	*	*	*	*	*
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*
% Two or More	*	*	*	*	*	*
% White	*	*	*	*	*	*

S = Student Population, NBCT = National Board Certified Teacher

The student population in this table should be the students enrolled in the district's low-performing schools.

Linked Artifacts:

44. Strategic Assignment of National Board Certified Teachers: As part of the implementation of the Career Ladder, what systems and structures will the school system put into place to increase the impact of and teacher leadership opportunities for National Board certified teachers?

Examples may include:

- *How teaching assignments will be made to match the subject area for which teachers received their National Board Certification*
- *Opportunities for NBCT to serve as model teachers for peer observations, peer coaches, or mentors to NBCT candidates*
- *Priority status in initial hiring or transfers to low performing schools*

With the implementation of the Career Ladder, the systems and the structures put into place to increase the impact of teacher leadership opportunities for National Board Certified Teachers will be the following:

- NBC educators would be able to mentor NBC candidates during the 40% of other responsibilities on the career ladders,
- Serve as mentors for new teachers,
- Serve as facilitators for other PD and Curriculum & Development activities,
- Serve as specialists to assist with instructional walkthroughs in classrooms or schools as needed,
- Serve as exemplars of best practices when conducting PD,
- Serve as experts in focused leadership analysis for instructional best practice (bell-to-bell instruction),
- Offer a collaborative NBC cohort model to share classroom practice.
- Additional strategies to increase NBC candidates are the following:
 - Match mentors with priority when assigning courses at the high school level because of the difference in certification.
 - NBCT assignments will align with the subject area for which teachers received their National Board Certification.
 - Offer opportunities for NBCT to serve as model teachers for peer observations, peer coaches, or mentors to NBCT candidates.

Linked Artifacts:

2.4.2: LEAs shall implement an educator career ladder on or before 7/1/24

45. (OPTIONAL) Establishment of a Career Ladder Development Board: Indicate whether the school system intends to establish a local Career Ladder development board that will set standards for teachers to achieve each tier in the teacher leadership track in the county. Describe the process and timeline the school system will use to recruit and establish the board.

Yes, GCPS intends to establish a local Career Ladder development board that will set standards for teachers to achieve each tier in the teacher leadership track in the county. The Career Ladder will be developed to elevate the teaching profession based on teacher leadership performance and have a salary structure that compensates employees for being placed on the ladder. The

process will involve collaborating with Career Board Members and negotiation units to create activities within the ladder promoting performance.

Linked Artifacts:

- 46. (OPTIONAL) Membership of the Career Ladder Development Board:** Identify the name and contact information of the individual(s) serving on the local Career Ladder development board, including advanced teachers and other stakeholders.

Name	Position	Organization
Jane Wildesen	Director of Human Resources and Employee Relations	GCPS
Dan Besseck	UniSErv Representative	GASA
Rich Calhoun	UniSErv Representative	GCEA
Heather Roth	GCEA President	GCEA GCPS Resource Teacher
Jamie Friend	GASA Administrator	GASA GCPS Administrator
Nicole Miller	Chief Academic Officer	GCPS
Chelsie Manges	Director of Special Education	GCPS
Jared Roth	CTE Teacher	GCEA/GCPS
Dawna Ashby	Director of Elementary	GCPS
Paul Edwards	Director of Secondary Education	GCPS
Janis Bush	Director of Human Resources	Garrett College
Stephanie Wesolowski	Middle School Principal	GCPS
Jim Maddy	High School Principal	GCPS

Katie Landen	Elementary Teacher	GCPS
Darren Wilburn	Middle School Teacher	GCPS
Jodi Eirch	Department of Educational Professions, College of Education	Frostburg University
Sandy Coluzzi	Assistant Principal	GCPS
Brian Schilpp	Supervisor of Math and Science	GCPS
Candy Maust	Supervisor of ELA and Social Studies	GCPS

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §6-1002\)](#)



47. Phasing in the Career Ladder – Activity Projections

Describe the essential activities that will drive the school system's efforts to phase in the implementation of the Career Ladder. The LEA will assess and report its progress in completing activities annually as outlined in the table below.

Note: Add as many rows to the table as necessary for the activities planned.

Essential Activities for Phasing in the Career Ladder

Activity	2021-2022	2022-2023	2023-2024
Develop a plan for increasing the number of NBS teachers	X		
Engage stakeholders to assess challenges related to obtaining NBC	X		
Implement a support program for teachers pursuing NBC		X	X
Awareness session for administrators at an A & S meeting to better understand the NBC process and supports	X	X	X
Implement the strategies identified to incentivize potential NBC candidates for various grade levels, all subject areas, and underserved populations	X	X	X
Formed a Pillar II: High Quality and Diverse Teacher and Leaders Committee	X		
Formed Pillar II Subcommittees (Objective I, II, III, IV, and V)	X	X	
Completed the Hiring Practices and Diversity Report for GCPS	X	X	
Implemented a Subcommittee for National Board Certification	X	X	X
Created and Implemented a Career Ladder Board	X	X	X
Monthly meetings with Maryland Negotiated Services to Discuss Challenges and Opportunities for Growth with Career Ladder Structures, NBC Strategies, and negotiation strategies with MD Blueprint	X	X	X
Annual MASPA Conference to discuss effective ways to evaluate hiring practices	X	X	X

Linked Artifacts:

2.4.6: LEAs shall encourage teachers to obtain Master's degrees in fields that require special expertise, have shortage areas, and enhance the teacher's professional skills and qualifications so that teachers are able to teach dual-enrollment courses as adjunct faculty at postsecondary institutions, including by providing additional compensation as appropriate and through collective bargaining

Blueprint Requirement (MD Code, Educ §6–1008)

48. Promotion of Advanced Degrees: What methods will the school system use to encourage or incentivize teachers to obtain master's degrees in fields that require special expertise or have shortage areas? Identify the areas and discuss the LEA's challenges in recruiting for those areas.

Examples may include:

- *Provide resources and leverage partnerships to reduce costs for program participants*
- *Maximize teachers' time by ensuring that coursework is tightly aligned to teachers' daily work and when possible, assignments fulfill the need of both work and school*
- *Work with institutions of higher education to ensure college classes are scheduled with teachers in mind (e.g., time of day, length of classes, as a cohort for built-in support, etc.)*

When establishing collaborative cohorts of educators with university partners, the Office of Human Resources and the Director of Secondary Education and Supervisor of CTE Programs collaborates with the university to discuss the goals of the program and the expectations and needs for our teachers in GCPS. Discourse of changes in curricular standards, COMAR, in legislative mandates, and programmatic regulation are presented to examine challenges and opportunities for growth to ensure there is proper alignment between course content and our MD College & Career Readiness standards. Since most of our partnerships are with local universities in Maryland, many are already aware of those changes and aligned to these standards. If the program is not able to be aligned, we decline these as options for our GCPS staff.

The Director of Human Resources is a member of the Preschool through Post-Secondary (P-20) Partnership and a member of the FSU PDS Schools. Discussions allow those collaborations to occur throughout the year, on a quarterly basis, to ensure coursework is aligned to current educational standards and practices. In addition, GCPS staff members serve in adjunct roles with Garrett and FSU, allowing them to provide direct feedback and recommendations on current and future trends and how these should inform course offerings.

GCPS has identified the following fields as hard to fill: Elementary Teachers, Early Childhood Teachers, and Special Education Teachers, and for the 9-12 grade band are English, Math, Science, World Language, and CTE Teachers.

GCPS will face the following challenges with the implementation of the career ladder. The challenge will be to continue to determine how to appropriately incentivize staff teaching dual enrollment courses as they will need the advanced degrees/credits in order to do so.

GCPS will use the following methods to incentivize teachers to obtain further credentials in the areas identified above:

- GCPS will collaborate with higher education institutes to have GCPS or GC staff teach the dual enrollment courses through the career ladder structure. This opportunity will provide flexibility to ensure all students can take dual enrollment courses when desired.
- Tuition reimbursement for GCPS employees up to nine credits per year
- Free tuition (3 credits) for those teaching in PDS schools.
- We work with FSU to ensure that the Ed.D program continues to be practitioner-focused, with courses offered online and in the summer, making it easily accessible to teachers and administrators.
- GCPS provides additional stipends to the base salary for employees who have a Master's degree. These include: a Master's degree plus 30 hours graduate credits, a Master's degree plus 60 hours of graduate credits, and a doctorate degree.

Linked Artifacts:

49. Collaboration with Institutions of Higher Education: Describe how the LEA will work with institutions of higher education to ensure that coursework and degree programs are aligned to:

- The district's curriculum and instructional program,
- College and career readiness standards, and
- Specialized coursework teachers may be responsible for teaching in post-CCR pathways.

GCPS and Garrett College administration meets yearly to discuss programming, including additional courses offered through the dual enrollment MOU. The focus of the collaboration through this lens is to ensure our teachers are prepared appropriately. The collaborative effort is to ensure the higher education coursework is aligned to our curriculum and instruction and ensuring that the coursework for teachers will support them in teaching post CCR pathways such as Dual Enrollment and AP coursework.

Throughout this partnership with Garrett, a concerted effort has been made to examine and analyze GCPS teachers' certification to teach dual enrollment courses, as well as allow teachers to work in other high need certification areas. In addition, Garrett College has offered courses that our CTE teachers need to complete to earn their certification. Moreover, Garrett has worked with GCPS in their non-credit workforce programs to allow students to leave our programs and seamlessly move right into theirs without duplicating course work. This system has been very beneficial for both, Garrett College and GCPS.

Linked Artifacts: [Q49 Artifact 1 P20 Meeting Minutes January 2023](#)

50. Teaching Dual Enrollment Courses: How will the school system provide professional development or other pathways to enhance teachers' professional skills and qualifications so that they are able to teach dual-enrollment courses as adjunct faculty at institutions of higher education? What additional dual enrollment offerings will be available to students as a result?

Garrett County Public Schools will support teachers who are willing to obtain the 12 credits in discipline to teach the courses currently listed on the MOU between Garrett County Public Schools (GCPS) and Garrett College (GC). The teachers who have acquired the required credits will also attend yearly professional development workshops with the other instructors and professors at GC, and have annual classroom evaluations from the administration at GC. With more qualified instructors at the high schools, GCPS and GC can expand the academic offerings to students who are dually enrolled. Garrett College has been very helpful in determining who can teach what classes and how to monitor and evaluate those teachers. Having high school staff able to teach college courses has led to offering First Year Experience this year and World History and Spanish classes.

We are currently doing a full staff audit to determine who can teach what classes as an adjunct instructor to help plan students and middle college degree pathways. Strategies to provide PD and incentivize employees to further their educational credits so they can qualify to teach dual-enrollment courses are as follows:

- Reimbursement of 9 credits
- Exploring strategies in the career ladder to increase salary compensation
- The college will backfill the opportunities for GCPS teachers to teach those courses at the college level.
- Allow administrators to teach classes to qualify as NBCT.

We are collaborating and partnering with the P-20 members to provide research best practices presented in our school district to ensure teacher candidates are prepared to teach those concepts when hired in our school system. Those subjects and concepts are the following: Science of Reading, Orton Gillingham, College and Career Readiness requirements, and other essential skills and concepts. Currently, GCPS students can take English and Math courses taught by Garrett College staff. GCPS teachers instruct History and Spanish. Some other courses are taught virtually by Garrett College staff as well.

Linked Artifacts:

[Q50 Artifact1 Masters w/ 18+ credits](#)

51. Teacher Support: Describe the systems and structures the school system will put in place to support teachers in earning advanced degrees, including progress monitoring tools to support completion.

Examples may include:

- *Creating a cohort model to support teachers pursuing the same field of study throughout the degree program*
- *Coordinating with institutions of higher education to schedule courses that align with the school systems schedules and calendars*
- *Providing scholarships or reduced tuition and fees for participating teachers*

As previously mentioned, GCPS was awarded the Maryland Leads grant which provides reimbursement for coursework and other associated costs for current employees who are pursuing advanced degrees or other certifications in hard to fill areas. This funding provides 100% reimbursement for approved programs as determined by the Office of Human Resources making these advancements a no cost option for the employee.

GCPS has created cohort models for teachers pursuing degree programs. The cohort model supports teachers pursuing advanced degrees in their areas of certifications. Additionally, GCPS will provide mentors to support those teachers in obtaining an advanced degree. All GCPS teachers are reimbursed up to nine credits a year to increase their level of education. We are also working with high education institutions to streamline the cohort programs to eliminate the cost of tuition, books, and fees to incentivize teachers to pursue advanced degrees. GCPS is working with higher education institutions to schedule courses that align with our district school calendar and school systems' schedules.

GCPS accepts virtual/online credits at higher education institutions that are credit bearing, for educators that desire to schedule coursework around their traditional work schedule making that option more feasible and palatable. Most of the classes, in a Master degree program through Frostburg State University, are scheduled beyond the workday as well.

The Office of Human Resources and the Manager of Communications and Public Relations regularly notifies the certificated staff of opportunities that are new and available at higher education institutions that will provide learning experiences for our current staff. Currently GCPS provides additional stipends to the base salary for employees who have a Master's degree. These include: a Master's degree plus 30 hours graduate credits, a Master's degree plus 60 hours of graduate credits, and a doctorate degree.

In collaboration with institutions of higher education to ensure that coursework and degree programs are aligned to GCPS's curriculum and instructional program, GCPS and Garrett College administration met and designed pathways to allow students to achieve one of two Associate of Arts degrees, Business Administration and Math/Sciences. The work to ensure that coursework and degree programs are aligned to college and career readiness standards will be based on discussions with GCPS administration and faculty at GC. GC also provided GCPS with examples of the remedial courses they use to help students achieve college and career readiness, along with stand-alone modules that act as refresher courses for students who need to review before taking a range of placement exams.

Finally, specialized coursework teachers with the appropriate college credits may be responsible for teaching college-level courses required for the Business Administration and Math/Sciences degrees. Collaboration and necessary professional development will be ongoing as we implement this program.

[Linked Artifacts:](#)

Pillar 2, Objective 5: Improve educator compensation

Note: When developing plans in this section, LEAs should consider requirements related to collective bargaining.

52. Allocation of Resources: The Blueprint assumes LEAs will spend \$617 of the target foundation per pupil increase to implement the new 10% salary increase for all teachers and the new minimum salary

requirement of \$60,000. The target foundation per-pupil amount is phased in over time to support LEAs in meeting the Blueprint requirements. Discuss the challenges the LEA has identified related to implementing the Blueprint requirements for teacher compensation, including fluctuating enrollment and the increased contribution rates for the Maryland State Retirement and Pension System (MSRPS). Describe the LEA's plans for overcoming the identified challenges and the types of reprioritization or reallocation of resources that may need to occur.

In Q 53, in Artifact #3, the table reflects salary increases that consist of steps, COLA's, and flat dollar amounts, (FDA) provided to all Unit I employees, which pertains to certificated staff each year in fiscal years 2020 through 2024. The salary increase for FY 2024 has not yet been finalized, since we are still in negotiations.

Details outlined in Artifact #3 demonstrate the following salary increases between 2019-2024.

- In FY 20, Unit I (Certificated Staff) One Step + COLA was applied to each step to achieve a 3% increase when combined with the step increase
- In FY 21, a blended step with a 2.05% COLA, except the longevity given at step 16, 20 & 25
- In FY 22, One Step + an FDA of \$2,450 prorated by the number of days in the duty year
- In FY 23, a late year step was applied to the last eight (8) pay periods of the duty year + the FDA of \$1,650 was applied to the salary scales
- In FY 24, we are still in negotiations

Challenges our school district will face related to implementing the Blueprint requirements for teacher compensation will be the following:

- GCPS is experiencing a decrease in student enrollment that is greater than the offset of the overall per-pupil increase. As a result, we will experience a net effect of funding.
- An increased contribution rate for the Maryland State Retirement and Pension System (MSRPS) is negatively affecting our school district due to the allotment of salary, not including fixed charges. As a result, we will have to reduce programs or cut in other areas to cover fixed expenses.
- We are possibly closing two schools in our school district.
- Working towards a new grade band structure for our school district PK-6 and 7-12 from the traditional PK-5, 6-8, and 9-12.
- The ability to implement any unfunded incentives negotiated in the career ladder. This challenge is most attributed to the significant increases in salary enhancement related to the growing number of national board-certified teachers.
- In addition, cost related to the portion of local responsibility, negotiations and expenses associated with teachers not meeting the state definition,
- Costs related to continuing grow your own efforts,
- Inflation,
- Increased health benefits costs,
- Increased number of higher qualified early educators, teachers, administrators, and central office staff that will be needed to implement the Blueprint with fidelity.

Our school district plans to overcome the identified challenges by:

- Re-evaluating staffing plans and reducing where our school system can eliminate or reallocate positions
- Reduce programs that COMAR does not mandate to have in a school system
- Reprioritization resources that are essential and abandon resources that are not.

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §6–1009\)](#)

2.5.4: Implement initial 10% salary increase for teachers by 6/30/24



53. Mandatory 10% Teacher Salary Increase Projections

The Blueprint requires that teachers within the LEA receive a 10% salary increase above the negotiated schedule of salary increases documented in the LEA's Negotiated Agreement as of July 1, 2019. LEAs must meet this increase between the period of July 1, 2019 and June 30, 2024. Complete the table below to show the school system's progress and planned increases for meeting this requirement.

Note: The percentages should reflect the increase over the base each year and not the year-to-year increase.

**Percentage Increase in Teacher Salary Per Year for All Teachers
Over the Maximum Planned Increase Documented in the LEA's Negotiated Agreement as of July 1, 2019**

SY 2019-2020			SY 2020-2021			SY 2021-2022			SY 2022-2023			SY 2023-2024		
Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max
1.5%	.55%	3%	2.01%	.24%	5.11%	7.72%	4.82%	8.75%	11.57%	7.9%	11.21%	1.5%	.55%	3%

Linked Artifacts:

[Q53 Artifact 1 Percentage Increase in Teacher Salary Per Year for All Teachers](#)

[Q53 Artifact 2 Blueprint Requirement 10% \(Min. Med. Max\)](#)

[Q53 Artifact 3 Method for Calculation 10% Salary Increase \(2019-2024\)](#)

[Q53 Artifact 4 Amendments for the GCBOE/GCEA Unit I Certificated Negotiated Agreements 2019-2024](#)

2.5.5: Implement minimum \$60,000 starting teacher salary by 7/1/26

54. The Blueprint requires a minimum starting salary of \$60,000 for any teacher by July 1, 2026. Discuss how the LEA is preparing to meet this requirement.

The implementation of Blueprint for Maryland's Future legislation requires all school systems to attain certain salary thresholds by specific dates. The timeline below identifies the dates and activity that will be done to comply with this mandate of increasing teachers' salaries by 10% overall between the period of July 1, 2019 and June 30, 2024, and implementing starting teachers' salaries of \$60,000 by July 1, 2026.

In Q 53, in Artifact #3, the table reflects salary increases that consist of steps, COLA's, and flat dollar amounts, (FDA) provided to all Unit I employees, which pertains to certificated staff each year in fiscal years 2020 through 2024. The salary increase for FY 2024 has not yet been finalized, since we are still in negotiations. Details outlined in Artifact #3 demonstrate the following salary increases over 2019-2024.

- In FY 20, Unit I (Certificated Staff) One Step + COLA was applied to each step to achieve a 3% increase when combined with the step increase
- In FY. 21, a blended step with a 2.05% COLA, except the longevity given at step 16, 20 & 25
- In FY 22, One Step + an FDA of \$2,450 prorated by the number of days in the duty year
- In FY 23, a late year step was applied to the last eight (8) pay periods of the duty year + the FDA of \$1,650 was applied to the salary scales
- In FY 24, we are still in negotiations

FY19-FY 23- Amendments for negotiated agreements between the GCBOE/Garrett County Education Association (GCEA) [Unit I: Certificated] from (2019-2024) have been provided as evidence for the ratification of those comprehensive agreements related to Article 13: Salaries.

FY2024 – The Blueprint requires that teachers receive a 10% salary increase above the negotiated schedule of salary increases documented in the LEA's Negotiated Agreement as of July 1, 2019. To be in compliance with this regulation, the salary increase must occur between the period of July 1, 2019 and June 30, 2024. Chart A: Blueprint Requirement 10% (Min. Med. Max), below demonstrates the school system's progress and planned increases for meeting this requirement. It is important to note increases associated with steps will not be applicable towards meeting the 10% increase. Artifact #1, Percentage Increase in Teacher Salary for All Teachers, provides the percentage Increase in the salary structure for all teacher to reach the 10% mandated increase. It is important to note: The percentage of increase reflects the increase over the base each year and does not count the variance for a step increase.

FY2027 – Chart B, Pacing Model a Flat Dollar Amount (FDA), outlines a salary pacing model to comply with the Blueprint requirement of the minimum teacher's starting salary of \$60,000 by July 1, 2026. The chart demonstrates how our school district is preparing to meet this requirement. The Pacing Model below in Chart B demonstrates a Flat Dollar Amount (FDA) added to the step amount highlighted in green between (FY'24-FY'27) to get to the \$60,000 starting salary by July 1, 2026.

Chart C: Blueprint Teacher's starting salary \$60,000 (Pacing Model) Full Version, shows the same pacing model in Chart B, but for the entire Unit I Standard Professional Salary Scale beginning FY'21-FY30 with a 10 step pay structure.

Note: Charts B and C are pacing model as we (GCBOE/GCEA) are still under negotiation for FY24.

Linked Artifacts:

[Q54 Artifact1 Chart B. Blueprint Teacher's Salary Pacing Model \(FDA\)](#)

[Q54 Artifact2 Chart C Blueprint Teacher's starting salary \\$60,000 \(Pacing Model\)](#)

[Q54 Artifact3 Blueprint 10 Percent Increase Model for Overall](#)

Pillar 2: (OPTIONAL) Proposed Regulatory Revisions and Waivers

55. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

Response here...

Linked Artifacts:

Pillar 2: Stakeholder Engagement

56. Identify the key stakeholder groups, including the local teachers' organization, that the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the High-Quality Diverse Teachers and Leaders Pillar, particularly in negotiating the development of the Career Ladder. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
Frostburg State University (P-20 Advisory Group)	Contribures to coordinating a teacher preparation pipeline and aligned curriculum.	Meets quarterly
Garrett College	Dual Enrollment collaboration for teachers to teach courses	Meets once a month
Garrett County HR Roundtable	To discuss trends, strategies, and barriers to retrain and attack a diverse workforce	Monthly meetings
Garrett College Human	Discuss and review the hiring practices for GC	Meets once month

Resources Department	through a HR Roundtable	
National Board Certification Subcommittee and NBC Network and MD think Tanks	To discuss strategies to increase NBC candidates and resources to support candidates	Meets once a month
Teacher Induction/Mentorships	To build a robust mentor program and new teacher induction program	Meets quarterly
LEAD Team	Contributes to the development of the career ladder	Meets twice a month
GCPS Administrators	Contributes toward the development of the career ladder	Meets once a month
Maryland Negotiation Services (MNS)	Collaboration with other LEA chief negotiators regarding negotiable aspects of the Blueprint and career ladder	Monthly
Public School Superintendents' Associate of Maryland	Collaboration with other LEA superintendents regarding negotiable aspects of the Blueprint and career ladder	Monthly
Maryland Association of Boards of Education (MABE)	Collaborate with MABE staff, including the Green Street Coalition, regarding the negotiable aspects of the Blueprint and career ladder	Monthly
Diversity, Recruitment, & Retention Workgroup	Contributes by evaluating GCPS hiring practices and implements a Diversity, Equity, and Inclusion Workgroup	Twice a year

[Linked Artifacts:](#)



Pillar 3: College and Career Readiness

LEAs should utilize MSDE's Report: College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) for interim guidance as they develop their Implementation Plans for this Pillar.

Blueprint Requirement (MD Code, Educ §1–303)

Note: This Pillar was developed to support LEAs in planning across the Pre-K-12 continuum. For the March 2023 submission of the Initial Blueprint Implementation Plan, LEAs are only required to address Pre-K through fifth grade when answering the questions for Objectives 1 and 2. Grades 6-12 will be addressed in the March 2024 submission.

Pillar 3, Objective 1 (English Language Arts): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate

3.1.3 (English Language Arts): LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence

Blueprint Requirement (MD Code, Educ §7-205.1)

Comprehensive Literacy Plan for English Language Arts

57. Comprehensive Literacy Plan: Does the school system have a comprehensive literacy plan for English language arts that is aligned to the science of reading and that will prepare students for college-level credit-bearing course work upon graduation, including:

- All pre-kindergarten students demonstrating readiness for kindergarten,
- All third graders reading proficiently by the end of third grade, and
- Continued support for struggling readers in grades 4-12?

If yes, link the plan as an artifact below and use the open response field to discuss when and how it was developed. If the plan does not exist or needs to be refined to align to the Blueprint's intent, discuss the anticipated timeline and process for development and/or revision.

GCPS developed a Comprehensive Reading plan with the submission of the 2018 Striving Readers Grant which was developed in the infancy of our alignment to the Science of Reading. The plan will be revised over the next year. The process to revise will include inviting representation from lead teachers, literacy coaches, and principal groups to work together in creating the draft of the plan. The six components of Instructional Leadership, Professional Learning and Practice, Continuity of Standards-based Instruction, Assessments, and Tiered

Instruction will be aligned to the Science of Reading and the Maryland Blueprint. The component of Family and Community Partnerships will be added. The draft of the plan will be published for stakeholder feedback through email and google forms and will include opportunities for students, all staff, parent and community members to participate. The final plan will be included with the submission of the blueprint in March 2024. Our district currently has a Science of Reading aligned PK-5 scope and sequence in place with pacing guides.

GCPS has fully aligned to Maryland's Ready to Read Act with a specific goal of working towards all students in grade 3 being on level by the end of third grade with those not attaining this goal receiving academic intervention to support achievement. This process begins with all students in grades K-3 working on grade level curriculum and completing the universal screener, i-Ready, which is administered three times a year. This screener includes a component to screen for dyslexia using a Rapid Automatic Naming component for early identification. The Kilpatrick Phonological Awareness Screening Test is built into the Kindergarten quarterly assessment. The Kindergarten Readiness Assessment is administered at the beginning of the year as a formal measure. Data points are analyzed and reported for students identified as at-risk in K-3 and intervention is started with parents being notified of the specific tools used to assess. See Question 72-78 for more information on the intervention programs and the components used for students identified for additional support in English Language Arts (ELA). Questions 4, 11, 13, and 23 for specific Early Childhood components of the comprehensive approach to reading.

The timeline for revising the comprehensive ELA plan is as follows:

- Work began in January 2023 with the elementary literacy coaches reviewing the current plan and beginning tentative edits on the elementary components and the ELA and Discipline Literacy Leaders (Social Studies) taking a deeper dive into the Maryland Standards Vertical Alignment and Clarification standards as well as the Social Studies discipline literacy standard in the Maryland Frameworks.
- Lead Teachers, Literacy Coaches in all levels, and ELA Department Chairs and Pillar 3 committee members will be engaged in the process of developing a comprehensive plan PK-12 with a tentative draft prepared for sharing in August 2023.
- During the Summer 2023, vertical alignment and a comprehensive scope and sequence for ELA and discipline literacy specific to Social Studies will be developed.
- Stakeholder feedback will be sought and revision made with the final plan completed by the March 2024 Blueprint 6-12 submission.

Linked Artifacts:

[Q57 Artifact 1 GCPS Comprehensive Literacy Plan 2018 Striving Readers Grant](#)

[Q57 Artifact 2 GCPS K-5 ELA Scope and Sequence](#)

[Q57 Artifact 3 GCPS Draft Pre-Kindergarten Scope and Sequence \(2022-2023\)](#)

58. Vision, Mission, and Goals for Literacy: Describe the district's vision, mission, and goals for literacy in English language arts.

GCPS's mission and vision has been created and includes all students being on grade level or receiving intervention with vetted programs and instruction aligned to the Science of Reading with the goal of ensuring all students are performing on grade level.

Key goals:

1. Garrett County Public Schools will implement the researched based strategies aligned to the Science of Reading to ensure that all students are reading by the end of third grade.
2. Early identification and intervention services will be provided to create successful literacy skills for struggling readers.
3. Garrett County Public School graduates will be equipped with the literacy skills necessary to be College & Career Ready.

Linked Artifacts:

[Q58 Artifact 1 GCPS Vision, Mission and Goals for Literacy](#)



59. College and Career Readiness in English Language Arts – Achievement Projections

Use the following tables to indicate the current and projected achievement levels in reading for the designated groups by gender, socioeconomic status, service group, and race/ethnicity for each of the designated grade levels (3rd, 6th, 10th).

Table 1: 3rd Grade Student Achievement in Reading by Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	9.5	47.4	42.7	<=5.0	<=5.0	45	48	<=5.0	<=5.0	40	58	<=5.0
M	15	50	35	<=5.0	10	50	40	<=5.0	5	48	44	<=5.0
F	<=5.0	44.6	50.9	<=5.0	<=5.0	39	56	<=5.0	<=5	34	61	<=5.0
NB	*	*	*	*	*	*	*	*	*	*	*	*
ED	20.3	55.9	23.7	<=5.0	15	50	33	<=5.0	10	45	40	<=5.0
EL	*	*	*	*	*	*	*	*	*	*	*	*
SE	30	66.7	3.3	<=5.0	20	65	13	<=5.0	10	55	25	<=5.0

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
F = Female
M = Male
NB = Nonbinary
ED = Economically Disadvantaged
EL = English Learner
SE = Special Education



59. College and Career Readiness in English Language Arts – Achievement Projections

Table 2: 3rd Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	9.5	47.4	42.7	<=5.0	<=5.0	45	48	<=5.0	<=5.0	40	58	<=5.0
AI	*	*	*	*	*	*	*	*	*	*	*	*
A	*	*	*	*	*	*	*	*	*	*	*	*
B	*	*	*	*	*	*	*	*	*	*	*	*
H	*	*	*	*	*	*	*	*	*	*	*	*
NH	*	*	*	*	*	*	*	*	*	*	*	*
2+	*	*	*	*	*	*	*	*	*	*	*	*
W	8.7	48.9	42	<=5.0	<=5.0	45	48	<=5.0	<=5.0	40	58	<=5.0

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
AI = American Indian / Alaska Native
A = Asian
B = Black / African American
H = Hispanic / Latino
NH = Native Hawaiian / Pacific Islander
2+ = Two or More
W = White

Table 3: 6th Grade Student Achievement in Reading by Grade Level, Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	6.3	42.5	47	<=5.0	<=5.0	38	53	<=5.0	<=5.0	33	58	<=5.0
M	7.6	51.9	38.9	<=5.0	<=5.0	42	48	<=5.0	<=5.0	37	53	<=5.0
F	5.1	33.6	54.7	6.6	<=5.0	28	62	<=5.0	<=5.0	23	67	<=5.0
NB	*	*	*	*	*	*	*	*	*	*	*	*
ED	10.8	58.8	28.4	<=5.0	<=5.0	50	40	<=5.0	<=5.0	45	45	<=5.0
EL	*	*	*	*	*	*	*	*	*	*	*	*
SE	47.1	52.9	<=5.0	<=5.0	37	47	12	<=5.0	27	47	23	<=5.0

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
F = Female
M = Male
NB = Nonbinary
ED = Economically Disadvantaged
EL = English Learner
SE = Special Education



59. College and Career Readiness in English Language Arts – Achievement Projections

Table 4: 6th Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	6.3	42.5	47	<=5.0	<=5.0	38	53	<=5.0	<=5.0	33	58	<=5.0
AI	*	*	*	*	*	*	*	*	*	*	*	*
A	*	*	*	*	*	*	*	*	*	*	*	*
B	*	*	*	*	*	*	*	*	*	*	*	*
H	*	*	*	*	*	*	*	*	*	*	*	*
NH	*	*	*	*	*	*	*	*	*	*	*	*
2+	*	*	*	*	*	*	*	*	*	*	*	*
W	6.5	42.4	47.3	<=5.0	<=5.0	38	53	<=5.0	<=5.0	33	58	<=5.0

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
AI = American Indian/Alaska Native
A = Asian
B = Black/African American
H = Hispanic/Latino
NH = Native Hawaiian/Pacific Islander
2+ = Two or More
W = White

Table 5: 10th Grade Student Achievement in Reading by
Grade Level, Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	6.8	41.9	39.6	11.7	<=5.0	40	45	12	<=5.0	35	48	15
M	8.9	52.1	35.6	<=5.0	<=5.0	48	40	6	<=5.0	40	45	10
F	<=5.0	29.4	44.5	21.8	<=5.0	23	50	25	<=5.0	18	55	25
NB	*	*	*	*	*	*	*	*	*	*	*	*
ED	10.9	49.5	34.7	<=5.0	6	45	40	<=5.0	<=5.0	40	50	<=5.0
EL	*	*	*	*	*	*	*	*	*	*	*	*
SE	<=5.0	60	35	<=5.0	<=5.0	55	40	<=5.0	<=5.0	50	45	<=5.0

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
F = Female
M = Male
NB = Nonbinary
ED = Economically Disadvantaged
EL = English Learner
SE = Special Education



59. College and Career Readiness in English Language Arts – Achievement Projections

Table 6: 10th Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	6.8	41.9	39.6	11.7	<=5.0	40	45	12	<=5.00	35	48	15
AI	*	*	*	*	*	*	*	*	*	*	*	*
A	*	*	*	*	*	*	*	*	*	*	*	*
B	*	*	*	*	*	*	*	*	*	*	*	*
H	*	*	*	*	*	*	*	*	*	*	*	*
NH	*	*	*	*	*	*	*	*	*	*	*	*
2+	*	*	*	*	*	*	*	*	*	*	*	*
W	6.5	42.4	47.3	<=5.0	<=5.0	38	53	<=5.0	<=5.0	35	48	15

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- AI = American Indian/Alaska Native
- A = Asian
- B = Black/African American
- H = Hispanic/Latino
- NH = Native Hawaiian/Pacific Islander
- 2+ = Two or More
- W = White

Linked Artifacts:

Literacy Training and Professional Development

60. Identifying Training Needs: Discuss the systems for identifying which employees need literacy training aligned to the science of reading and if it was completed, including existing staff, those new to the profession, and those new to the school system.

Examples may include:

- *Assessing when teachers new to the profession may have received the training through educator preparation programs*
- *Identifying training needs for staff when they are new to a position or assignment (e.g., moving from one grade level to another, new principals, etc.)*
- *Determining when teachers may have started a training series that was not completed for varying reasons; therefore, they require additional training opportunities (e.g., A teacher who begins training and goes on a leave of absence before it's completed)*

New teachers must complete a district level induction program that introduces them to curriculum, resources and instructional platforms. GCPS employs district trainers for IMSE Orton-Gillingham (OG) & LETRS with spreadsheets maintained to track employee completion of each training. The LETRS Online Management Portal and district Schoology courses are used to

track employees' progress within each LETRS course. Staff lists of our 8 elementary schools are reviewed to determine training needs due to new hires, movement between schools/grade levels, and those who did not complete training. Professional Leave Forms and sign-in sheets, and our teacher attendance records are compared to identify teachers who miss required Science of Reading (SOR) training and used to develop plans for make-up training. A description of our current status on the Science of Reading training is below:

- Teachers in grades K-3, elementary intervention and special education not having completed the LETRS training previously were enrolled in the course with district trainers. Licenses and texts were purchased and distributed for a job-embedded professional development. Two floating teachers were hired in August to provide class coverage for these teachers to complete the coursework and a district calendar was created and shared with staff to assign the days of asynchronous course work coverage. Cohorts were created and assigned to trainers with an online course created in Schoology to house the Bridge to Practice activities as well as pacing guides to support the course completion. PLCs for LETRS participants began in August and occur monthly. Trainers monitor progress, provide feedback, and score the Bridge to Practice portion in Schoology. GCPS increased the number of Volume 1 District Trainers from 2 to 4. We increased the Volume 2 trainers by adding one more trainer in February. We trained one staff member to serve as the Early LETRS trainer but postponed the course due to only having three participants. The course will be offered in School Year 2023-2024. Three administrators have completed the administrator's Science of Reading professional development with plans to train the remaining administrators in FY 24.

In November 2022, a general needs assessment addressing professional development was conducted. In Spring 2023, an in-depth needs assessment will be conducted to determine the professional development and staff supports that are needed moving forward.

Examples of known professional development needs are listed below:

- Effective teaching strategies for Multi-Tiered Systems of Support including differentiation, scaffolding and interventions based on the needs of the students
- Vertical alignment of writing and best practices for instruction
- Implementation of the Science of Reading strategies in all classrooms and for support staff and administrators

The use of grant funds from ESSER and Maryland Leads will be used to support the Professional Learning Communities and job embedded opportunities to continue expanding the training efforts. Due to declining enrollment, potential school closure and consolidation, as well as grade band realignment, the Garrett County Public School System will not be adding any positions, but will go through a reallocation of staff. The reallocation will be determined once the footprint has been established and the staffing options have been defined by the career ladder.

Linked Artifacts:

[Q60 Artifact 1 2022 Garrett County Professional Development Needs Assessment Analysis Report](#)

[Q60 Artifact 2 ELA Training Calendar for Science of Reading Training Sample](#)



61. Training Aligned to the Science of Reading for Early Literacy (Pre-K-3) Projections

Use the table below to indicate the current and projected number and percentage of staff who have been or will be trained in instructional practices related to the science of reading for each of the employee groups listed. The school system should plan to have 100% of Pre-K-3 staff trained within three years with subsequent years dedicated to maintaining that number and ensuring teachers new to the system or to the grade level receive training at their earliest opportunity.

Note: Training must consist of a coherent sequence of training courses to ensure staff develop a comprehensive set of skills and knowledge related to literacy instruction aligned to the science of reading. For example, when a teacher completes the entire LETRS training series, then they should be included in the “% Trained” number.

Numbers of Pre-K-3 Staff Trained in the Science of Reading for Early Literacy

	2021-2022		2022-2023		2023-2024	
	# All Teachers	% Trained	# All Teachers	% Trained	# All Teachers	% Trained
Pre-K Teachers	11	100	11	81	13	100
Kindergarten Teachers	12	0	11	18	11	91
1 st Grade Teachers	13	8	12	17	12	58
2 nd Grade Teachers	12	0	11	0	11	18
3 rd Grade Teachers	12	17	11	36	12	100
Pre-K-3 Special Education Teachers	11	0	12	25	12	67
Pre-K-3 ESOL Teachers	1	0	1	0	1	0
Pre-K-3 Principals	8	25	8	50	8	100
Other Relevant Staff	25	24	28	29	28	57

Trained = All teachers who have completed training, All = All teachers eligible for training

Linked Artifacts:

62. Types of Training Provided: List the type(s) of initial and ongoing literacy training provided for different employee groups (general education teachers, special education teachers, principals, reading specialists, and other relevant staff), including the total number of hours and time period for completion. Classify training as initial if it is intended to provide foundational knowledge and skills and ongoing if it's intended to increase knowledge and skills and support the implementation of the initial training.

Examples may include:

- Core (Tier 1) reading instruction in grades Pre-K-3
- Intervention instruction in grades Pre-K-12 or grade bands (e.g., Pre-K-K, 1-3, 4-5, 6-8, 9-12)

- *Topic specific (e.g., comprehension, supporting struggling readers in high school, strategies for EL students, etc.)*

Employee Group	Grade Level(s)	Name of Training	Training Type (Initial or Ongoing)	Total Number of Hours	Time Period for Completion
All Teachers (Classroom, SPED, and Intervention), Literacy Coaches	K-3	LETRS	Initial	160	2-4 years
K-2 teachers, Administrators, Literacy Coaches, Classroom, Intervention, and SPED Teachers	K-2	IMSE Comprehensive Plus	Initial	30	4 days
Intervention and Special Education Teachers	3-5	IMSE Morphology Plus	Initial	30	4 days
Pre-K Teachers	Pre-K3 and Pre-K4	E-LETRS	Initial	48 hours	1 year
Special Education, Literacy Coaches, Summer Cohorts of Grade Level Teachers	K-5	IMSE Phonological Awareness	Initial	12.5 hours	2 days
K-5 Elementary Teachers, Special Education, Gifted and Talented, and Intervention	K-5	Core Reading Program Updates/Refreshers	Ongoing	1-2 hours	Quarterly
Elementary Instructional Staff	K-5	MTSS Refresher Training	Ongoing	1-2 hours	Annually
Elementary School-based Staff	K-5	School Needs-based Topics (Vocabulary, writing, reading strategies, etc.)	Ongoing	2-4 hours	Based on needs of school
Elementary TSI Tutors, Instructional Assistants	K-5	Strategies for supporting struggling readers	Initial	3.5-6 hours	1 day
Special Education Teachers	K-12	Decodable Reader Strategy	Initial	1 hour	1 hour
Special Education	K-12	Quantitative Reading Inventory	Ongoing	3.5 hours	.5 day

Teachers		Assessments			
Special Education	K-12	Specially Designed Instruction and Co-Teaching	Initial	1.5-3 hours	As needed

Linked Artifacts:

[Q62 Artifact 1 ELA Tutors Training Agenda](#)

[Q62 Artifact 2 IMSE Orton-Gillingham Comprehensive Plus Training Agenda](#)

[Q62 Artifact 3 LETRS Training Agenda](#)

63. Fidelity of Implementation: How does the school system assess participants' mastery of the literacy training content? Discuss how implementation is monitored and assessed, including how data is used to inform continued professional development.

Examples may include:

- *Developing a walkthrough tool reflective of the components aligned to the science of reading that are taught during training to collect data on the use of those components*
- *Creating a process or using a specific protocol for identifying, collecting, and analyzing data at different levels of implementation (e.g., district, school, classroom)*
- *Use of surveys to assess teachers' perceptions of training, implementation, and success with students*

- Teachers receive feedback from the literacy walkthrough tool and can seek professional development or guidance from literacy coaches. GCPS plans to revise the current elementary walk through tool to fully align to the Science of Reading (SOR) for School Year 2023-2024. It was initially designed to align with the implementation of High Quality Instructional Materials using the Science of Reading strategies.
- Literacy coaches and administrators gather fidelity data through walk through visits that is analyzed and shared through the supervisor's office and used to determine professional development needs
- Literacy leaders receive percentage of fidelity data within their school and a percentage of who conducted the walkthrough (literacy coaches or principal) at their PLC
- Surveys are conducted to elicit teacher feedback on format of training
- Online training database is reviewed for scores of LETRS assessment, time spent, and Schoology is used to collect and score Bridge to Practice activities for implementation and determine if additional support is needed
- iReady, School Pace, and IMSE OG data is collected and analyzed by school, teacher, and subgroup to determine the areas of focus or individuals needing additional professional development or support.

Linked Artifacts:

[Q63 Artifact 1 Sample Garrett ELA Discipline Literacy Learning Walks Google Form](#)

[Q63 Artifact 2 Sample ELA/Discipline Literacy Fidelity Walk-Through](#)

[Q63 Artifact 3 Sample Individual Progress Monitoring for Science of Reading Training](#)

[Q63 Artifact 4 Elementary Data Sample](#)

64. Ongoing, Job-Embedded Professional Development: What types of ongoing, job-embedded professional development does the school system provide to support staff in the implementation of instructional practices aligned to the science of reading?

Examples may include:

- *Daily lesson study and planning by grade level, department, or cross-curricular teams*
- *Regular peer coaching cycles, including observations, debriefs, and planning*
- *Support from reading specialists such as model teaching, co-planning, and instructional coaching*

GCPS provides ongoing, job-embedded professional development to support the implementation of the Science of Reading (SOR) in the following ways;

- Bi-weekly school literacy leadership team meetings held between the school literacy coach and administrators
- Regular PLC Meetings for various employee groups including LETRS facilitators, LETRS Participants, Literacy Coaches, and Lead Teachers all attended by the district supervisor
- District-wide and school-based SOR aligned professional development sessions designed to the specific needs of the teachers and support staff as well as the administrator
- Program-specific coaching facilitated by trainers of our core reading program, American Reading Company
- School-based schedules that promote grade level and/or cross-curricular team planning and data-based discussions
- Literacy coaching for data analysis discussions, model lessons, co-planning, co-teaching, and intervention selection and application
- Walkthroughs with feedback with an opportunity for more literacy coach support
- Grade level ELA shell courses designed to support teachers with pacing, aligning instruction to the Maryland State Standards, offer exemplar samples and guide the use of rubrics in instruction
- Monthly Literacy Coach newsletters that disseminate SOR-aligned resources, lessons, strategies, and best practices.
- All LETRS training is job-embedded and release time is provided to complete the coursework

Due to declining enrollment, potential school closure and consolidation, as well grade band realignment, the Garrett County Public School System will not be adding any additional positions, but will go through a reallocation of staff. The reallocation will be determined once the footprint has been established with the use of the career ladder considerations.

Linked Artifacts:

[Q64 Artifact 1 December 2022 Literacy Coach Newsletter](#)

[Q64 Artifact 2 LETRS Asynchronous Learning Agenda](#)

[Q64 Artifact 3 Job Embedded Professional Development MCAP Analysis](#)

65. Organizational Structures and Support: How does the school system leverage talent, time, and resources to support ongoing, job-embedded professional development of staff responsible for reading instruction and intervention?

Examples may include:

- *Identifying the most effective reading teachers and increasing their impact beyond their individual classrooms through lesson planning, co-teaching, peer coaching, etc.*
- *Changing the daily schedule to increase collaboration time for teachers during the school day*
- *Hiring district reading specialists and deploying them to campuses to model lessons, observe instruction, and coach teachers*

Garrett County Public Schools (GCPS) established a Lead Teacher team for Social Studies and English Language Arts including representatives from each of the eight elementary schools spanning PK-5 with the purpose of beginning the teacher leader model. This team serves as district leaders for our classroom, intervention, special education and English Learner teachers by creating a grade level content specific Shell Courses in Schoology, our learning management system. The courses address district level pacing, key strategies, High Quality Instructional Material (HQIM) implementation, revising pacing guides, and supporting the creation or selection of benchmark assessments. They serve as a liaison between Central Office staff and the schools with dissemination of information directly to the teachers. This team is charged with supporting the selection of materials aligned to the Science of Reading, creating a scope and sequence for Social Studies highlighting key vocabulary, writing prompts, and primary and secondary source analysis tasks as aligned to the state standards, and demonstrating the implementation of discipline literacy standards. Monthly PLC meetings will be held with the Lead Teachers, Supervisor, and coaches to provide a time for discourse, reflection, and collaboration. Teachers will be surveyed at the end of the school year for feedback and usefulness of the model to guide the next steps.

One literacy coach serves as the author of the Schoology group for administrators to ensure principals have a location to locate key information and documents in one location. This individual meets regularly with the Supervisor of ELA and the Director of Elementary and Early Childhood Education.

GCPS offers a mentoring program for new teachers during the first three years or one year if a veteran teacher transfers from another Maryland district. These non-tenured teachers meet with a mentor teacher 40 minutes per week beyond the duty day to collaborate on instructional planning, addressing the instructional needs of students, classroom management, parent communication, assessment, personal development, school and district-based knowledge of routines and procedures. Through the MD Leads grant, GCPS was able to hire one full time teacher to create release time for two of our Lead Mentors to provide job embedded mentoring in a 50% teaching/50% mentoring and planning model. Mentors and mentees participate in professional learning community activities that include an enhanced induction program to support our newest teachers as they implement reading instruction.

The district established a partnership with the Institute for Multi-Sensory Education (IMSE) to establish a district trainer for the foundational program based on the Orton-Gillingham explicit and structured literacy programs. The district trainer conducts the training for all new teachers in K-5 as part of the induction process, provides district guidance and coaching in collaboration with the other literacy coaches, and provides refresher and implementation training.

Literacy Coaches were initiated in GCPS in 2018 and we currently have three full time coaches and the supervisor delivering supportive literacy services to the eight elementary schools. The coaches provide job-embedded services including modeling lessons, co-planning, conducting professional learning community meetings, school based professional development, and the implementation of HQIM. All four are district LETRS trainers and provide support through this training and implementation of the strategies and practices aligned to the SOR. These coaches provide invaluable support to the administrators in developing their understanding of the reading program and how to guide and support teachers as well as input in the school improvement plans.

A specific training on how to implement the HQIM was provided to tutors, collaborative Judy Center teachers, and instructional assistants at the beginning of school years 2021-2022 and 2022-2023.

Due to declining enrollment, potential school closure and consolidation, as well grade band realignment, the Garrett County Public School System will not be adding any additional positions, but will go through a reallocation of staff. The reallocation will be determined once the footprint has been established and the staffing options have been defined by the career ladder.

A more intensive needs assessment specific to classroom, intervention, gifted and talented, English Language Learner and special education teachers, instructional assistants, literacy coaches, and administrators will be conducted in the Spring of 2023 to determine how to best plan a more comprehensive job-embedded support system.

Linked Artifacts:

[Q65 Artifact 1: Shell Course Sample](#)

[Q65 Artifact 2: Elementary Principal Schoology Group Sample](#)

[Q65 Artifact 3: Induction Literacy Training](#)

[Q65 Artifact 4: Literacy Coaches Back to School Presentation](#)

[Q65 Artifact 5: Elementary Tutors, Assistants, and Judy Center Training K-5 Agenda](#)

High-Quality, Content-Rich Instructional Materials for English Language Arts

66. Process for Selecting Materials: Describe the process the school system uses to select instructional materials for English language arts, including who participates and the types of activities used.

Examples may include:

- *Use of committee structures*
- *Pilot programs*
- *Mechanisms for gathering stakeholder feedback*
- *Site visits to school systems implementing the materials being considered*

GCPS uses the following steps to select instructional materials:

1. GCPS operates within a 7year textbook rotation cycle
2. Ratings from EdReports and MSDE are verified for level of evidence
3. Committees are formed with teachers, technology support, and administrators to evaluate, pilot, and then recommend materials for adoption.
4. Recommendations are presented at a public Board meeting
5. Time is established for public review and comment period
6. Board votes on approval

7. Implementation occurs after 30 days of teachers receiving materials.
See procedure linked in artifacts.

GCPS Curriculum Implemented in the five areas of reading:

- Phonological Awareness: Heggerty Phonological Awareness Program, IMSE's Phonological Awareness
- Phonics: IMSE's Orton-Gillingham Comprehensive Plus, American Reading Company's (ARC) Individual Reading Level Assessment Toolkit, i-Ready Tools for Instruction
- Fluency: IMSE's OG Comprehensive Plus, ARC Core
- Vocabulary: IMSE's OG Comprehensive Plus and Morphology Plus, ARC Core
- Comprehension: ARC, IMSE's Morphology Plus

Linked Artifacts:

[Q66 Artifact 1: Selection and Disposal of Curriculum and Materials Procedure](#)

[Q66 Artifact 2: Board Meeting Agenda Reading Resource Presentation](#)

67. High-Quality and Content-Rich: Discuss how the school system determines if materials are high-quality, content-rich, and aligned to the science of reading. Discuss how the LEA ensures materials collectively provide instruction in all five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. If one resource is inadequate or incomplete in addressing all five areas, how will the school system ensure there is a collection of high-quality materials to address all areas? The Maryland State Department of Education utilizes Ed Reports as a primary source in assessing the quality of instructional materials so it should be included in the response. Additionally, the selection of materials for other content areas such as science and social studies may also be included if that is a consideration in leveraging those subjects to build student knowledge while reinforcing literacy acquisition skills through cross-curricular connections.

Ed Reports is our primary source for initially assessing any curricular materials for reading. The MSDE Curricular Support Materials rubrics are used when determining a new resource for ELA with social studies materials purchased to address reading areas. Supplemental programs are purchased to enhance instruction in areas of need with ratings in Ed Reports and Evidence for ESSA used in the vetting process when evaluating intervention resources. GCPS uses IMSE's Comprehensive Plus, Morphology Plus, and Phonological Awareness with the middle schools using iReady for intervention. These programs offer instructional practices aligned to Strong Evidence: Tier 1 in the IES What Works Clearinghouse practice guides linked below. See Question 66.

Linked Artifacts:

[Q67 Artifact 1: MSDE Rubric for Curricular Resources in English Language Arts](#)

[Q67 Artifact 2: What Works Clearinghouse Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten Through Grade 3](#)

[Q67 Artifact 3: What Works Clearinghouse Practice Guide: Providing Reading Interventions for Students in Grades 4-9](#)

68. Culturally Responsive: During the selection process, how does the school system assess and select materials that are culturally responsive? In instances where materials are high-quality but not culturally responsive, how does the school system supplement materials to ensure that they meet the cultural needs of the students?

Culturally responsive considerations are included in the review of all materials. The selection committees use professional judgment, recommendations from other districts, teacher recommendations, parents and community member feedback when reviewing all materials. Discussions with publishers and curriculum vendors also include discussions about culturally responsive materials.

All core English Language Arts programs met expectations on Ed Reports under criterion 3.4: Differentiation and are culturally responsive. GCPS currently uses ARC Core (2017), StudySync (2020), and MyPerspectives (2017).

Linked Artifacts:

[Q68 Artifact 1: Ed Reports ARC](#)

69. Supplemental and Intervention Materials (Tiers 2 and 3 of Instruction): What additional considerations or steps are added to the materials selection process when selecting supplemental and intervention materials for use in tiers 2 and 3?

The following additional considerations are added:

- disaggregated dashboard with data analysis
- dyslexia screener
- range of ability to self-level for diagnostic and intervention
- English Language Learners components
- administration time
- range of skills assessed
- aligned to MD Ready to Read Act
- grade span considerations
- interfaces with our learning management system and/or database system

Our Maryland Comprehensive Assessment Program (MCAP) data demonstrates a need to address struggling readers. GCPS adopted i-Ready as the universal screener at the beginning of the school year based on the need to identify the specific areas of need and the recovery efforts needed. The i-Ready Tools for Instruction offer specific lessons targeted to the identified skills in phonological awareness, phonics, high frequency words, vocabulary, and comprehension for literature and informational text. In addition, students are provided with interventions using the Institute for Multi-Sensory Education's Orton-Gillingham Comprehensive plus and Phonological Awareness and the tool for instruction lessons. American Reading Company's (ARC) Independent Reading Level Assessment (IRLA) tool kits were purchased to provide lessons targeted to specific student needs. School Pace, ARC's data system, was purchased to progress

monitor students throughout the school year and provide individual, school, and district data. These tools were purchased using the criteria listed with teacher input.

MCAP Results

2019 30.1% proficient

2021 26% proficient

2022 44% proficient

Linked Artifacts:

[Q69 Artifact 1 Universal Screener Assessment Initial Review Survey](#)



70. HQIM - English Language Arts: Adoption Projections

Identify the high-quality, content-rich, and culturally responsive instructional materials adopted and used for literacy in English language arts at each grade level (Pre-K-12) and tier of instruction. If a particular material is under review or not yet identified, indicate its status

Title	Publisher	Grade Level(s)	Instructional Tier(s)	Status (adopted and implementing, under review, piloting)
Three Cheers for Pre-K	Savvas	Pre-K3, Pre-K4	Tiers 1, 2, 3	Adopted and implementing
American Reading Company	American Reading Company	K-5	Tiers 1, 2, 3	Adopted and implementing
i-Ready	Curriculum Associates	K-5	Tiers 1, 2, 3	Adopted and implementing
IMSE Orton-Gillingham	Institute of Multisensory Education	K-5	Tiers 1, 2, 3	Adopted and implementing
Heggerty Phonological Awareness	Heggerty	PK-2	Tiers 1, 2, 3	Implemented

Linked Artifacts:

71. Materials-Specific Professional Development and Support: What professional development and support does the school system provide to ensure the effective use of instructional materials? Discuss

activities to support the implementation of newly adopted materials as well as those designed to leverage materials during instruction over time.

Professional development is provided from the textbook company through asynchronous, virtual, and in-person opportunities. Coaches, Lead Teachers and administration provide follow-up implementation opportunities based upon the needs of the staff that include model lessons, co-planning, walk through feedback, and dashboard/data analysis support. The American Reading Company (ARC) is providing five in-school coaching days for each school and 5 days of Leadership Learning Series for administrators over the 2022-2023 and 2023-2024 school years.

See Questions 62, 64, and 65 for more detail.

Linked Artifacts:

[Q71 Artifact 1 New Teacher Induction Class HQIM Presentation](#)

[Q71 Artifact 2 American Reading Company Coaching Schedule for K-5 Reading Program](#)

[Q71 Artifact 3 American Reading Company Leadership Learning Series Padlet Screenshot](#)

[Q71 Artifact 4 American Reading Company School Coaching Agenda](#)

Pillar 3, Objective 2 (English Language Arts): Keep students on track to meet CCR

3.2.1 (English Language Arts): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade

Progress Monitoring in English Language Arts

72. Systems and Structures for Progress Monitoring: Describe the systems and structures the school system has put into place to ensure rigorous monitoring of student progress in reading at each grade level.

Examples may include:

- *How the instructional schedule is developed to support teacher planning and collaboration in response to student literacy data*
- *A specific model or framework for analyzing literacy data, facilitating a professional learning community, etc.*
- *Creating schedules for ongoing assessment and tracking of student progress throughout the school year*
- *Professional development opportunities to support teachers and administrators in implementing effective progress monitoring*

GCPS has embedded the practices of the Multi-Tiered Systems of Support (MTSS) through a rigorous Response to Intervention (RtI) approach. The district contracted Mike Mattos in March 2016 to provide training and consultation for embedding the MTSS approach in our schools. Since then, the following practices have been embedded in the elementary school process:

- Fully implemented program with RTI

- iReady Diagnostic
- IOG data analysis tool
- Grade level Scope and Sequence
- Dedicated team planning
- Scheduled PLCs
- American Reading Company coach visits
- SchoolPace
- School-based Student Support Team
- Identified grade level essential skills for intervention tool
- Benchmarks

Specific training and guidance documents have been developed to support staff in the implementation with a database for identification and progress monitoring for struggling readers. Schools have established Student Support Teams to collaborate on all three tiers of intervention beginning with differentiation in the Tier 1 core lessons, a referral process for Tiers 2 and 3, and vetted intervention programs to support their reading progress. GCPS has applied the Ready to Read Act with training for the coaches, administrators, and literacy coaches. iReady was purchased at the beginning of the year as a universal screener with data collected in the areas of Phonological Awareness, Phonics, High Frequency Words, Vocabulary and Comprehension in Literacy and Informational text. Students are assessed three times a year and areas of need are identified and addressed through the RtI process. For more detail, see the process in Artifact 2.

Linked Artifacts:

[Q72 Artifact 1 K-12 Testing Matrix 2022-2023](#)

[Q72 Artifact 2 2023 Draft Garrett County Consistent RTI Process](#)

73. Assessments: List the assessments administered to students and their purpose in progress monitoring, including the use of universal screeners as required by Maryland's Ready to Read Act.

Grade Level(s)	Assessment	Type (diagnostic, formative, summative)	Frequency of Administration	Purpose
K-5	iReady	diagnostic	Beginning, Mid, and End of Year	Identify individual student needs in literacy
K-5	IRLA	Formative	Beginning of the year	Identify instructional level and skills
K-5	IMSE OG Comprehensive and Morphology	Diagnostic/summative	Beginning, Mid, and End of Year	Determine phonics and vocabulary needs
K and all 1-5 at risk	Phonological Assessment of Skills Test (PAST)	Diagnostic screener	4 times per year	Phonological awareness
Pre-K/K	District Pre-Kindergarten and	Summative	4 times per year	Identify literacy needs and

	Kindergarten Readiness Assessment			Readiness Assessment
Pre-K Special Education	Early Learning Assessment	Formative	One time per year with quarterly updates	Determine literacy needs of early childhood students with an IEP

Linked Artifacts:

[Q73 Artifact 1 Assessment Descriptions](#)

74. Measures of Success: Describe the measures of success the school system utilizes to identify students in need of support and intervention in literacy to meet the college and career readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

Examples may include:

- *Kindergarten Readiness Assessment (KRA) and reading proficiency by the end of 3rd grade*
- *Early warning indicators such as attendance, behavior, and course completion in middle school*
- *Freshmen on-track indicator, cumulative 9th and 10th grade GPA, core subjects GPA, attainment of credits in core content courses, attainment of credits in career and technical education (CTE) courses, or a combination together with assessment scores, attendance, or other behavioral metrics*

Measure	Rationale	Grade Level(s)
i-Ready	Grade level proficiency, literacy skills, and dyslexia screener	K-8
Kindergarten Readiness Assessment	Kindergarten entry level proficiency	K
Independent Reading Level Assessment (IRLA)	Determines standards-based progress in grade level reading skills	K-5
IMSE OG Comprehensive Plus Assessment	Measures foundational phonics skills for early literacy	K-2, Intervention, SPED
Phonological Awareness Skills Test (PAST)	Determines phonological awareness skills needed for foundational reading	K, Intervention, SPED

Linked Artifacts:

[Q74 Artifact 1 Assessment Descriptions for Parents](#)

Intervention in English Language Arts

[Blueprint Requirement \(MD Code, Educ §5-226\)](#)

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

75. Tier 2 and 3 Intervention: Describe the school system's targeted, evidence-based model for Tier 2 and Tier 3 instruction in reading. Include the following:

- The correlation between how students are identified during progress monitoring and the type of intervention the school system provides
- The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher
- How it's determined that a student no longer requires intervention
- The method(s) for evaluating the effectiveness of interventions

Responses should be organized by level (elementary, middle, high).

- **Elementary (Pre-K-5)**

Students are identified for additional support using multiple assessments and screeners. The data is reviewed by a team of instructional staff after Tier 1 differentiation efforts have been attempted without progress. The team may include administrators, classroom teachers, interventionists, English Language teachers, special educators, speech pathologists, instructional assistants and tutors. The following steps are used to determine needs and staffing:

- A referral is completed by the teacher and the Student Support Team meets to analyze multiple data points and determine best interventions and provides parent notification
- Intervention is provided (Tier 2 is 15-30 minutes 1-2 times per week. Tier 3 is a minimum of 3 sessions for no less than 90 minutes per week) based on a time bound, measurable, standards-based goal
- Progress is monitored and reported in PowerSchool, shared with parents no less than quarterly
- Team reconvenes to discuss goal progress with parent notification of any changes as aligned to the MD Ready to Read Act:
 - if goal is met, student is dismissed or new goal is established
 - if goal is not met, team determines change of intervention, provider, or increased service (Tier 3)
- If no progress has been made at Tier 3 and adaptation to intervention, provider, intensity and frequency, parents are notified and a special education referral is considered.

Linked Artifacts:

[Q75 Artifact 1: Academic Rtl Tier 3 Flow Chart](#)

[Q75 Artifact 2: Response to Intervention Process](#)

[Q75 Artifact 3: Intervention Descriptions for Parents](#)

- **Middle School (6-8)**

The Tier 2 and Tier 3 processes and the overall RTI model is still being overhauled and developed to meet the rigor and CCR standards of the Blueprint. Garrett County Public Schools will update this section of the implementation plan when the 6-12 draft is due in March 2024.

Linked Artifacts:

- **High School (9-12)**

The Tier 2 and Tier 3 processes and the overall RTI model is still being overhauled and developed to meet the rigor and CCR standards of the Blueprint. Garrett County Public Schools will update this section of the implementation plan when the 6-12 draft is due in March 2024.

Linked Artifacts:

76. Structures and Support for Intervention: How does the school system support teachers in their implementation of intervention at Tiers 2 and 3 so that every student receives reading instruction that is responsive to their individual needs as determined through data collected during progress monitoring?

Considerations should include, but are not limited to, the following:

- A framework for intervention that includes evidence-based, high-yield strategies
- Staffing such as campus-based instructional coaches, intervention teachers, etc.
- Strategic use of specific funding such as the Transitional Supplemental Instruction Aid for struggling learners in K-3
- Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

GCPS uses a Multi-Tiered System of Support (MTSS) to provide a Response to Intervention (RtI) process for students struggling in reading. Essential grade level skills have been identified as the key standards needed for success at every grade. Multiple data points are used to determine student achievement with i-Ready selected as the universal screener. If a student exhibits an area of need on the diagnostic, the other assessments described in Question 74 are analyzed by the team described in Question 75. Students are referred to the Student Support Team for the appropriate goal to be set, intervention determined, and assigned an interventionist to provide the services. An entry is placed in PowerSchool, the data management system, and parents are notified. Progress monitoring towards the goal achievement is recorded every 2-4 weeks, depending on the level of intensity of the service. The following supports are in place in all elementary schools:

- Identified grade level essential skills for intervention tool
- Literacy coaches and intervention staff that serve every elementary school
- Intervention and classroom teachers scheduled to support classroom learning and deliver intervention
- Dedicated push in and/or pull out times for intervention teachers built into the master schedule
- Use of Tutoring- Transitional Supplemental Instruction K-3 and 4-12 funds used to employ tutors to support struggling learners in K-5
- Use of Intervention- ARP-ESSER funds for intervention staff

- Use of RtI process - See Artifact 3.

Linked Artifacts:

[Q76 Artifact 1: Elementary Intervention Schedule](#)
[Q76 Artifact 2: ELA PowerSchool Tier 3 RtI Essential Skills](#)
[Q76 Artifact 3: RtI Process](#)

77. High-Quality School Day Tutoring: How does the school system leverage time, partnerships, and resources (e.g., Transitional Supplemental Instruction Aid) to support the implementation of the high-leverage strategy, high-quality school day tutoring, to accelerate instruction in reading? How does it evaluate the effectiveness of this intervention?

Using TSI funds, the school system secured individuals through temporary contracts to provide tutoring with a 4:1 student ratio during the regular school day to address literacy in grades K-5. Restricted funds through ESSER have been used to provide school day tutors trained by GCPS on vetted interventions to increase student proficiency. School's utilized various data points to identify students most in need for tutoring with principals using a google sheet to monitor student's progress using the ELA assessments and intervention programs. Additional assessments may have been used at the school level through the MTSS process. Through the school improvement plan process the county LEAD instructional team monitored implementation of tutoring programs, effectiveness through the universal screeners and other district assessments.

Linked Artifacts:

78. Transitional Supplemental Instruction Aid: Use the table below to describe how the LEA has used and will continue to use the Transitional Supplemental Instruction Aid to support K-3 students in reading, beginning with the 2019-2020 school year, and include the impact of the funding and how it has been measured.

School Year	Activity How were the funds used?	Impact What was the result?	Evaluation How was the result determined?
19-20	The school system secured individuals through temporary contracts to provide intervention services in reading.	While many students may not have reached proficiency levels, a number of students made progress towards closing their gap towards grade level performance.	GCPS used the following assessments: Houghton Mifflin Harcourt Diagnostics and Orton Gillingham (Institute for Multi-Sensory Education) for ELA. Additional assessments may have been used at the school level through the MTSS process.

20-21	No funds were expended from this grant during this fiscal year.	No funds were expended from this grant during this fiscal year.	No funds were expended from this grant during this fiscal year.
21-22	The school system secured individuals through temporary contracts to provide tutoring with a 4:1 student ratio during the regular school day.	While many students may not have reached proficiency levels, a number of students made progress towards closing their gap towards grade level performance (ex: 3 years below to 1-2 years below).	GCPS used the following assessments: Houghton Mifflin Harcourt Diagnostics and Orton Gillingham (Institute for Multi-Sensory Education) for ELA. Additional assessments may have been used at the school level through the MTSS process.
22-23	The school system secured individuals through temporary contracts to provide tutoring with a 4:1 student ratio during the regular school day.	Will be determined at the end of the school year	i-Ready diagnostics. Additional assessments may be used at the school level through the MTSS process.

Linked Artifacts:

[Q78 Artifact 1 GCPS Report Required by HB 1372 Chapter 55, Section 4\(d\), 2021 \(MSAR #13511\)](#)

79. Underserved Student Groups: Describe how the school system eliminates barriers and meets the needs of students who have been underserved. Consider the learning loss caused by the pandemic for specific student groups as well as groups who have been historically underserved. How will the school system minimize or prevent students from continuing to be underserved?

MCAP performance results have returned to pre-pandemic levels demonstrating a recovery from the learning loss, with economically disadvantaged and those with learning disabilities demonstrating the greatest disparities in scores. GCPS staff analyzes assessment data to determine specific needs of students and address them using the RtI process. See Task 75. Title 1 funds are used to support additional teachers and target the needs of our economically disadvantaged students with schools being provided funds to support family involvement activities and hire additional staff to serve the needs of the population. GCPS partners with the Judy Center with collaborative early childhood classrooms with Head Start that includes early childhood personnel (PK - K) meeting four times annually under the direction of the Judy Center Coordinator for training and collaborative efforts. Aligning these programs to create common expectations for reading supports some of the early intervention and experiences needed for students with learning disabilities and those economically disadvantaged. In GCPS, students with learning disabilities are placed in general education classrooms with co-teaching methods as well as specially designed instruction and specific training was provided for 6 evidence-based strategies to support this model. During the COVID-19 pandemic, GCPS prioritized students with disabilities as one of the first student populations to return to the building. Due to this prioritization, GCPS had a very limited number of students that required compensatory services. At this time, all compensatory services have been completed for students with disabilities to

ensure learning loss was compensated to these students. In addition, GCPS prioritized students with disabilities for in-school tutoring opportunities and summer programming.

In order to ensure students with disabilities are not underserved, GCPS maintains a caseload below 15 for all special education teachers. This allows special education teachers to plan, implement, and evaluate Specially Designed Instruction (SDI) at a very individualized level. Special education teachers are also given an SDI/Collaborative planning day once a month to allow time for collaboration with general education teachers to maximize instruction and accommodations for students with disabilities. GCPS has implemented professional development on the 6-Co-Teaching Models to help support high quality instruction in the general education setting, as our priority is on inclusive education. Students with disabilities also have equal access to RTI, in addition to their special education services.

Linked Artifacts:

[Q79 Artifact 1 Family Engagement After School Parent Engagement and Student Intervention](#)

80. Leveraging the Concentration of Poverty Grant in Intervention: Districts receiving the Concentration of Poverty Grant must discuss how they utilize the grant resources to support acceleration and intervention efforts for underserved students in reading. Include how the school system evaluates the effectiveness of its efforts.

GCPS did not have a Concentration of Poverty Grant in 2021-2022 or 2022-2023. We were informed on February 17, 2023 that we will have one Concentration of Poverty Grant in 2023-2024. Since we will be in the first year, GCPS will only receive the personnel component of the funding in order to conduct the needs assessment for the school. We should be able to provide more information in our March 2024 submission.

Linked Artifacts:

81. Family Engagement in Learning: What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are identified for intervention in reading? Discuss how parents/guardians are notified and included in the development and implementation of individual student's learning plans.

- GCPS uses the following avenues to involve and communicate with parents: website, intervention letters, literacy nights, conferences, social media, Schoology, email, paper newsletters for those without internet, planners
- Parent/guardians of students with intervention services in reading are notified in writing following the Ready to Read Act procedures, some schools conduct parent learning sessions to target home participation in the learning process, conferences and written communication for parent input and involvement with home support
- Students with an IEP follow the specific Special Education process with progress monitoring
- Title 1 Schools conduct a parent needs assessment and design family engagement activities to address these needs
- Parents are involved in the School Improvement Planning process
- Parents have direct access to student grades and intervention logs in PowerSchool.

Linked Artifacts:

[Q81 Artifact 1 GCPS Title I Brochure 22-23](#)

[Q81 Artifact 2 GCPS County-Level Parent Engagement Plan SY22-23](#)

[Q81 Artifact 3 Family Engagement Night on Science of Reading - Title 1 School](#)

Note: This Pillar was developed to support LEAs in planning across the Pre-K-12 continuum. For the March 2023 submission of the Initial Blueprint Implementation Plan, LEAs are only required to address Pre-K through fifth grade when answering the questions for Objectives 1 and 2. Grades 6-12 will be addressed in the March 2024 submission.

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

3.1.3 (Math): LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence

Comprehensive Plan for Mathematics

82. Comprehensive Plan for Mathematics: Does the school system have a comprehensive plan for mathematics that begins with pre-kindergarten and prepares students for college-level credit-bearing course work in mathematics upon graduation?

If yes, link the plan as an artifact below and use the open response field to discuss when and how it was developed. If the plan does not exist or needs to be refined to align to the Blueprint's intent, discuss the anticipated timeline and process for development and/or revision.

A complete and comprehensive plan does not currently exist. Garrett County Public Schools (GCPS) has not had a comprehensive mathematics plan in place for over a decade. The current Math K-12 Supervisor was hired in July 2020 and assumed the role at the early stages of the Covid-19 pandemic and the beginning of virtual learning in Garrett County. The goal is to have a complete and comprehensive plan in place by the 6-12 submission of the Blueprint Implementation Plan in March of 2024. Our district has a K-12 Scope and Sequence and Essential Skills documents that were in place prior to the pandemic. These documents will serve as a starting point in the development of the plan. However, both documents need to be reviewed and updated to reflect the rigorous expectations of the Blueprint. The Blueprint implementation planning has demonstrated the need for the comprehensive mathematics plan.

The timeline for completion of the comprehensive mathematics plan is the following:

- Work will officially begin in May of 2023 with Math Teacher Leaders reviewing the current K-12 Scope and Sequence and Essential Skills documents. This same group of

teachers and administrators participated in the writing of the first GCPS Vision, Mission and Goals for mathematics which was completed in January 2023.

- After the initial editing of the K-12 Scope and Sequence and Essential Skills documents GCPS will solicit feedback from each of our school level math PLCs. Edits and revisions on these documents will be completed by July 2023 and prior to the work on the comprehensive plan development.
- The comprehensive plan development will start in July 2023.
- Research on comprehensive mathematics plans from around the state of Maryland and nation will be on-going during Summer 2023.
- The first draft of the comprehensive plan set for Fall 2023 with revisions and teacher feedback gathered through Winter 2024.
- Comprehensive plan will be completed prior to the March 2024 Blueprint 6-12 submission.

Linked Artifacts:

[Q82 Artifact 1 - GCPS Math K-12 Scope and Sequence](#)

[Q82 Artifact 2 - GCPS 5th Grade Essential Standards Chart](#)

83. Vision, Mission, and Goals for Mathematics: Describe the district's vision, mission, and goals for mathematics.

Garrett County Public Schools (GCPS) completed the first Vision, Mission and Goals for Mathematics in January of 2023. The GCPS Vision, Mission and Goals were developed in collaboration with the math supervisor, district math teacher leaders, the GCPS math coach and building level administrators.

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.

Linked Artifacts:



84. College and Career Readiness in Mathematics – Achievement Projections

Use the tables below to indicate the current and projected achievement levels in mathematics for the designated groups by gender, socioeconomic status, service group, and race/ethnicity for each of the designated grade levels (3rd, 6th, 10th).

Table 1: 3rd Grade Student Achievement in Mathematics by Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	18.6	39.8	39.4	<=5.0	16	37.6	42.6	<=5.0	14.3	35.5	45.9	<=5.0
M	21.8	37.8	39.5	<=5.0	20.5	36.5	42	<=5.0	19.3	35.3	44.6	<=5.0
F	15.2	42	39.3	<=5.0	14.3	42	40.2	<=5.0	13.4	42	41.1	<=5.0
NB	*	*	*	*	*	*	*	*	*	*	*	*
ED	39	39	20.3	<=5.0	34.8	41.1	22.4	<=5.0	30.5	43.3	24.6	<=5.0
EL	*	*	*	*	*	*	*	*	*	*	*	*
SE	56.7	30	13.3	<=5.0	51.7	33.4	15	<=5.0	46.7	36.7	16.6	<=5.0

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
F = Female
M = Male
NB = Nonbinary
ED = Economically Disadvantaged
EL = English Learner
SE = Special Education

Table 2: 3rd Grade Student Achievement in Mathematics by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	18.6	39.8	39.4	<=5.0	16.5	37.6	42.6	<=5.0	14.3	35.5	45.9	<=5.0
AI	*	*	*	*	*	*	*	*	*	*	*	*
A	*	*	*	*	*	*	*	*	*	*	*	*
B	*	*	*	*	*	*	*	*	*	*	*	*
H	*	*	*	*	*	*	*	*	*	*	*	*
NH	*	*	*	*	*	*	*	*	*	*	*	*
2+	*	*	*	*	*	*	*	*	*	*	*	*
W	18.3	39.4	40.4	<=5.0	17.2	37.2	43.5	<=5.0	16.2	35.3	46.6	<=5.0

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
AI = American Indian / Alaska Native
A = Asian
B = Black / African American
H = Hispanic / Latino
NH = Native Hawaiian / Pacific Islander
2+ = Two or More
W = White



84. College and Career Readiness in Mathematics – Achievement Projections

Table 3: 6th Grade Student Achievement in Mathematics by Grade Level, Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	28	55.6	14.6	<=5.0	27	52.6	18.6	<=5.0	23	45	30	<=5.0
M	29	57.3	10.7	<=5.0	28	54.7	14.7	<=5.0	24	48	25	<=5.0
F	27	54	18.2	<=5.0	26	51	22.2	<=5.0	22	44	33	<=5.0
NB	*	*	*	*	*	*	*	*	*	*	*	*
ED	42.4	55.9	<=5.0	<=5.0	41.4	52.9	5.0	<=5.0	39	45	15	<=5.0
EL	*	*	*	*	*	*	*	*	*	*	*	*
SE	76.5	23.5	<=5.0	<=5.0	75	22.5	<=5.0	<=5.0	70	20	10	<=5.0

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
F = Female
M = Male
NB = Nonbinary
ED = Economically Disadvantaged
EL = English Learner
SE = Special Education

Table 4: 6th Grade Student Achievement in Mathematics by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	28	55.6	14.6	<=5.0	27	52.6	18.6	<=5.0	23	45	30	<=5.0
AI	*	*	*	*	*	*	*	*	*	*	*	*
A	*	*	*	*	*	*	*	*	*	*	*	*
B	*	*	*	*	*	*	*	*	*	*	*	*
H	*	*	*	*	*	*	*	*	*	*	*	*
NH	*	*	*	*	*	*	*	*	*	*	*	*
2+	*	*	*	*	*	*	*	*	*	*	*	*
W	27.5	55.7	14.6	<=5.0	27	52.6	18.6	<=5.0	23	45	30	<=5.0

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
AI = American Indian/Alaska Native
A = Asian
B = Black/African American
H = Hispanic/Latino
NH = Native Hawaiian/Pacific Islander
2+ = Two or More
W = White



84. College and Career Readiness in Mathematics – Achievement Projections

Table 5: 10th Grade Student Achievement in Mathematics by Grade Level, Gender, Socioeconomic Status, and Service Group
***9th GRADE Algebra 1 Data ***

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	25	62.5	12.5	*	20	58	20	<=5.0	15	55	25	5.0
M	25.8	64	10.1	*	21	59	15	<=5.0	18	56	22	<=5.0
F	24	60.8	15.2	*	19	55	23	<=5.0	17	52	28	<=5.0
NB	*	*	*	*	*	*	*	*	*	*	*	*
ED	28.3	62	9.8	*	26	60	13	<=5.0	23	58	17	<=5.0
EL	*	*	*	*	*	*	*	*	*	*	*	*
SE	91.6	8.3	*	*	85	10	<=5.0	<=5.0	78	15	5	<=5.0

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
F = Female
M = Male
NB = Nonbinary
ED = Economically Disadvantaged
EL = English Learner
SE = Special Education

Table 6: 10th Grade Student Achievement in Mathematics by Race/Ethnicity
***9th GRADE Algebra 1 Data ***

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	25	62.5	12.5	*	20	58	20	<=5.0	15	55	25	5.0
AI	*	*	*	*	*	*	*	*	*	*	*	*
A	*	*	*	*	*	*	*	*	*	*	*	*
B	*	*	*	*	*	*	*	*	*	*	*	*
H	*	*	*	*	*	*	*	*	*	*	*	*
NH	*	*	*	*	*	*	*	*	*	*	*	*
2+	*	*	*	*	*	*	*	*	*	*	*	*
W	25.2	62.6	12.3	*	20.2	58.6	20	<=5.0	15	55	25	5.0

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students
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A = Asian
B = Black/African American
H = Hispanic/Latino
NH = Native Hawaiian/Pacific Islander
2+ = Two or More
W = White

Linked Artifacts:

Mathematics Training and Professional Development

85. Identifying Training Needs: Discuss the systems for identifying which employees need mathematics training and if it was completed, including existing staff, those new to the profession, and those new to the school system.

Examples may include:

- *Assessing when teachers new to the profession may have received the training through educator preparation programs*
- *Identifying training needs for staff when they are new to a position or assignment (e.g., moving from one grade level to another, new principals, etc.)*
- *Determining when teachers may have started a training series that was not completed for varying reasons; therefore, they require additional training opportunities (e.g., A teacher who begins a four-part training series on algebraic reasoning and goes on a leave of absence before it's completed)*

Garrett County Public Schools offers a variety of training opportunities with a limited district level mathematics staff. The county has a math supervisor who is responsible for K-12 Science, K-12 Math and all Local Accountability Coordinator (LAC) duties. The district also employs one GCPS K-8 math coach who supports 8 elementary and 2 middle schools. These two positions are responsible for the planning, development and delivery of all internal district level math professional development. The district does utilize all vendor related professional development that accompanies the purchase of our resources. GCPS has also collaborated with other LEAs to offer math professional development sessions run by district level math staff from larger counties in Maryland. An example of this collaboration occurred in Fall 2022 when a Calvert County math specialist was brought to Garrett County to deliver a Number Sense PD for all of our PreK-5 math teachers.

Examples of needed training and professional development include the following.

- New teachers must complete a district level induction program called BEST that introduces them to the math curriculum, RTI resources and instructional platforms. GCPS will begin assessing new teacher transcripts for courses and specific mathematics undergrad training to determine any gaps or missing mathematical pedagogy coursework. New teachers have articulated the limited amount of math related coursework in their degree programs.
- Teacher mentor and administrators have defined the need for Masters of Arts in Teaching candidates and/or support staff pursuing teacher certification to receive additional math training.
- Veteran teachers moving grade levels or a change in position would also benefit from targeted refresher mathematics training focused on their new position.
- Intervention staff and special educators need deeper comprehensive PreK-5 math training that provides an overview of new mathematical models and strategies in place in our Tier 1 instruction since they are working with a variety of grade levels.

The addition of job embedded professional development or additional PLC time would make this training possible. Creating a comprehensive professional development plan and district level school schedule to support the completion of peer observations and designated PLC time needs to be explored. Garrett County Public School System is going through a potential grade band realignment which may present a district level opportunity to alter the school day schedule and

reallocate staffing. Both of these items would assist in adding the time and resources necessary for job embedded PD, peer observation and PLC time.

Linked Artifacts:

[Q85 Artifact 1 - BEST Class Agenda 2022](#)

[Q85 Artifact 2 - i-Ready Data PD Summer 2022](#)

[Q85 Artifact 3 - Elementary MOY diagnostic and MCAP Data Agenda](#)

86. Types of Training Provided: List the type(s) of initial and ongoing mathematics training provided for different employee groups (general education teachers, special education teachers, principals, content specialists, and other relevant staff), including the total number of hours and time period for completion. Classify training as initial if it is intended to provide foundational knowledge and skills and ongoing if it's intended to increase knowledge and skills and support the implementation of the initial training.

Examples may include:

- *Core (Tier 1) mathematics instruction in grades Pre-K-3*
- *Intervention instruction in grades Pre-K-12 or grade bands (e.g., Pre-K-K, 1-3, 4-5, 6-8, 9-12)*
- *Topic specific (e.g., problem-solving, facilitating mathematical discourse, strategies for EL students, etc.)*

Employee Group	Grade Level(s)	Name of Training	Training Type (Initial or Ongoing)	Total Number of Hours	Time Period for Completion
All teachers	K-5	i-Ready Math Diagnostic, Personalized Instruction and Data Review Training	Initial	2.5	.5 day
All teachers	PK-5	Number Sense Routines- Mathematical Discourse	Initial	3	1 day
Grade Level Teachers	K-5	envision Curriculum Training- Digital resources	Initial	2	1 day
New Teachers	K-12	LMS, shell courses and district resource training, Part of the BEST class induction.	Initial	2	1 day
Algebra I Teachers	8-9	envision Curriculum Training and Benchmark Development	Initial	12	2 day
Math Coach and Math Teacher Leaders	K-5	Micro-credential courses- Cal-State Fullerton Mathematics training (i-Ready sponsored courses)	Initial	12	Asynchronous

Linked Artifacts:

87. Fidelity of Implementation: How does the school system assess participants' mastery of the mathematics training content? Discuss how implementation is monitored and assessed, including how data is used to inform continued professional development.

Examples may include:

- *Developing a walkthrough tool reflective of the components aligned to the mathematics pedagogy that are taught during training to collect data on the use of those components*
- *Creating a process or using a specific protocol for identifying, collecting, and analyzing data at different levels of implementation (e.g., district, school, classroom)*
- *Use of surveys to assess teachers' perceptions of training, implementation, and success with students*

- Supervisor and math coach analyze i-Ready usage, growth and performance data for administrators and teachers, which informs professional development.
- District benchmark data is reviewed for mastery of grade level standards. The data is also used to evaluate the pacing of the core curriculum in classrooms around the county.
- Administrators receive data briefings during district level grade banded PLCs and administrator/supervisor meetings. Administrator PLCs occur at least once a month.
- Supervisor and math coach developed an elementary walk through tool focused on the implementation of core curricular resources for use in the 2022-2023 school year. Tool will expand to align to the mathematics pedagogy that should accompany the curriculum components.
- Surveys are conducted to elicit teacher feedback on pacing, use of resources and additional training needs.
- Teachers receive feedback from supervisor or GCPS math coach regarding diagnostic, benchmark or MCAP data to assist in informing instructional changes.
- MCAP data dive sessions have been scheduled with grade level teams or individual teachers in classrooms performing below state averages on mathematic assessments to reviewing pacing, data sources, use of resources and additional training.

Linked Artifacts:

[Q87 Artifact 1 - GCPS Math Walk Through Tool - Implementation Core Resources](#)

88. Ongoing, Job-Embedded Professional Development: What types of ongoing, job-embedded professional development does the school system provide to support staff in the implementation of instructional practices aligned to effective math pedagogy?

Examples may include:

- *Daily lesson study and planning by grade level, department, or cross-curricular teams*
- *Regular peer coaching cycles, including observations, debriefs, and planning*
- *Support from content specialists such as model teaching, co-planning, and instructional coaching*

Math shell courses were developed for K-5 and Algebra 1. The shell courses are posted in the Schoology Learning Management System (LMS) where all of the guidance and core materials are shared by a grade level math teacher leader. Each shell course provides guidance regarding

grade level standards, pacing, lesson planning, and supporting resources. It is a peer to peer model of sharing best instructional practices and lesson planning. The district math coach provides model lessons, co-planning for long range goals, and instructional coaching as requested by individual teachers or principals. District SDI coach completes training with staff regarding effective co-teaching models. Since the release of MCAP 2022 data the math supervisor has scheduled school visits to work with individual teachers, grade level PLCs, administrators and school improvement teams to review the data and adjust planning. The math supervisor completes observations of all new elementary, middle or high school teachers during their first year of math instruction in Garrett County Public Schools. These observations allow the development of a direct relationship with new teachers in the district, but also establish the baseline expectations for best instructional practices, debriefs and recommendations.

Linked Artifacts:

[Q88 Artifact 1 - Grade 2 Shell Course Example Image](#)

89. Organizational Structures and Support: How does the school system leverage talent, time, and resources to support ongoing, job-embedded professional development of staff responsible for math instruction and intervention?

Examples may include:

- *Identifying the most effective math teachers and increasing their impact beyond their individual classrooms through lesson planning, co-teaching, peer coaching, etc.*
- *Changing the daily schedule to increase collaboration time for teachers during the school day*
- *Hiring district math specialists and deploying them to campuses to model lessons, observe instruction, and coach teachers*

Garrett County Public Schools established the math teacher leader program during the 2021-2022 school year. The district selected highly qualified and successful math teachers that have demonstrated effective teaching in mathematics as well as leadership within their schools. Math teacher leaders remain in the classroom but agree to assume this responsibility of becoming a district leader for an additional stipend. The math teacher leader serves as the leader in mathematics instruction for the district at one grade level or course. The math teacher leader works in collaboration with the supervisor and math coach to message teachers, provide guidance regarding grade level standards, pacing, lesson planning, and supporting resources. The math teacher leader is responsible for running and maintaining the shell courses posted in the Schoology Learning Management System (LMS) where all of the guidance and core materials are shared. All grade level teachers are required to follow the Shell course including the supporting intervention staff connected with that grade level or course. The shell courses provide increased grade level collaboration and opportunities beyond the school level planning. The math teacher leaders and shell courses are especially helpful to new teachers.

There is a demonstrated need for expansion of the math leadership program in our district, but it is entirely dependent upon future funding. GCPS employs one math coach to support our 8 elementary and 2 middle schools and the 8 math lead teachers are all being funded using recovery grants. None of these positions existed prior to the pandemic. The coach does not currently support the high schools, but there is a demonstrated need at that level with the CCR remediation pathways being implemented. Exploration of opportunities for additional coaches or math content specialists in each school is needed. Due to declining enrollment, potential school closure and consolidation, as well grade band realignment, the Garrett County Public School

System will not be adding any additional positions, but will go through a reallocation of staff. The reallocation will be determined once the footprint has been established with the use of the staffing options defined by the career ladder.

Linked Artifacts:

High-Quality, Content-Rich Instructional Materials for Mathematics

90. Process for Selecting Materials: Describe the process the school system uses to select instructional materials for mathematics, including who participates and the types of activities used.

Examples may include:

- *Use of committee structures*
- *Pilot programs*
- *Mechanisms for gathering stakeholder feedback*
- *Site visits to school systems implementing the materials being considered*

GCPS uses the following steps to select instructional materials:

- GCPS operates within a 7-year textbook rotation cycle
- Ratings from EdReports and MSDE are verified for level of evidence
- Committees are formed with teachers, technology support, and administrators to evaluate, pilot, and then recommend materials for adoption.
- Recommendations are presented at a public Board meeting
- Time is established for public review and comment period
- Board votes on approval
- Implementation occurs after 30 days of teachers receiving materials.

Curriculum upgrades to newer versions of the existing enVision series were purchased for K-5, 6-8 and Algebra 1 exiting the pandemic. The curriculum received higher ratings than the previous version of the series and functions similar to all the digital resources teachers learned during the pandemic. The rollover leveraged the increased use of digital tools by teachers during the pandemic while also meeting the goal of access to a higher rated curriculum in Ed Reports. Teacher familiarity on our return to in person instruction was also considered when the decision was made to rollover into the newer series. Our current contract will expire in Fall 2024 and we will be reviewing performance data, usage data and surveying teachers to help guide our next selection process.

Linked Artifacts:

[See Q66.Artifact1](#)

91. High-Quality and Content-Rich: Discuss how the school system determines if materials are high-quality and content-rich. The Blueprint for Maryland's Future requires that curriculum aligns to the CCR standard. The Maryland State Department of Education utilizes Ed Reports as a primary source in assessing the quality of instructional materials so it should be included in the response. Additionally, the selection of materials for other content areas such as science and social studies may also be included if that

is a consideration in leveraging those subjects to build student knowledge while reinforcing math skills through cross-curricular connections.

- Ed Reports is our primary source for initially assessing any curriculum materials in math. Supplemental programs are purchased to enhance instruction in areas of need and Ed Reports and Evidence for ESSA have been used in the vetting process when reviewing intervention materials.
- Please also refer to question #90 for additional details on the selection of materials.

Linked Artifacts:

92. Culturally Responsive: During the selection process, how does the school system assess and select materials that are culturally responsive? In instances where materials are high-quality but not culturally responsive, how does the school system supplement materials to ensure that they meet the cultural needs of the students?

Culturally responsive considerations are included in the review of all materials. Selection committees use professional judgment, recommendations from other districts, teacher recommendations, parents and community member feedback when reviewing all materials. Discussions with publishers and curriculum vendors also include discussions about culturally responsive materials. The example below comes from the ratings of our current core math curriculum. This level of confirmation is available for all the math materials currently in use in Garrett County Public Schools.

enVision Common Core 2020-2021 met expectations on Ed Reports under criterion 3.4: Differentiation.

- “The instructional materials for enVision Mathematics Common Core meet expectations that materials provide a balanced portrayal of various demographic and personal characteristics.”
- “Materials encourage teachers to draw upon home language and culture to facilitate learning.”

Linked Artifacts:

93. Supplemental and Intervention Materials (Tiers 2 and 3 of Instruction): What additional considerations or steps are added to the materials selection process when selecting supplemental and intervention materials for use in tiers 2 and 3?

Garrett County Public Schools decided to adopt the i-Ready diagnostic and personalized instructional pathway during the 2021-2022 school year as both a supplemental and intervention resource. The decision to move forward with these resources was in direct response to strategic math recovery efforts. GCPS did not have a high-quality data rich math screener in place prior to the pandemic and needed one to start establishing a data driven culture among our teachers. The district also did not have a personalized instructional platform for ALL students K-8. Both decisions have been critical in our overall math recovery efforts. Most recent MCAP

data for grades 3-8 shows that GCPS has experienced the least amount of learning loss among the LEAs when compared with our 2019 pre-pandemic performance.

- 28.2% of our students in grades 3-8 were proficient 2019
- 26% of our students in grades 3-8 were proficient in 2022
- 2.2% decline from the pre-pandemic performance levels

Unfortunately, our pre-pandemic performance was not stellar. However, this data does support our overall recovery efforts are working. GCPS fully expects to exceed our historical performance levels in the upcoming Spring 2023 MCAP administration in multiple grade levels. Trend data has been included as an artifact in this section to show our performance levels when compared with 2019. Grade 3 data shows that GCPS students exceeded all prior grade 3 performance. Several other grade levels demonstrate a return to pre-pandemic levels. We are in year two of the i-Ready implementation and all year over year data shows we continue to make gains. Our year over year mid-year diagnostic data is included as Artifact 2 and shows progress at all of our elementary schools when we compare 2022 and 2023 mid-year performance levels. GCPS is also using i-Ready diagnostic data and comparing it to the recently released MCAP data. We are assisting teachers in setting performance ranges to determine which students are on track for MCAP proficiency at the mid-year diagnostic. This data set is helping teachers make finer adjustments to small groups and RTI groups as we move into the second half of the school year.

Response to Intervention: Students are identified using multiple assessments and screeners. The data is reviewed by a team of instructional staff after Tier 1 differentiation efforts have been attempted without progress. Intervention staff has access to materials that are aligned, but also go beyond the core resource for consistency in programming and to reduce the overall time spent on identifying resources in PLC's. Intervention teachers have been given administrative building level accounts to i-Ready data. The following steps are used to determine needs and staffing:

- Team meets to analyze data and determine best interventions and provides parent notification
- Educators discuss students at SST team meetings to propose RTI services
- Intervention is provided (Tier 3 is a minimum of 3 sessions for no less than 90 minutes per week) based on a time bound, measurable, standards-based goal
- Progress is monitored and reported in PowerSchool, shared with parents no less than quarterly
- If no progress has been made at Tier 3 and adaptation to intervention, provider, intensity and frequency, parents are notified and a special education referral is considered

Linked Artifacts:

[Q93 Artifact1 GCPS Math Performance Trend Graphs](#)

[Q93 Artifact2 GCPS i-Ready Performance Level Comparison Data 2022 vs 2023](#)



94. HQIM – Mathematics: Adoption Projections

Identify the high-quality, content-rich, and culturally responsive instructional materials adopted and used for Math at each grade level (Pre-K-12) and tier of instruction. If a particular material is under review or not yet identified, indicate its status.

Title	Publisher	Grade Level(s)	Instructional Tier(s)	Status (adopted and implementing, under review, piloting)
Three Cheers	Savvas	Pre-K3 Pre-K4	Tier 1	Adopted and implementing
enVision Mathematics Common Core 2020	Savvas	K-5	Tier 1, 2, 3	Adopted and implementing
enVision Mathematics Common Core 2021	Savvas	6-8	Tier 1, 2, 3	Adopted and implementing
enVision AGA Algebra 1 2018	Savvas	8-9	Tier 1, 2, 3	Adopted and implementing
i-Ready Tools for Instruction and Teacher Toolkit	Curriculum Associates	K-8	Tier 1, 2, 3	Adopted and implementing
enVision Geometry and Alg 2 2014	Savvas	9-12	Tier 1, 2, 3	Adopted and implementing
Delta Math	Delta Math	6-12	Tier 2, 3	Adopted and implementing

Linked Artifacts:

95. Materials-Specific Professional Development and Support: What professional development and support does the school system provide to ensure the effective use of instructional materials? Discuss activities to support the implementation of newly adopted materials as well as those designed to leverage materials during instruction over time.

GCPS held a professional development day for the newly adopted Three Cheers curriculum for Pre-K 3/4. We also ensured that staff had additional hours paid professional development to explore and learn more about the instructional materials. Synchronous and asynchronous training has been offered for all platforms (enVision and i-Ready) during the opening weeks of school and is available on demand. In person summer opportunities are offered but teacher attendance is not mandatory. Number Sense routine training was scheduled with the Calvert County math specialist and delivered to our entire PreK-5 staff. Question and answer refresher sessions are held with Savvas staff over the summer and during the opening weeks of school for

our core curriculum resources. The math supervisor also schedules individual online virtual sessions with teachers and special educators who need assistance with resources. Exiting the pandemic, we held weekly “open office hours” with teachers to get them up to speed with the i-Ready diagnostic reports. The math coach visits schools to work with intervention teams about accessing the i-Ready intervention teacher toolkits and relating it back to Maryland standards.

Linked Artifacts:

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

3.2.1 (Math): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade

Progress Monitoring in Math

96. Systems and Structures for Progress Monitoring: Describe the systems and structures the school system has put into place to ensure rigorous monitoring of student progress in mathematics at each grade level.

Examples may include:

- *How the instructional schedule is developed to support teacher planning and collaboration in response to student math data*
- *A specific model or framework for analyzing math data, facilitating a professional learning community, etc.*
- *Creating schedules for ongoing assessment and tracking of student progress throughout the school year*
- *Professional development opportunities to support teachers and administrators in implementing effective progress monitoring*

GCPS has embedded the practices of the Multi-Tiered Systems of Support (MTSS) through a rigorous Response to Intervention (RTI) approach. The district contracted Mike Mattos in March 2016 to provide training and consultation for embedding the MTSS approach in our schools. Since then, the following practices have been embedded in the elementary school process:

- Fully implemented RTI program with progress monitoring at the elementary level including PowerSchool logs
- iReady- multiple diagnostic and personalized instruction data points
- Grade level Scope and Sequence Pacing is monitored via teacher survey
- Identified grade level essential skills
- Benchmark and pacing data
- Dedicated team planning
- Scheduled PLCs
- Math coach visits
- School-based RTI team

Common planning does exist in our elementary schools, but dependent upon location the team members could be distinctively different. Planning could be grade level, grade banded, core curriculum and/or include intervention teachers dependent upon the size of the faculty. Optional PLC time has been offered at several of our schools. This PLC time has been scheduled outside the school day and an additional stipend has been offered to teachers who attend. Math supervisor attends all principal PLCs in order to discuss implementation data of all core and intervention resources. Due to declining enrollment, potential school closure and consolidation, as well grade band realignment, the Garrett County Public School System will not be adding any additional positions, but will go through a reallocation of staff. The reallocation will be determined once the footprint has been established with the use of the staffing options defined by the career ladder. The reallocation of staff could lead to additional PLC or intervention planning to increase opportunities for progress monitoring.

Linked Artifacts:

[Q96 Artifact 1 - GCPS K-12 Testing Matrix 2022-2023](#)

97. Assessments: List the assessments administered to students and their purpose in progress monitoring, including the use of universal screeners.

Grade Level(s)	Assessment	Type (diagnostic, formative, summative)	Frequency of Administration	Purpose
K-8	i-Ready	Diagnostic	3 times per year	Identify individual student needs in mathematics. RTI process identification and small group development
K-8	i-Ready	Formative	Daily, Weekly	Monitor individual student progress in My Path personalized instruction and overall lesson pass rates
K-5	enVision Topic Quick Checks	Formative	Daily, Weekly	In time assessments that are delivered as a traditional exit ticket of individual lessons
K-5 and Algebra I	Benchmark	Formative/Summative	2 times per year at the completion of 4 topics	Identify class and individual student needs in the current grade level or course curriculum.

				Make instructional adjustments based on standards data results.
K	District Kindergarten Assessment	Summative	4 times a year	Identify individual student needs in mathematics
K	Kindergarten Readiness Assessment	Diagnostic	1 time a year, Beginning of Kindergarten	Identify individual student needs in mathematics
Pre-K	District PreK Assessment	Summative	4 times a year	Identify individual student needs in mathematics

Linked Artifacts:

98. Measures of Success: Describe the measures of success the school system utilizes to identify students in need of support and intervention in mathematics to meet the college and career readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

Examples may include:

- *Kindergarten Readiness Assessment (KRA) and math proficiency on MCAP by the end of 3rd grade*
- *Early warning indicators such as attendance, behavior, and course completion in middle school*
- *Freshmen on-track indicator, cumulative 9th and 10th grade GPA, core subjects GPA, attainment of credits in core content courses, attainment of credits in career and technical education (CTE) courses, or a combination together with assessment scores, attendance, or other behavioral metrics*

Measure	Rationale	Grade Level(s)
Kindergarten Readiness Assessment	Kindergarten entry level proficiency	K
Kindergarten Standards Based Report Card	Standards based tracking completion	K
i-Ready Diagnostic- Number and Operations Domain	Number and Operations- Two or more grade levels below	K-5
I-Ready Diagnostic	Measuring grade level proficiency	K-8

	for our full K-8 populations	
K-5 and Algebra 1 Core EnVision Benchmarks	Measuring grade level content proficiency and pacing	K-5 and Alg. 1
MCAP 3-8 and Algebra I	Measuring grade level and content proficiency	3-9
9 th grade tracker	Credits, Core Subject Grades, Attendance	EOY 8 th grade and BOY10

Linked Artifacts:

Intervention in Mathematics

[Blueprint Requirement \(MD Code, Educ §5-226\)](#)

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

99. Tier 2 and 3 Intervention: Describe the school system's targeted, evidence-based model for Tier 2 and Tier 3 instruction in math. Include the following:

- The correlation between how students are identified during progress monitoring and the type of intervention the school system provides
- The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher
- How it's determined that a student no longer requires intervention
- The method(s) for evaluating the effectiveness of interventions

Responses should be organized by level (elementary, middle, high).

- **Elementary (Pre-K-5)**

Tier 3 i-Ready data, IEP services, previous RTI services, classroom performance, math coach collaboration with classroom teachers and intervention staff, data collection for progress monitoring. In most cases students receive services from intervention teachers for at least 30 min per day, 3-5 days per week. Reteaching foundational skills necessary for students to access grade level content, use of visual representations including manipulatives to support concepts. Students no longer require intervention when they meet grade level expectations.

Tier 2 classroom based, small group, classroom teacher provides direct instruction grade level reteach.

Linked Artifacts:

- **Middle School (6-8)**

The Tier 2 and Tier 3 processes and the overall RTI model is still being overhauled and developed to meet the rigor and CCR standards of the Blueprint. Garrett County Public Schools will update this section of the implementation plan when the 6-12 draft is due in March 2024.

Linked Artifacts:

- **High School (9-12)**

The Tier 2 and Tier 3 processes and the overall RTI model is still being overhauled and developed to meet the rigor and CCR standards of the Blueprint. Garrett County Public Schools will update this section of the implementation plan when the 6-12 draft is due in March 2024.

Linked Artifacts:

100. Structures and Support for Intervention: How does the school system support teachers in their implementation of intervention at Tiers 2 and 3 so that every student receives math instruction that is responsive to their individual needs as determined through data collected during progress monitoring?

Considerations should include, but are not limited to, the following:

- A framework for intervention that includes evidence-based, high-yield strategies
- Staffing such as campus-based instructional coaches, intervention teachers, etc.
- Strategic use of specific funding such as the Transitional Supplemental Instruction Aid for struggling learners in K-3
- Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

- Intervention and classroom teachers scheduled to support classroom learning and deliver intervention
- Dedicated push in times for intervention teachers
- ARP ESSER funding has been used to sustain or increase intervention staff at the elementary level.
- Tutoring 4-12 grant funding has been used to provide tutors in math
- Use of RTI process - See Task #75

Linked Artifacts:

- 101. High-Quality School Day Tutoring:** How does the school system leverage time, partnerships, and resources to support the implementation of the high-leverage strategy, high-quality school day tutoring, to accelerate instruction in mathematics? How does it evaluate the effectiveness of this intervention?

While GCPS offers math intervention opportunities to students utilizing classroom teachers and intervention teachers, standing up consistent tutoring in math has been more of a struggle. The TSI K-3 tutoring grant is focused on ELA. Individual schools have math tutoring programs in place that are funded through the Federal Tutoring 4-12 Grade TSI Grant. Schools track participating students on a google sheet and in PowerSchool. The district reports on progress by analyzing i-Ready beginning, middle, and end of year data of the participating students disaggregated by student group. Some schools are offering after school tutoring/programs using ARP ESSER funding as well. Again, schools are tagging students in PowerSchool and we are monitoring participating student progress by analyzing i-Ready beginning, middle, and end of year data at the district level. Schools monitor individual students as well through the RTI process and School Improvement Process.

Linked Artifacts:

- 102. Transitional Supplemental Instruction Aid:** Use the table below to describe how the LEA has used and will continue to use the Transitional Supplemental Instruction Aid to support K-3 students in math, beginning with the 2019-2020 school year, and include how the impact of the funding has been measured.

School Year	Activity How were the funds used?	Impact What was the result?	Evaluation How was the result determined?
19-20	The school system secured individuals through temporary contracts to provide intervention services in math.	While many students may not have reached proficiency levels, a number of students made progress towards closing their gap towards grade level performance.	GCPS used the Houghton Mifflin Harcourt Math Diagnostic. Additional assessments may have been used at the school level through the MTSS process.
20-21	No funds were expended from this grant during this fiscal year.	No funds were expended from this grant during this fiscal year.	No funds were expended from this grant during this fiscal year.
21-22	The school system secured individuals through temporary contracts to provide tutoring with a 4:1 student ratio during the regular school day.	While many students may not have reached proficiency levels, a number of students made progress towards closing their gap towards grade level performance.	GCPS used the following assessments: i-Ready Diagnostic Data Additional assessments may have been used at the school level through the MTSS process.
22-23	The school system secured individuals through temporary contracts to provide tutoring with a 4:1 student ratio during the regular school day.	Will be determined at the end of the school year.	Will be determined at the end of the school year.

Linked Artifacts:

See Q78 Artifact 1

- 103. Underserved Student Groups:** Describe how the school system eliminates barriers and meets the needs of students who have been underserved. Consider the learning loss caused by the pandemic for

specific student groups as well as groups who have been historically underserved. How will the school system minimize or prevent students from continuing to be underserved?

Math supervisor held special weekly online office hours for special education staff to review i-Ready platform and navigate diagnostic data and action steps for special education students. The district is committed to providing a seat license in the i-Ready personalized instructional pathway for every child K-8 to support the recovery from the pandemic. The resource does not supplant the additional RTI services underserved students are receiving. Direct work with Title 1 schools to support SIP team goals and parent nights is always available upon request. Summer programming opportunities with focus on specific math standards have been offered to ALL students in the district during the summer of 2021 and 2022. Participation levels in 2021 were not as high when we initially exited the pandemic and held a regional camp. The participation increased in summer of 2022 when school-based camps were offered. Planning for future summer programming is underway.

[Linked Artifacts:](#)

- 104. Leveraging the Concentration of Poverty Grant in Intervention:** Districts receiving the Concentration of Poverty Grant must discuss how they utilize the grant resources to support acceleration and intervention efforts for underserved students in math. Include how the school system evaluates the effectiveness of its efforts.

GCPS did not have a Concentration of Poverty Grant in 2021-2022 or 2022-2023. We were informed on February 17, 2023 that we will have one Concentration of Poverty Grant in 2023-2024. Since we will be in the first year, GCPS will only receive the personnel component of the funding in order to conduct the needs assessment for the school. We should be able to provide more information in our March 2024 submission.

[Linked Artifacts:](#)

- 105. Family Engagement in Learning:** What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are identified for intervention in mathematics? Discuss how parents/guardians are notified and included in the development and implementation of individual student's learning plans.

GCPS uses the following avenues to involve and communicate with parents: Website, intervention letters, conferences, social media, Schoology, email, paper newsletters for those without internet, planners. i-Ready student diagnostic reports are shared with parents and students which include domain details that highlight areas of concerns and "next steps" in terms of skills that need to be remediated. Students with an IEP follow the specific Special Education process with progress monitoring and consistent updates to staff and parents. Judy Center families are invited to quarterly academic nights with a math focus at each event. Title 1 parent nights include MCAP results presentations and reviewing student reports, STEM lessons/activities connected to math standards, and i-Ready data chats and report reviews.

[Linked Artifacts:](#)

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



106. College and Career Readiness Projections

Use the following tables to indicate the number of current and projected students who will meet the interim standard for college and career readiness (CCR) in English, math, or both by the end of 10th grade, 11th grade, and 12th grade. To be considered ready for college and career, students must meet the interim standard for both English and math. Disaggregate the information by gender, socioeconomic status, race/ethnicity, and service group.

**Table 1: 10th Grade Students Meeting the Interim Standard for College and Career Readiness
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	124	22	20	145	60	50	160	85	65
All Students (Percentage)	51.0%	9.1%	8.2%	55.0%	22.6%	18.9%	57.7%	30.7%	23.5%
% Female	63.7%	8.2%	8.2%	64.0%	26.4%	20.0%	59.5%	30.5%	24.1%
% Male	40.6%	8.2%	8.3%	46.4%	19.3%	17.9%	56.5%	31.0%	22.9%
% Nonbinary	*	*	*	*	*	*	*	*	*
% Economically Disadvantaged	41.8%	9.0%	8.2%	42.0%	12.6%	11.8%	43.4%	15.5%	16.7%
% American Indian/Alaska Native	*	*	*	*	*	*	*	*	*
% Asian	*	*	*	*	*	*	*	*	*
% Black/African American	*	*	*	*	*	*	*	*	*
% Hispanic/Latino	*	*	*	*	*	*	*	*	*
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*
% Two or More	*	*	*	*	*	*	*	*	*
% White	51.3%	8.9%	8.1%	54.9%	23.5%	18.8%	58.8%	30.3%	23.2%
% English Learner	*	*	*	*	*	*	*	*	*
% Special Education	<=5.0	<=5.0	<=5.0	<=5.0	<=5.0	<=5.0	<=5.0	<=5.0	<=5.0

Linked Artifacts:



106. College and Career Readiness Projections

**Table 2: 11th Grade Students Meeting the Interim Standard for College and Career Readiness
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	85	66	50	124	22	20	155	80	70
All Students (Percentage)	34.4%	26.7%	20.2%	51.0%	9.1%	8.2%	58.4%	30.2%	26.4%
% Female	31.5%	28.4%	20.8%	63.7%	8.2%	8.2%	68.0%	34.4%	25.0%
% Male	35.4%	23.6%	19.7%	40.6%	8.2%	8.3%	50.0%	26.4%	28.0%
% Nonbinary	*	*	*	*	*	*	*	*	*
% Economically Disadvantaged	18.4%	16.5%	12.8%	41.8%	9.0%	8.2%	42.0%	23.62%	19.7%
% American Indian/Alaska Native	*	*	*	*	*	*	*	*	*
% Asian	*	*	*	*	*	*	*	*	*
% Black/African American	*	*	*	*	*	*	*	*	*
% Hispanic/Latino	*	*	*	*	*	*	*	*	*
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*
% Two or More	*	*	*	*	*	*	*	*	*
% White	35.0%	26.6%	20.3%	51.3%	8.9%	8.1%	58.8%	29.4%	26.7%
% English Learner	*	*	*	*	*	*	*	*	*
% Special Education	<=5	<=5	<=5	<=5	<=5	<=5	<=5	<=5	<=5

**Table 3: 12th Grade Students Meeting the Interim Standard for College and Career Readiness
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	*	181	*	85	66	50	124	60	50
All Students (Percentage)	*	67%	*	34.4%	26.7%	20.2%	51.0%	24.7%	20.6%
% Female	*	77.5%	*	31.5%	28.4%	20.8%	63.7%	25.5%	22.7%
% Male	*	60.0%	*	35.4%	23.6%	19.7%	40.6%	16.5%	18.8%
% Nonbinary	*	*	*	*	*	*	*	*	*
% Economically Disadvantaged	*	54.4%	*	18.4%	16.5%	12.8%	41.8%	16.4%	20.5%
% American Indian/Alaska Native	*	*	*	*	*	*	*	*	*
% Asian	*	*	*	*	*	*	*	*	*
% Black/African American	*	*	*	*	*	*	*	*	*
% Hispanic/Latino	*	*	*	*	*	*	*	*	*
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*
% Two or More	*	*	*	*	*	*	*	*	*
% White	*	68.6%	*	35.0%	26.6%	20.3%	51.3%	24.5%	21.2%
% English Learner	*	*	*	*	*	*	*	*	*
% Special Education	<=5	<=5	<=5	<=5	<=5	<=5	<=5	<=5	<=5

Linked Artifacts:

3.2.3: LEAs shall create and implement a 9th grade student tracker system to measure progress toward on-time graduation and report data annually to MSDE



107. Freshmen on Track Projections

A freshman who is on track to graduate:

- Earns at least five credits at the end of the 9th grade year,
- Fails no more than one semester of a core course, and
- Attends school more than 90% of the time.¹

Using these criteria, indicate in the table below the current and projected number of students who are on or off track to graduate. In tables two through four, provide current and projected numbers for each of the on-track criteria individually. All tables should disaggregate the information by gender, socioeconomic status, race/ethnicity, and service group.

Note: This data does not take the place of previous submissions related to 9th graders on track to graduate as individual LEAs may have used locally established criteria.

Table 1: 9th Grade Students on Track to Graduate
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022		2022-2023		2023-2024	
On/Off Track to Graduate	On	Off	On	Off	On	Off
All Students (Number)	206	54	230	53	219	45
All Students (Percentage)	79.23	20.77	81	19	83	17
% Female	81.67	18.33	83	17	85	15
% Male	77.14	22.86	79	21	81	19
% Nonbinary	*	*	*	*	*	*
% Economically Disadvantaged	67.72	32.28	69	31		
% American Indian/Alaska Native	*	*	*	*	*	*
% Asian	*	*	*	*	*	*
% Black/African American	*	*	*	*	*	*
% Hispanic/Latino	*	*	*	*	*	*
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*
% Two or More	*	*	*	*	*	*
% White	79.76	20.24	81	19	83	17
% English Learner	*	*	*	*	*	*
% Special Education	62.50	37.50	65	35	68	32

¹The On-Track Indicator as a Predictor of High School Graduation. Elaine M. Allensworth. Consortium on Chicago School Research at the University of



107. Freshmen on Track Projections

Table 2: 9th Grade Student Credit Accumulation (Total Credits)
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022			2022-2023			2023-2024		
Number of Credits	0-4	5	6+	0-4	5	6+	0-4	5	6+
All Students (Number)	10	*	246	*	*	271	*	*	256
All Students (Percentage)	3.85	*	94.62	*	*	96	*	*	97
% Female	*	*	95.83	*	*	97	*	*	
% Male	*	*	93.57	*	*	95	*	*	
% Nonbinary	*	*	*	*	*	*	*	*	*
% Economically Disadvantaged	*	*	89.76	*	*	91	*	*	
% American Indian/Alaska Native	*	*	*	*	*	*	*	*	*
% Asian	*	*	*	*	*	*	*	*	*
% Black/African American	*	*	*	*	*	*	*	*	*
% Hispanic/Latino	*	*	*	*	*	*	*	*	*
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*
% Two or More	*	*	*	*	*	*	*	*	*
% White	*	*	94.44	*	*	96	*	*	97
% English Learner	*	*	*	*	*	*	*	*	*
% Special Education	*	*	81.25	*	*	85	*	*	89

Table 3: 9th Grade Student Semester Course Failure (Core Courses Only)
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022			2022-2023			2023-2024		
Number of Courses	2+	1	0	2+	1	0	2+	1	0
All Students (Number)	17	6	237	10	10	263	6	10	248
All Students (Percentage)	6.54	*	91.15	*	*	93	*	*	94
% Female	3.33	*	94.17	*	*	95	*	*	96
% Male	9.29	*	88.57	*	*	90	*	*	92
% Nonbinary	*	*	*	*	*	*	*	*	*
% Economically Disadvantaged	11.02	*	84.25	*	*	87	*	*	90
% American Indian/Alaska Native	*	*	*	*	*	*	*	*	*
% Asian	*	*	*	*	*	*	*	*	*
% Black/African American	*	*	*	*	*	*	*	*	*
% Hispanic/Latino	*	*	*	*	*	*	*	*	*
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*	*	*	*
% Two or More	*	*	*	*	*	*	*	*	*
% White	5.95	*	91.67	*	*	93	*	*	94
% English Learner	*	*	*	*	*	*	*	*	*
% Special Education	18.75	*	75	*	*	78	*	*	81



107. Freshmen on Track Projections

Table 4: 9th Grade Student Attendance Rates
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022		2022-2023		2023-2024	
Attendance Rate	≤ 90%	91%+	≤ 90%	91%+	≤ 90%	91%+
All Students (Number)	49	211	49	234	40	224
All Students (Percentage)	18.85	81.15	17	83	15	85
% Female	19.17	80.83	18	82	16	84
% Male	20.71	79.29	19	81	17	83
% Nonbinary	*	*	*	*	*	*
% Economically Disadvantaged	30.71	69.29	29	71	27	73
% American Indian/Alaska Native	*	*	*	*	*	*
% Asian	*	*	*	*	*	*
% Black/African American	*	*	*	*	*	*
% Hispanic/Latino	*	*	*	*	*	*
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*
% Two or More	*	*	*	*	*	*
% White	19.44	80.56	18	82	16	84
% English Learner	*	*	*	*	*	*
% Special Education	31.25	68.75	30	70	27	73

Linked Artifacts:

108. Freshmen on Track to Graduate: Discuss the LEA's plans to ensure all freshmen are on track to graduate. Discuss related challenges and the strategies the LEA will leverage to increase the number of freshmen who are on track to graduate.

Challenges to having all freshman on track to graduate are:

- Failing classes and falling behind in credit counts toward graduation
- Lacking grade level content knowledge and skill levels

GCPS strategies to ensure all freshman are on track to graduate include:

- Offering more high school credits to middle school students to provide more flexibility in their schedules for remediation early in their high school career without falling behind.
- Partnering with Garrett College to offer remedial credit bearing math courses in 10th grade for students significantly behind grade level as evidenced by universal screener tool (ex. iReady) scores. The curriculum will be built by Garrett College and GCPS staff

and based on the developmental courses at the college and count for a math elective. This would be a “double dose” of math, so the student can also take the grade appropriate course.

- Utilizing the reading coaches to implement research-based programs in the remedial period for 9th grade students who are behind multiple grade levels in reading ability. This won't compete for credit bearing classes and will help keep students on track to graduate.
- Students significantly behind in reading level in 9th grade will be “double dosed” in ELA with “Reading Essentials”, which is a credit bearing ELA elective credit.
- GCPS has created a 9th grade tracker to check progress toward graduation for 9th graders that is embedded in PowerSchool for parents, teachers, and students to access.
- Over the next year, GCPS will be exploring strategies to enhance and stand up a more robust RTI/MTSS model for grades 6-12.

[Linked Artifacts:](#)

Pillar 3, Objective 3: Implement CCR pathways

3.3.1: LEAs provide a CCR support pathway that allows all students who are not CCR by the end of 10th grade to graduate high school CCR

[\(Blueprint Requirement \(MD Code, Educ §7-205.1\)\)](#)

Intervention Programming and Support

109. Services and Support: Describe the individualized services, support, and instruction the school system will provide students who did not meet the CCR standard on time, including culturally responsive lessons, project-based and problem-based pedagogy, and/or varied instructional timing.

Examples may include:

- *Developing CCR support courses in English language arts and mathematics that students are concurrently enrolled in while taking grade level, credit-bearing courses*
- *Instituting a CCR support tutoring program embedded in the school day or through an extended day model*
- *Leveraging elective courses to reinforce CCR skills*

In order to provide individualized remediation and support for students who have not met the CCR standard on time, GCPS will:

- Individualize plans for students to give them the maximum support they need in the least restrictive environment to enable them to continue on a path to graduate on time.

- Students will be enrolled in the grade level appropriate math and ELA course, with a remedial course tied to it via the embedded remediation period during the school day to provide experiential learning for students to bolster skills that are lacking from the previous course.
 - The content of this remedial course component will be created in conjunction with Garrett College, incorporating components of their developmental courses and ensuring cultural responsiveness and that the curriculum is project based.
 - These additional remedial courses will operate on an A day/B day schedule, to allow students who need intervention in both ELA and math the opportunity to do so in the same semester schedule.
- Considering high quality tutoring options, both during the school day and after school, focusing on skill development.
- Working with Garrett College to give GCPS students access to their online tutoring options.
- Students who are very close to CCR and may not need as intensive support may take electives that augment ELA or math skill development such as SAT prep or creative writing.

Linked Artifacts:

110. Student Support Pathways: Discuss how the school system will design student support pathways to ensure students meet the CCR standard prior to graduation while also meeting graduation requirements. Provide examples of support pathways that include required high school coursework as well as needed CCR support. In developing pathways, consider:

- Students who may not meet the CCR standard in one or more subject areas
- Opportunities for students to access support during the school day, after school, in the summer, and/or through a fifth year of high school
- Pathways to provide students with access to post-college and career readiness opportunities such as CTE and dual credit while still working to meet the CCR standard

Note: See MSDE's Report: College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) as a reference.

Students not meeting CCR have multiple opportunities, based on deficiency, to remediate for the standard without being deprived of post-CCR pathway options or graduation requirements. Individualized CCR plans will be developed for each student predicated upon the level of need to determine the most appropriate path and level of intervention to meet the CCR standard.

- GCPS has a remediation period embedded in the school day to assist students without taking them out of regularly scheduled classes.
 - Tutoring, credit bearing mini-periods, and remedial instruction connected to the sequential credit bearing class can all be done during this period.
 - GCPS is exploring running this period on an A day/B day model to allow for multiple subject areas to have intervention opportunities within the same semester.

- GCPS offers after school tutoring, online options through MSDE approved vendors, summer school and evening high school options to create more opportunity for students to meet the CCR standard while also progressing with post CCR pathways or graduation required coursework.
- GCPS is exploring ways to offer Garrett College's developmental coursework in both English and math during their intersession and summer sessions. This would be through a dual enrollment option that could be accessed on the college campus or online.

Linked Artifacts:

[Q110Artifact1GarrettCountySample4YearPlan](#)

- 111. Reassessment Opportunities:** How will the school system ensure students have ongoing opportunities for CCR reassessment throughout 11th and 12th grade?

GCPS will ensure access for any student not CCR ready to the MCAP testing windows whenever available. In between, progress monitoring will take place via benchmarks and remediation goals through the students support pathway plan. GCPS also offers the SAT during the school day on the high school campus, which allows an opportunity to show CCR readiness in math.

Linked Artifacts:

- 112. Partner Institutions:** The Blueprint requires school systems to collaborate with institutions of higher education, particularly community colleges, to develop and implement a program of study in the 11th and 12th grade for each student who has not demonstrated progress in meeting the CCR readiness standard by the end of 10th grade. Identify the organizations the school system will partner with and describe how it will work with partners to accomplish this, including the evaluation of implementation and ongoing revision to ensure student success.

GCPS is blessed to have a strong partnership with Garrett College. To partner on support pathways, Garrett College and GCPS will:

- Work together to create curriculum for the remedial courses based on Garrett's developmental courses, which are rooted in project based and experiential learning.
- Allow GCPS students to access Garrett College online tutoring in ELA and math where appropriate.
- Explore adding the Garrett College developmental courses to be offered to GCPS students during the school day on high school campuses.
- Have regular meetings (biannually) to evaluate the participation levels and effectiveness of these opportunities.

Linked Artifacts:

Individualized College and Career Readiness Plans

- 113. Individualized Plans:** Describe how the school system will develop an individualized College and Career Readiness Plan for each student who has not met the CCR standard by the end of 10th grade. What

are the key components of the plan? When and how will it be customized for each student? Discuss inclusion and considerations for student service groups such as Special Education, English learners, and Economically Disadvantaged.

In order to best remediate students and to help them achieve CCR if they have not done so by the end of 10th grade, GCPS will create individualized CCR plans for each student. These plans will be developed by lead teachers in both math and English, with input from department teams, counselors, parents, and where appropriate, special educators, EL support professionals, and mentors. These plans will require parental signatures for approval and will identify and extend tiered layers of support for individual students. The plans will be accessible through PowerSchool. They will include:

- Data, goals, milestones, and progress benchmarks
- Identified staff responsible for each component of the plan
- MCAP reassessment timelines
- Specific supports and strategies to assist the student to meet stated goals and timelines
- A parent signature line

Linked Artifacts:

114. Teacher Support and Student Monitoring: How will the school system monitor student progress using their individualized College and Career Readiness Plans? Identify the team of individuals responsible as well as the process they will use for monitoring, including:

- Identifying individual teachers to lead and facilitate teams,
- Training and support provided to teachers, and
- The process for revising the plan in response to a student's individual needs.

The CCR Readiness Plans will be:

- Created by the team mentioned in Q113
- Monitored by the lead teacher for each school in math, and the lead teacher in each school in ELA. It may take another teacher or two to monitor these based on the number needed, but testing coordinators, other department teachers in ELA and math, or other appropriate school personnel can be called upon to monitor plans, as well. The entire team will be part of the process of creating and revising the plans, but the individual responsibility for monitoring will be those particular lead teachers. The monitoring will include engaging with teachers responsible for aspects of the plan's implementation to check the benchmarks, timing, and goal progress of the student. They will also be the liaison between the school and the parent to communicate successes, challenges, and proposed changes of the plan.
- Teachers will need high quality professional development (PD) on PowerSchool in order to access and add data to the plans. PD will also be needed on the use of professional learning communities (PLC) utilizing Richard DuFour's model.
- Revisions to the plan will be the result of progress analysis of the team, with parental engagement, during the PLC time to determine if sufficient advancement has been made toward the goals of the plan. If it is determined that adequate improvement has not been made, changes will be made based on the recommendation of the team.

Linked Artifacts:

115. Family Engagement in CCR Success: What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are still struggling to meet the CCR standard in 11th and 12th grade? Discuss how parents are notified and included in the development and implementation of students' College and Career Readiness Plans. What resources will the school system share with families, including resources from public and private agencies?

To ensure parental involvement in students' academic success, GCPS will:

- Invite parents to individual scheduling meetings for each pupil every year from 8th grade through high school. Parents must sign off on the students requested schedule every year, regardless if the parent personally attends the meeting or not.
- Provide PowerSchool access, including Naviance to parents 24 hours a day 7 days a week to monitor student progress in each class they are enrolled in.
- Contact parents directly via the lead teacher assigned to their student to discuss the CCR Readiness Plan, who will answer their questions and get parent signatures indicating knowledge and agreement with the plan.
- Provide a list of resources through the lead teacher to the family including but not limited to Kahn Academy, Delta Math, online tutoring (including opportunities with GC), Sylvan Learning Center, etc.
- Lead teachers monitoring the individualized CCR Readiness Plans will make personal contact with parents to invite them to mid-term parent conferences to further discuss student progress.

Linked Artifacts:

3.3.2: Each high school offers post-CCR pathways to all CCR students in grades 11 and 12 to earn early college credits and career and technical education (CTE) credentials at no cost to the student or the student's parents, including the cost of any fees

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

Exploring Post-CCR Pathways

116. Post-CCR Exploration Activities: Describe the activities the school system will use to ensure all middle and high school students are aware of the post-CCR pathways, including career counseling. What experiences will students have to explore and engage in college and career activities that will help them choose the best post-CCR pathway for them? How will the school system ensure:

- Students have experiences that are individualized based on their interests,
- Students have ample opportunities to explore their options firsthand before they must choose a post-CCR pathway,
- Parents/guardians are included in the process, and
- Students who have not met the CCR standard can access post-CCR pathways?

Examples may include:

- *Experiences designed to connect students with real-world opportunities such as college and career fairs, guest speakers, field trips to visit different types of institutions of higher education and workplaces across a multitude of industries*
- *Programs to facilitate mentoring, college-bound advising, and career counseling*
- *Specialized coursework in middle school to explore career clusters and practical life skills such as financial literacy, effective organization and study skills, communication and conflict resolution, etc.*

In order for students to make the best choice for the post-CCR pathways, GCPS will:

- Have a CTE program of the month that career coaches highlight at every grade level for that month to make sure all GCPS students, beginning in elementary school, understand the options available to them in high school.
- Have 5th graders and 7th graders attend a “Career Day” at Garrett College
- Have 5th graders attend “College and Me”, where they spend an entire week on Garrett College campus to see what a day in the life of college is like
- Have career coaches do small group activities with middle school students utilizing the career exploration components of Naviance
- Have counselors do career lessons in middle school (6, 7, and 8th grade) using various online interest inventories and career surveys to focus student interest for high school and post-secondary planning
- Have high school tours for 7th grade, where all students visit all CTE programs for a short presentation, and 8th grade, where all students select 3 programs to visit for an extended period of time.
- Enable high school students, regardless of grade or post-CCR pathway, opportunities to visit the region's largest employers to see what is available for jobs in the local area.
- Host AP, CTE, and Middle College informational nights at each high school for parents and students to ask questions about each post-CCR pathway and options in them.
- Include parents in the scheduling process each year in grades 6-12, especially in the transition year from grade 8 to 9. Parents must sign off on the students proposed 4-year high school plan, as well as course selections each year.
- Provide support pathways that do not preclude students from participating in post-CCR pathways so they can stay on track for completion. This includes, but is not limited to, after school tutoring, evening high school, embedded remedial pathways during remediation time in the school day, online tutoring through Garrett College, and summer school.

[Linked Artifacts:](#)

117. Career Counseling: Discuss the key components of the career counseling program and how activities and support will be aligned to a student's educational and career goals. Identify the role(s) responsible for providing the career counseling and the type of training and support the LEA will provide. Describe how the LEA will collaborate with local workforce development boards and community colleges to develop the career counseling program.

Note: Include the Local Career Counseling Agreement established by the LEA, community college, local workforce development board, and, if appropriate, an American Jobs Center as a linked artifact.

GCPS will employ 2 career coaches, in consultation with the Western Maryland Consortium and Garrett College, to provide individualized career and scholastic scheduling guidance to students. Each career coach will be responsible for one end of the county (North and South) and work with students from elementary school through high school. They will engage students in interest surveys, career exploration software, local industry visits, career fairs, college expos, etc., to help them develop both short- and long-range plans to meet their CCR goals. GCPS will work with Garrett College and the Consortium to help support these efforts, as well as for training for related professional development for the career coaches. See MOU attached.

Linked Artifacts:

[Q117 Artifact 1 Career Counseling MOU Draft](#)

College Preparatory Programs

As indicated in the statutory reference at the top of this section, the Blueprint requires students to have access to at least one of the college preparatory programs listed below. Access refers to a student's ability to participate in college preparatory programs regardless of where they live and should be considered when planning for initial or expanded programming.

- International Baccalaureate (IB) Diploma Program
- Cambridge AICE Diploma Program
- A comparable program consisting of Advanced Placement courses specified by the College Board

In this subsection, LEAs will have the opportunity to describe their current offerings as well as those planned for future implementation.

118. IB Diploma Program: Describe the LEA's current and anticipated IB Diploma Program offerings. Describe the challenges associated with implementing an IB program or launching a new one. Discuss how the LEA will overcome the challenges identified.

GCPS does not currently offer the IB Diploma Program and is not planning to offer it.

Linked Artifacts:

- 119. Cambridge AICE Diploma Program:** Describe the LEA's current and anticipated Cambridge AICE Diploma Program offerings. Describe the challenges associated with implementing a Cambridge program or launching a new one. Discuss how the LEA will overcome the challenges identified.

GCPS does not currently offer the Cambridge AICE Diploma Program and is not planning to offer it.

Linked Artifacts:

- 120. Advanced Placement (AP) Program:** Describe the LEA's current and anticipated Advanced Placement offerings, including the AP Capstone Diploma Program. Describe the challenges associated with implementing an AP program or launching a new one. Discuss how the LEA will overcome the challenges identified.

Currently GCPS offers 17 AP courses in math, English, science, social studies, foreign language, and fine arts. In 2023-2024 GCPS will add AP Pre-Calculus. GCPS has been approved to offer the AP Capstone Diploma Program, and will analyze the benefits of doing that in the 2023-2024 school year to decide whether to implement or not in 2024-25. GCPS AP course offerings allow current students to earn the International AP Diploma, and counselors will begin informing students of that opportunity during the scheduling process for the 2023-24 school year. Challenges of adding the AP International Diploma Program are:

- Continuously declining enrollment creates small class sizes and makes it hard to offer the full slate of AP courses
- Cuts to staffing due to declining enrollment creates difficulty in having scheduling openings for staff to teach AP classes
- The availability of foreign language teachers in the workforce makes it difficult to offer the breadth of language courses needed to achieve graduation requirements as well as electives.

To overcome those challenges, GCPS will:

- Explore utilizing technology to allow one teacher in the county to teach an AP class for all county students simultaneously

Working with Garrett College to offer an "honors program" for students who enroll in middle college and earn credits through AP courses, including the AP International Diploma.

Linked Artifacts:

[Q120Artifact1GarrettCountyAPOptions](#)

- 121. Recruitment for College Preparatory Programs:** Discuss how the school system ensures all students know about all college preparatory opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics?

GCPS traditionally has had no issue with ensuring college preparatory programs are representative of the system's demographics. To ensure that continues, GCPS will:

- Not have enrollment caps on classes
- Not require local prerequisites for students wishing to take the courses
- Utilize AP Potential to personally engage with students who show the aptitude to be able to succeed in AP courses and encouraging them to do so
- Continuously analyze adding more AP options for students
- Pay for the AP assessment for all students enrolled in any AP course (one assessment per course per student) as long as the student is registered for the assessment by the established deadline.

Linked Artifacts:

122. Enrollment and Support in College Preparatory Programs: Describe how students access the above-named college preparatory programs, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate and successfully earn college credits and diplomas?

GCPS students access AP courses through the scheduling process through the following means:

- All students have scheduling meetings each year with a counselor, and the creation of their 4 year plan entering high school requires a parent attend, as well (parents are encouraged to attend every year)
- All courses offered, including AP, are included in the scheduling literature and the Student Educational Planning Guide (both in print and online)
- GCPS does not prohibit any student from taking an AP course if they desire to do so. This includes not having any local prerequisites to AP courses
- All AP courses are offered at all high school locations, so all GCPS AP opportunities are open to all GCPS students
- GCPS funds after school “flooding” sessions for extra help in AP courses to aid student success on the exams
 - Flooding is after school classes offered the entire week before the AP exam for teachers to re-teach, enrich, answer questions, etc. to assist student preparation for the test.
- Students not meeting CCR have multiple opportunities, based on deficiency, to remediate for the standard without being deprived of AP opportunities
 - GCPS has a remediation period embedded in the school day to assist students without taking them out of regularly scheduled classes

- GCPS offers summer school and evening high school options to create more opportunity for students to meet the CCR standard without being pulled from post CCR pathways, including AP

Linked Artifacts:

Middle/Early College and Dual Enrollment Programs

In this section, LEAs will have the opportunity to discuss the opportunities students have to earn college credit through dual enrollment. The section distinguishes between dual enrollment offerings that are available to students without participating in a middle or early college program and those that do.

- 123. Dual Enrollment Program:** Describe the LEA's current and anticipated Dual Enrollment program, including the number of college credits available if students were to take every course offered and whether courses are completed in a coherent sequence to support a particular area of concentration. This should be exclusive of dual enrollment coursework in middle and early college high school programs. Describe the challenges associated with implementing a dual enrollment program or launching a new one. Discuss how the LEA will overcome the challenges identified.

GCPS currently offers 25 dual enrollment courses with Garrett College for a total of 75 college credits.

- These offerings mostly augment the public school offerings and don't typically compete with them.
- Emphasis has been on offering humanities, math, and science not available in the public schools.
- The current offerings allow for a foundation of general education credits, but don't necessarily have a coherent sequence.

Challenges to offering dual enrollment courses are:

- Having high school staff eligible by Maryland Higher Education Commission (MHEC) to teach as adjuncts
- Having staff to monitor students who are taking asynchronous online courses offered by the college during the school day
- Dual enrollment courses competing with AP courses, which is exacerbated by declining enrollment

GCPS will work to mitigate those challenges by:

- Reimbursing teachers for college credits (up to 9 a year) used to reach the MHEC requirements for adjunct status
- Explore opportunities to incentivize teachers to earn credits through the career ladder
- Working with Garrett College to provide proctors to monitor GCPS students that take online courses on GCPS campuses
- Working with Garrett College to offer an Honors Program that incorporates AP courses into the dual enrollment program

Linked Artifacts:

[Q123Artifact1GCPSDualEnrollmentOptions](#)

- 124. Middle and Early College High School Programs:** Describe the LEA's current and anticipated middle and early college high school programs, including the degrees offered. Describe the challenges associated with implementing a middle or early college high school program or launching a new one. Discuss how the LEA will overcome the challenges identified.

Currently, GCPS does not have a Middle or Early College Program, but has conceptually built a model in cooperation with Garrett College to begin offering the opportunity beginning with the 2023-24 incoming freshman (see artifact 2). GCPS students will have the opportunity to earn Associate Degrees in Business Administration and in STEM, with future plans to add Early Education and Computer Science. The challenges and strategies to overcome those challenges are the same as in question 123. Furthermore, GCPS is in preliminary stages with Frostburg State University in exploring a "Bobcat Academy," which would allow seniors to spend their 12th grade year on Frostburg's campus taking a full schedule of FSU classes. GCPS would count any courses taken at FSU that qualify for graduation requirements for high school in order to earn the students high school diploma. Students would get their first year of college completed a year early through this program.

Linked Artifacts:

[Q124Artifact1EarlyCollege](#)

[Q124Artifact2GCPSApprovedEarlyCollegeSequence](#)

[Q124Artifact3GCPSArts&ScienceMath&ScienceCourseRequirements](#)

[Q124Artifact4GCPSBusinessAdministrationCourseRequirements](#)

- 125. Recruitment for Dual Enrollment and Middle/Early College Programs:** Discuss how the school system ensures all students know about dual enrollment and middle/early college opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics? Responses should address dual enrollment and middle and early college high school programs.

GCPS recruits for the dual enrollment opportunities through the scheduling process. That process includes:

- All students meet with a counselor and their parents when entering 9th grade and creating their 4 year plan
 - All opportunities, including dual enrollment, are detailed at those meetings
 - Individual scheduling meetings take place each year of high school
- GCPS and Garrett College will hold an informational night at each school at the beginning of the scheduling process to explain the Middle/Early College opportunities and options and to answer questions from parents and students.
- GCPS does not limit how many students may take dual enrollment courses
- GCPS allows students to take online college courses at the high school campus during the school day in order to provide the greatest access to all students possible

- Dual enrollment courses will be offered at no cost to students or families (including tuition, books, and fees)

Linked Artifacts:

126. Enrollment and Support in Dual Enrollment and Middle/Early College Programs: Describe how students access the dual enrollment and middle/early college programs previously identified, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate and successfully earn college credits and degrees?

Responses should address dual enrollment and middle/early college high school programs.

GCPS students access Dual Enrollment courses through the scheduling process by the following means:

- All students have scheduling meetings each year with a counselor, and the creation of their 4 year plan entering high school requires a parent attend, as well (parents are encouraged to attend every year)
- All courses offered, including Dual Enrollment are included in the scheduling literature and the Student Educational Planning Guide (both in print and online)
- GCPS does not prohibit any student who meets Garrett College criteria from taking a dual enrollment course
- All dual enrollment courses are offered at all high school locations or available at the college, so all dual enrollment opportunities are open to all GCPS students
- Garrett College shares student midterm grades with GCPS school-based staff so academic intervention can be offered if a student is in danger of failing
- Students not meeting CCR have multiple opportunities, based on deficiency, to remediate for the standard without being deprived of dual enrollment opportunities
 - GCPS has a remediation period embedded in the school day to assist students without taking them out of regularly scheduled classes
 - GCPS offers summer school and evening high school options to create more opportunity for students to meet the CCR standard without being pulled from post CCR pathways, including Dual Enrollment

Linked Artifacts:

Aligning State Aid Funding to CCR Pathway Costs

127. The Blueprint Formula is designed to provide approximately \$1,000 per post-CCR pathway-eligible student through a combination of the State Aid CCR formula weight (~\$500) and through the State Aid Target Foundation amount (~\$500). Describe the LEA's plan to ensure proper resource allocation to support eligible student access to an uncapped number of dual-enrollment courses at no cost to the student or the student's family. The LEA's plan should also ensure these funds provide for eligible student access to AP, IB, and other, post-CCR-related professional and instructional opportunities (e.g., apprenticeships, industry-recognized credentials, etc.).

GCPS will combine Blueprint funds, the Garrett County Commissioners Scholarship, and operating funds to ensure all AP exam costs, dual enrollment costs (tuition, books, fees), and all CTE certification costs are covered.

Linked Artifacts:

Pillar 3, Objective 4: Provide high-quality career counseling and CTE programs

3.4.4: LEAs offer a robust set of CTE programs that allow students to earn an industry-recognized credential or postsecondary certificate, or complete the high school level of a registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor

128. CTE Programs: Describe the LEA's current and anticipated CTE programs, including the factors the LEA considers when making programmatic additions and changes. Describe the challenges associated with implementing CTE programs or launching new ones and how the LEA will overcome the challenges identified and ensure:

- Alignment of CTE programming to industry needs and
- Strategic use of resources to support programs at all sites, whether that's at all campuses, one centralized site for the school system, or a regional site implemented in collaboration with other LEAs.

GCPS currently offers 14 programs and is actively pursuing 2 more, including the MD Youth Apprenticeship Program. Please see the charts in Q129 below for full details on these programs. GCPS ensures alignment to industry needs by implementing the following:

- The Local Advisory Council (LAC) analyzes trend data for local and regional occupations and determines if GCPS offerings match the current and projected tendencies of the job market and economy.
- Garrett County Economic Development provides this trend data based on surveys, reports, and studies provided by DLLR, MDP, US Bureau of Labor Statistics, and other similar organizations

- If a program is needed based on this analysis, the LAC investigates potential community partners to form a Program Advisory Committee (PAC) and engage GCPS in studying the feasibility of adding that program.
- PAC's meet regularly with GCPS staff to ensure the programming is meeting local and regional industry needs.

Perkins funding, along with local funding and other relevant grants have made it possible to offer all CTE programs at both high school locations. The exception to that is the culinary program, which is being analyzed to either centralize at the community college or add a second site at the other school. Program purchases are planned so that both sites get identical curricular materials and supplies and comparable equipment for all other programs. There has been ongoing planning with Garrett College to centralize some programs to get maximum efficiency in funding for both entities.

Linked Artifacts:

129. CTE Programs by Career Cluster: Use the tables below to identify the LEA's current and anticipated CTE programs by career cluster. Indicate the number of sites where each program is offered and which programs provide students with the opportunity to complete a coherent sequence of courses, earn college credit, participate in an apprenticeship, and earn an industry-recognized credential.

Current

Career Cluster	Program Name	Number of Schools	Coherent Sequence of Courses (Y/N)	Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)
Business Management & Finance	Business Management	2	Y	3	N	N
Business Management & Finance	Accounting & Finance	2	Y	3	N	N
Business Management & Finance	Business Admin. Services	2	Y	3	N	Y
Construction & Development	Local Construction-Carpentry	2	Y	0	N	Y
Consumer Services, Hospitality, and Tourism	Restaurant, Culinary, and Catering Management	1	Y	0	N	Y
Environmental, Agriculture, and Natural Resources	Curriculum for Ag Science Education (CASE)	2	Y	Up to 21	N	Y

Environmental, Agriculture, and Natural Resources	Agricultural Sciences and Operations	2	Y	*3 pending	N	N
Health and Biosciences	Allied Health Professions	2	Y	0	N	Y
Health and Biosciences	Biomedical Science (PLTW)	2	Y	Up to 9	N	N
Human Resources Services	Army Junior Reserve Officers Training Corps	2	Y	3	N	Y
Information Technology	Computer and Information Science	2	Y	Up to 15	N	N
Manufacturing, Engineering, and Tech	Manufacturing, Engineering, and Tech (NIMS)	2	Y	0	N	Y
Manufacturing, Engineering, and Tech	Pre-Engineering	2	Y	Up to 10	N	N
Transportation Technologies	Local Automotive Transportation Technologies	2	Y	0	N	Y

Linked Artifacts:

Planned

Career Cluster	Program Name	Year of Implementation	Number of Schools	Coherent Sequence of Courses (Y/N)	Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)
Apprenticeship Maryland	Youth Apprenticeship	2024-25	2	Y	0	Y	Y
Human Resources Services	Fire Science Maryland Fire and Rescue Institute (MFRI)	2024-2025	2	Y	Up to 20	N	Y

Linked Artifacts:

Blueprint Requirement (MD Code, Educ §21-204)

- 130. Work-Based Learning and Apprenticeships:** Describe how the LEA recruits industry partners and collaborates with them to create a continuum of work-based learning opportunities for students, including apprenticeships that result in students earning industry credentials. What challenges are involved in this process, and how does the LEA overcome them?

GCPS is constantly looking to add opportunities for students and is blessed to have fantastic business community support for their programs. Industry partners for Work Based Learning (WBL) and industry credentials are recruited by:

- The CTE Director and WBL coordinators attending chamber of commerce events, Garrett College workforce development events, and other community events to explain the WBL program and opportunities.
- LAC and PAC members being encouraged to provide WBL opportunities, as well as sharing information on WBL with others in the industry.
- The LAC and PACs are regularly engaged in conversation of industry credentials that includes their recommendations on what to provide, as well as having them help with the administration of those credentialing opportunities (NIMS, CNA, etc.).

Challenges for WBL, apprenticeship, and credentialing opportunities include:

- Funding for a Maryland Apprenticeship Coordinator
- Getting students to understand the value in the credential, as many of our local employers do not require them
 - To mitigate this, GCPS has taken a more regional and national approach to promote the credentials by engaging in programs like virtual job shadow, which provides exposure to employers from around the entire country.
- Transportation for students to participate in WBL
 - With no public transit system in place, this is not easily overcome. The WBL coordinators do a good job of engaging with parents and employers to craft solutions to transportation on an individual basis

Linked Artifacts:

- 131. Industry-Recognized Credentials:** Discuss the LEA's plans for increasing the number of students earning in-demand industry-recognized credentials that align to industry needs other than those discussed in the previous question. What challenges are involved in this process, and how does the LEA overcome them?

GCPS plans to increase the number of students earning in demand industry recognized credentials by:

- Implementing the Maryland Youth Apprenticeship Program
- Collaborating with Garrett College on potential partnerships to allow more programs to be implemented in Garrett County that end in industry credentials - specifically right now the MFRI (Maryland Fire and Rescue Institute) program.
- Informing students that GCPS will now pay for the credentialing exam in the hopes that more students will take advantage of the opportunity.
- Some of these challenges are addressed in question 130, but one strategy to attain higher credentialing rates is to mandate that all students in CTE courses take the credentialing exams. Currently GCPS does not do that. With GCPS needing to pay for credentialing exams for students, that can now be implemented.
- Unfortunately, in an environment of declining enrollment and school closures, GCPS is not looking at adding any other programs at this time (other than Apprenticeships and Maryland Fire and Rescue Institute).

[Linked Artifacts:](#)

132. Recruitment for CTE Programs: Discuss how the school system ensures all students know about CTE opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics?

GCPS recruits for CTE opportunities through the scheduling process. That process includes:

- All students meet with a counselor and their parents when entering 9th grade and creating their 4 year plan
 - All opportunities, including CTE, are detailed at those meetings
 - Individual scheduling meetings take place each year of high school (parents are encouraged to attend every year)
- All courses offered, including CTE, are included in the scheduling literature and the Student Educational Planning Guide (both in print and online)
- GCPS does not have lotteries, caps, or applications for any of its programs. Any student who wants to enroll in any CTE program is allowed to do so as long as it fits in their schedule. The small student bodies at both comprehensive high schools make this possible.
- Soft messaging is used in all CTE programs to try to appeal to all demographics in the school system for recruitment. This includes featuring underrepresented students in particular CTE programs in marketing campaigns and prioritizing diversity in seeking guest speakers.
- GCPS has a CTE theme every month where bulletin boards, etc., are displayed in every elementary school so students know what opportunities exist in high school for them when they get to 9th grade
- GCPS has CTE visits in 7th and 8th grade:
 - 7th grade students visit every CTE program for 20 minutes each so they are exposed to each program and the shop/lab areas of those programs. They see current students engaged in learning and have a brief discussion with the instructors.

- 8th grade students select 3 programs they are most interested in and spend an hour each in those classes to get greater information of that program right before scheduling

Linked Artifacts:

133. Enrollment and Support in CTE Programs: Describe how students access the above named CTE programs, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate in apprenticeships and successfully earn industry-recognized credentials?

GCPS students access CTE courses through the scheduling process by the following means:

- All students have scheduling meetings each year with a counselor, and the creation of their 4 year plan entering high school requires a parent attend, as well (parents are encouraged to attend every year)
- All courses offered, including CTE, are included in the scheduling literature and the Student Educational Planning Guide (both in print and online)
- Due to not having caps, applications, or lotteries, GCPS does not prohibit any student who wants to participate in a CTE program from doing so
- All CTE programs are offered at all high school locations except Culinary Arts, which is being analyzed to centralize in or add a second location in the future
- Students not meeting CCR have multiple opportunities, based on deficiency, to remediate for the standard without being deprived CTE opportunities
 - GCPS has a remediation period embedded in the school day to assist students without taking them out of regularly scheduled classes
 - GCPS offers summer school and evening high school options to create more opportunity for students to meet the CCR standard without being pulled from post CCR pathways, including CTE

Linked Artifacts:

Pillar 3: Equitable Access and Tracking

134. Progress-monitoring student performance and assigning students to groups, classes, and programs based on their achievement levels can result in tracking, a practice which can further limit educational access and opportunities for historically underserved groups and widen achievement gaps. Tracking occurs at all grade

levels (Pre-K-12) and the Blueprint aims to eliminate that practice. What safeguards does the school system implement to mitigate and eliminate opportunities and occurrences of tracking at the elementary, middle, and high school levels?

GCPS mitigates tracking by:

- Heterogeneous groupings in elementary school
- Allowing parents to modify student placement in middle school, for both singular classes (the student takes advanced math, but general ELA) and full schedules (student is initially placed in general classes, but they want to be moved into all advanced classes).
- Not having caps, quotas, prerequisites, GPA criteria, test score requirements, or any other filter to any high school courses, including CTE. All students can enroll in any high school course provided there is room in their schedule.
- It is important to note that counselors and administrators attempt to guide students into the most appropriate coursework, but in the end, it is the student and parents' choice of the level of courses the student actually takes.

[Linked Artifacts:](#)

Pillar 3: (OPTIONAL) Proposed Regulatory Revisions and Waivers

135. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

Response here...

[Linked Artifacts:](#)

Pillar 3: Stakeholder Engagement

136. Identify the key stakeholder groups the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the College and Career Readiness Pillar. LEAs must include industry partners and institutions of higher education to increase dual credit and apprenticeship opportunities for students. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
Garrett College	Support Pathways, Dual Enrollment, Middle College, CTE pathways	Represented on every subcommittee and attends every Pillar 3

Western Maryland Consortium	Career Counseling, CTE Pathways including Apprenticeships	meeting. 2 meetings and several emails to date. Will meet annually to update the MOU for Career Coaches
Local Advisory Council (LAC) and Program Advisory Committees (PAC)	CTE Pathways and Apprenticeship	Minimum 2 times a year for each advisory committee, including the LAC
Chamber of Commerce	Apprenticeship	2 meetings to date and we will meet annually to collaborate with the Chamber of Commerce on opportunities for the year.
Garrett County Economic Development	Apprenticeship	2 meetings to date and we will meet annually to collaborate with County Government on the program
Principals Professional Learning Communities and Administration and Supervision (A & S)	Support Pathways, CCR Pathways, Math/ELA Components	Monthly
Frostburg State University	Early College	As needed to create and update MOU for Bobcat Academy program.
Literacy Coaches	English Language Arts	Monthly
Elementary Lead Teachers	English Language Arts	Monthly

Linked Artifacts:

[Q136Artifact1WesternMarylandConsortiumAgenda](#)
[Q136Artifact2WesternMarylandConsortiumAgenda2](#)
[Q136Artifact3GCPS-GCMeetingonAssociatesDegreeAgenda](#)
[Q136Artifact4GCPS-GCSupportPathwayAgenda](#)
[Q136Artifact5GCPS-Lead Teacher Agenda](#)
[Q136Artifact6GCPS Literacy Coach Agenda](#)



Pillar 4: More Resources to Ensure All Students Are Successful

In each of the three previous Pillars, LEAs are asked to describe how they meet the needs of unique learners, including English learners and students with disabilities. In this section, LEAs will discuss the differentiated support and specific investments being made to support individual service groups. LEAs may reference prior responses as needed.

Pillar 4, Objective 2: Improve the education of English Learners (EL)

4.2.2: Implementing the English learner workgroup recommendations

- 137. Engagement and Communication with Multilingual Families:** How will the school system share important information and engage English learner families in increasing activities to support students? Explain which strategies, including the use of family coordinators, are used and how they are employed at both the school system and school levels.

Commonly utilized methods of parent communication and involvement include:

- Telephonic and in-person interpretation
- Translation
- Bilingual facilitators
- English learner parent leadership academies
- Digital communication applications
- English learner parent outreach engagement activities

Garrett County Public Schools (GCPS) uses the following forms of communication with its English Language Learner (ELL) families:

- Open lines of communication between the school and parents in the preferred language whenever possible (translation services/Google Translator via laptop)
 - Translated services have been arranged via Temporary Contract on an “as needed” basis yearly or by semester.
 - ELL teachers as well as both high school Spanish teachers have also served as translators for new student registration, Back-to-School Night activities, Parent Conferences, etc. for our ELL students and their parents.
 - Teachers utilize the “Say Hi” App as an additional resource to communicate with their students and families.
- Multiple modes of regular communication, i.e. handwritten note, phone call, email have been used regarding both positive and negative behaviors when contacting home
- Home visits (as needed)
- Peer buddies and peer tutoring opportunities (as needed)
- GCPS will utilize School Counselors in each school as the Family Coordinator/Liaison for each of our ELL families and work in conjunction with our ELL faculty to monitor student success through grades, attendance, growth in iReady Reading and/or iReady Math; pass rate on High School Assessments, completion of Student Service Learning Hours, etc.

As a way to increase parental involvement and support, GCPS has and will continue to:

- Implement the ELL Home Language Survey
- Provide resources to our ELL students in their native language, including *A Guide to School for Families of English Learners* (link below)

- Ensure all ELL information is available to parents/caregivers via the Garrett County Public Schools website
- Encourage ELL parents to volunteer in their child's school or at various school events to have them increase student awareness of their home language, their culture, and continue to support home language literacy
- Create opportunities to share their home cultures, language, expertise to foster a positive attitude toward the learning process and value for their native language. Examples include enrichment activities such as "Christmas Around the World" or "It's a Small World," etc.
- Introduce ELL families to one another at Parent Conference Night, Back-to-School Night, and invite them to participate in school engagement activities to make community/neighborhood connections
- Invite ELL families to participate in their school's School Improvement Team (SIT) meetings or Positive Behavior Support (PBIS) Team meetings
- Provide an avenue to share community resources with our ELL families through the translations of documents, postings via website, and using translation software/Apps/interpreters as needed
- Work with the Office of Title I and other various school administrators in their outreach efforts in family engagement, workshops, and activities, thereby providing ELL families with much needed support.

Linked Artifacts

[Q137 Artifact 1 A Guide to School for Families of English Learners - Spanish](#)
[Q137 Artifact 2 English Language Learners in GCPS \(English\) on the GCPS Website](#)
[Q137 Artifact 3 English Language Learners in GCPS \(Spanish\) on the GCPS Website](#)
[Q137 Artifact 4 Parent Engagement Plan for Title I in Spanish](#)
[Q137 Artifact 5 I-Ready \(Math\) Progress Report in Spanish](#)
[Q137 Artifact 6 IRLA \(ELA\) Progress Report in Spanish](#)

- 138. Language Acquisition and Reclassification:** Describe the individual strategies and support the LEA provides to increase the number of students eligible for reclassification and ensure the level of language acquisition necessary for academic success. Include specific strategies for long-term English learners, particularly at the secondary level.

Garrett County Public Schools follows the requirements of each ELL student's English Learning Plan in order to increase his/her acquisition and/or growth in reading, writing, speaking, and/or listening.

The following instructional resources are utilized to promote student growth in language acquisition and skill development:

- WIDA Maryland Consortium
 - English Language Development Standards Framework
 - Early Language Development
 - Online professional development opportunities including self-paced learning options
- Utilization of additional online resources and instructional support from the website: *Colorin Colorado!*. It is a bilingual site for both educators and families of English Language learners that includes helpful links and information on ELL basics, school support, teaching ELLs, Information for Families, Books & Authors, and Videos
- Opportunities for Co-Teaching between the ELL Teacher and General Educator

- Opportunities for Job Shadowing of General Educator of the ELL Teacher for best practices
- iReady administered in Spanish and English to accurately identify the academic needs of ELL students

General Classroom Accommodations that may be practiced in the classrooms across GCPS may be found in the artifact: Pillar 4: Classroom Strategies for ELL.

Linked Artifacts:

[Q138 Artifact 1 WIDA Consortium of Maryland](#)

[Q138 Artifact 2 Colorin Colorado!](#)

[Q138 Artifact 3 Pillar 4: Classroom Strategies for ELL](#)

4.2.3: Increase per pupil funding for English learners

139. Alignment and Investment of Resources: The Blueprint provides additional aid to LEAs specifically to support English learners. Discuss how the LEA has leveraged this aid, along with other funding sources, to meet the needs of this student group, including the results of the efforts and how they will inform future actions. Describe specific examples of how the LEA will increase its investments and reallocate or realign its use of talent, time, and resources.

Examples may include:

- *Increasing the number of district or school staff to support English learners, including ESOL certified teachers*
- *Increasing training and professional development for all teachers related to the assets of multilingualism and improving academic outcomes for English learners*
- *Increasing access to high-quality school day tutoring and/or extended learning opportunities*
- *Launching dual language immersion programs where enrollment allows*

In an attempt to provide context, the reader should know that the number of ELL students enrolled in Garrett County Public Schools typically ranges from 5-10 students. Currently, we have 8 students who require ELL services. The small number of students in need of services is a challenge given the large geographic size of our county and our current school system footprint.

GCPS will align investment and resources to meet the needs of ELL students through the following initiatives:

- GCPS will continue to work to provide appropriate ELL teaching and instructional resources to meet the individual needs of our ELL students
 - Currently, GCPS is providing services to eight students in three schools. (Two students refused services for the 2022-23 school year.)
 - Currently all eight students are Spanish speaking.
- Provide certified teachers to the greatest extent possible through visits at college job fairs, working with our Human Resources Department, national job postings, etc.
- Explore shifting the ½ time EL teacher to full time.

- Offer current teachers the opportunity to seek additional certification in the area of ESOL instruction to support our current ELL student population.
- Utilize School Counselors in each school as the Family Coordinator/Liaison for each of our ELL families and work in conjunction with our ELL faculty to monitor student success through grades, attendance, growth in iReady Reading and/or iReady Math; pass rate on High School Assessments, completion of Student Service Learning Hours, etc.
- Offer and provide the opportunity for student led conferences to bridge the link between home- school communication.
- Explore the use of Temporary Contracts for Spanish teachers to fulfill transition services in the evenings - as needed.
- Increase Professional Development opportunities for our EL teachers and the teachers of our ELL students in the area of multilingualism which will in turn improve the academic success of our ELL students.
 - Capitalize on the wealth of information available on the WIDA website to aid in our teachers continued PD.
- Continue to offer Temporary Contracts to teachers to support our ELL students before/after school with instructional needs including specific tutoring opportunities as needed.
- Continue the use of translating documents through Google Translate with our Spanish teachers review/approval for use.

Linked Artifacts:

Pillar 4, Objective 3: Improve education for students with disabilities

4.3.1: Improve education for students with disabilities using the increased per pupil funding

140. Alignment and Investment of Resources: The Blueprint provides additional aid to LEAs specifically to support students with disabilities. Discuss how the LEA has leveraged this aid, along with other funding sources, to meet the needs of this student group, including the results of the efforts and how they will inform future actions. Describe specific examples of how the LEA will increase its investments and reallocate or realign its use of talent, time, and resources.

Examples may include:

- *Increasing the number of district or school staff serving special education students*
- *Increasing training and professional development for all teachers related to inclusion and improving academic outcomes*
- *Increasing access to high-quality school day tutoring and/or extended learning opportunities*

GCPS continues to prioritize students with disabilities and corresponding services and resources by continuing and/or the initiation of the following items:

- Implementation (FY22) and sustainability (FY24 and beyond) of a Specially Designed Instruction (SDI) Coach

- At this time, SDI fidelity checks have been completed on over half of our special education teachers
 - Special education teachers have shown a strength in implementing accommodations, and have shown additional need for support in the area of co-teaching
 - This data guides upcoming professional development opportunities for administrators and teachers
- Implementation (FY23) and sustainability (FY24 and beyond) of Lead Special Education Teachers that provide resources, guidance, and professional development (PD) for all special education teachers
 - Lead Special Education Teachers meet at least once quarterly and have designed resources in the following areas through a shared Google Folder: collecting and analyzing special education data, planning SDI instruction through high-quality present levels and goals on the IEP, and best practice guides for SDI. Lead Special Education Teachers have also completed one whole-county PD and school-based PD meetings this year
 - Resources were also allocated to send Lead Special Education Teachers to the Council for Exceptional Children (CEC) Conference to continue to build capacity in these teachers
- Sustainability of a Secondary Transition Teacher to support post-secondary outcomes and activities for students with disabilities
- Utilization of additional intervention and tutoring position and contracts to provide intervention, in addition to special education services, to students with disabilities (FY22 and beyond)
- Summer programming opportunities are offered to all students with disabilities as the first priority (FY21-FY24)
- Currently utilizing additional support through Instructional Assistants (IAs) to support students with significant cognitive disabilities in the inclusion setting
- Continuation of IEP Coordinators to schedule, facilitate, and review IEPs for compliance and to allow special education teachers to maintain an instructional focus
- GCPS implements a service delivery model in which the special education teacher writing the IEP, is also the individual implementing and evaluating the IEP
- GCPS prioritizes small caseloads (below 15 students) per special education teacher to ensure a narrowed focus
- Continuous evaluation of the GCPS Special Education Staffing Plan based on student needs
- Implementation of Board Certified Behavior Analysts (BCBAs) to support students with behavioral needs (FY23 and beyond)
- Implementation of Registered Behavior Technicians (RBTs) to support students with behavioral needs (FY24 and beyond)
- Ongoing professional development based on targeted school, staff, and student needs
 - Examples include: Writing High-Quality IEPs (FY22), 6 Models of Co-teaching (FY23 and ongoing), Supports for Students with Autism in the Inclusion Setting (FY23), and Alternative and Augmentative Communication (AAC): A Whole School Model (FY24)
 - Data from Examples Include: Maryland Online IEP (MDOIEP) system Process Performance Indicators (PPI) report indicate 99% of GCPS IEP's meet compliance standards, with 73% of GCPS IEP's meet full implementation of best practices. Fidelity check data for co-teaching were mentioned above.
- Data from these resources this year show academic growth in both reading and math for students with disabilities using the iReady diagnostic data
 - Fall 2022 reading i-Ready diagnostic data showed 5% of elementary school students with disabilities on grade-level, and only 4% of middle school students with disabilities on grade-level

- Current i-Ready diagnostic data shows 17% of elementary school students with disabilities on grade-level, and only 8% of middle school students with disabilities on grade-level
 - Fall 2022 math i-Ready diagnostic data showed 2% of elementary school students with disabilities on grade-level, and only 0% of middle school students with disabilities on grade-level
 - Current i-Ready diagnostic data shows 14% of elementary school students with disabilities on grade-level, and only 2% of middle school students with disabilities on grade-level

Linked Artifacts:

[Q140 Artifact 1 FY23 Special Education Staffing Plan](#)

- 141. Identification of Students:** Discuss the systems and structures the LEA uses or will use to mitigate the opportunities for under- or over-identification of special education students, particularly as it relates to individual demographic groups.

GCPS continues to emphasize the importance of the Child Find Process by implementing the following practices:

- Child Find information has and will continue to be dispersed on the GCPS website, social media (Facebook and Twitter), Special Education Citizens Advisory Council (SECAC), mailings, posted flyers, radio broadcasts, newspaper ads, pediatrician partnerships, and school-based newsletters.
- GCPS responds to any Child Find requests within 10 days that the referral has been made.
- GCPS implements a Response to Intervention (RTI) program at every school to monitor students' progress through individualized goals.
- Professional development for administrators and school-based staff on the role of a Student Support Team (SST) in identifying areas of need, providing intervention, monitoring progress, and implementing the special education referral process as needed
- GCPS has a robust special education referral form that requires the reason for the referral, areas of concern, past assessment data, medical needs, communication needs, cultural and environmental factors, student interests, parent input, RTI documentation, SST information, and administrative review.
- GCPS completes mid-year and end-of-year file reviews to ensure compliance
- Implementation of professional development for School Psychologists in reference to eligibility determination and indicators of eligibility
- Quarterly professional development days for IEP Coordinators to collaborate with special education teachers on IEP compliance and monitoring student progress
- GCPS completes an annual analysis/report ensuring that we're not over identifying more than 1% of our student population as students working on the alternate curriculum
- GCPS monitors disproportionality data monthly at IEP Coordinator meetings through the Maryland Online IEP (MDOIEP)
- GCPS reviews the Significant Disproportionality Report every March and implements safeguards for indicators that represent disproportionality or indicators close to disproportionality (GCPS does not currently demonstrate significant disproportionality on any indicators)

Linked Artifacts:

[Q141 Artifact 1 Special Education Referral](#)
[Q141 Artifact 2 GCPS Dispro Profile 2020-2021](#)
[Q141 Artifact 3 Child Find Brochure FY2023](#)
[Q141 Artifact 4 Child Find New Release FY2023](#)
[Q141Artifact5 Child Find School Newsletter FY2023](#)

- 142. Effective Classroom Instruction:** Discuss the strategies the LEA uses to ensure all teachers of special education students (general education and special education) can provide instruction effectively for this service group. Include references to Pillar 3: College and Career Readiness as needed.

Examples may include:

- *Strategic staffing to implement a co-teaching model that allows for two teachers to share all responsibilities for a single classroom*
- *Professional development to support all teachers in differentiating instruction effectively*
- *Scheduling models to support collaboration and co-planning between general and special education teachers*

GCPS has put an enhanced focus on targeted professional development (PD) around Specially Designed Instruction (SDI) to increase student outcomes for students with disabilities. GCPS is implementing the following items:

- Implementation and sustainability of a SDI Coach to support special education teachers with planning, implementing, and evaluating SDI, as well as providing teacher and school-based SDI PD
- SDI Fidelity Checks for special education teachers
- PD on the 6 Co-Teaching Models for all administrators and special education teachers
- School-based PD on the 6 Co-Teaching Models for all general education teachers
- Ongoing observations of non-tenured staff to ensure effective instructional models are being implemented
- Implementation and sustainability of Lead Special Education Teachers that provide resources, guidance, and PD for all special education teachers
- Implementation and sustainability of at least one SDI/Collaborative Planning Day a month in which special education teachers and general education teachers can collaborate on the planning, implementation, and evaluating SDI
- Training for Instructional Assistants on supporting SDI in the inclusion classroom setting
- Provide professional development to administrators on effective scheduling practices for prioritizing SDI and co-teaching models in their school
 - Dedicated time for Response to Intervention (RTI) and/or SDI
- Provide ongoing professional development to administrators on best practices for inclusive schools
- GCPS maintains a Shared Google Folder for all special education teachers with resources such as strong examples of how to write an IEP, state Technical Assistance Bulletins, quick reference guides, and other resources to aid in the planning, implementation, and evaluation of SDI
- GCPS purchased iPads for all special education teachers for ongoing data collection in the inclusive setting

- GCPS completes an annual special education training for all new teachers including best practices for co-teaching
- GCPS has a Special Education Secondary Transition (ST) teacher who collaborates with general education and special education teaching on embedding post-secondary activities into the classroom to support College and Career Readiness
- GCPS implements a ST Fair that provides resources to general education teachers, counselors, special education teachers, students, and families at the high school level on college pathways, outside agencies, and employment opportunities
- GCPS holds transition meetings for students with an IEP transitioning from elementary to middle and from middle to high school to review the students individual IEP goals, services, and accommodations as they transition to a new building with new staff

Linked Artifacts:

143. Disciplinary Data and Practices: What policies, procedures, or systems will the school system utilize to mitigate discriminatory discipline practices for special education students? What data will the school system use to monitor and evaluate disciplinary practices?

GCPS has the following policies, procedures, or systems in place:

- GCPS continues to fully implement Positive Behavior Intervention and Supports (PBIS) in all schools as a proactive and preventative measure to reinforce positive behaviors
 - Analysis of PBIS matrix for each school
 - Verbal Behavior Milestones Assessment and Placement (VB-MAPP)
- GCPS provides Trauma Training to all school-based staff
- GCPS provides Social and Emotional Foundations for Early Learning (SEFEL) Pyramid Model training to all preschool and kindergarten special education teachers and Speech/Language Pathologists (SLPs)
- GCPS maintains a school-based response team that contains individual training in Crisis Prevention Intervention (CPI) and Ukeru to respond to significant behavioral needs in the school setting
 - GCPS prohibits the use of seclusion
 - GCPS has a strict process in place for determining if a physical restraint is required, along with notification and documentation
 - GCPS reviews this data on an ongoing basis and reports this data to MSDE every quarter
- GCPS provides an annual training to administrators on disciplinary actions for students with disabilities
- GCPS requires administrators to consult with the Director of Special Education and/or the school-based IEP Coordinator when suspension is being considered
- GCPS holds an IEP Meeting within 10 days of any out of school disciplinary removal for a student with a disability
- Ongoing Multi-Tiered System of Supports (MTSS) behavior training for all teachers
- Ongoing Universal Design for Learning (UDL) training for all teachers
- Implementation of a RTI guide specific to behavioral practices/strategies
- Ongoing analysis of the GCPS Student Handbook practices as they pertain to discipline
- Targeted professional developments based on areas of need/concern (suspension rates, Home and Hospital placements due to an emotional crisis, dropout rates, and other disciplinary data)
- GCPS will review data specific to suspensions, disability codes, race/ethnicity, at-risk indicators, dropout rates, behavioral RTI data, in-school disciplinary practices, and current PBIS practices.

- GCPS will analyze this data through our PowerSchool platform at a county and school level
 - This data will be shared and discussed with administrators monthly
- GCPS has developed a classroom, Students Taking Active Responsibility for Success (STARS), that is a general education program designed to support students with the most intensive behavioral needs
 - STARS staff are all trained in CPI, Ukeru, Applied Behavior Analysis (ABA), implementing special education supports, trauma-sensitive approaches, and the SEFEL Pyramid Model
 - The STARS classroom collects ongoing daily data through the student's Functional Behavior Assessment (FBA) and Behavior Intervention Plan (BIP) goals
- IEP services to support students with disabilities provided by social workers, counselors, BCBAs, etc.
- GCPS reviews the Significant Disproportionality Report every March and implements safeguards for indicators that represents disproportionality or indicators close to disproportionality (GCPS does not currently demonstrate significant disproportionality on any indicators)

Linked Artifacts:

Pillar 4, Objective 4: Provide supports for students attending schools with a high concentration of students from low-income households

4.4.1: Personnel grants are phased in through FY 2025 until grants are awarded to schools where at least 55% of students are eligible for FRPM (185% FPL)

Note: Only LEAs that are current recipients or anticipated recipients of the Concentration of Poverty Grant must complete section 4.4.1 and 4.4.2 regarding community schools.

Blueprint Requirement (MD Code, Educ §9.9–101)

144. Current Community Schools: Community schools are funded via Concentration of Poverty Grants, which provide funding for both personnel and additional per pupil funding and are required to have a full-time Community Schools Coordinator and access to a health care practitioner. Use the table below to list the schools that currently meet the definition of community school and provide the requested information.

School Site Code	School Name	Staffed with a Community Schools Coordinator (Y/N)	Provides Access to Health Care Practitioner (Y/N)
1710	Yough Glades Elementary School (notified February 17, 2023)	N- GCPS is currently in the process of developing a job description to fill this position for the FY24 school year.	N- GCPS is currently exploring ways to work with local providers to complete an MOU to have access to a Health Care Practitioner.

- 145. Staffing the Community School Coordinator Role:** For those schools without a full-time Community School Coordinator, describe the LEA's plans for ensuring that the role of Community School Coordinator is filled for each of its community schools. Discuss the key recruitment and retention strategies used, especially those that are unique to this role.

GCPS found out on February 17, 2023 that Yough Glades Elementary School was identified as a Concentration of Poverty School. GCPS will develop a job description to fill this position for the FY24 school year.

GCPS will work to ensure that the role of the Community School Coordinator is fulfilled through:

- Dedicated allocation of Concentration of Poverty School funding through the personnel grant to ensure the position is sustained
- Dedicated position through the GCPS budget process
- Early job posting to allow additional time to receive highly-qualified applicants

GCPS utilizes the following recruitment and retention strategies:

- Sending individuals interested in the field to the Maryland State Department of Education (MSDE) Aspiring Principal/Leaders Academies
- Implementing an Administrator in Residence program in which an aspiring administration shadows the role of their desired position to build capacity in the responsibilities and knowledge of the position
- Implementing a Grow Your Own model in which school-based staff have the opportunity to pursue a higher education to go into a high-need role
- Strategically developing a job description in which individuals with a variety of expertise can be considered to increase the candidate pool
- Internal training for the individual through finance, technology, student services, special education, community resources, and other areas as appropriate
- Professional development in Community Schools for the Coordinator and the staff to build understanding in the role of the Community School Coordinator
- Encourage attendance to the Community School National Conference to build capacity
- Provide ongoing professional development based on the school needs assessment

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §5–203\)](#)

- 146. Providing Access to a Health Care Practitioner:** For those schools without access to a health care practitioner, discuss how the LEA ensures continuous access to a health care practitioner in all its community schools as described above during school days as well as extended learning time.

GCPS has started the planning process to provide services based on the need's assessment from a community school. Based on the assessment, the list will be expanded to meet the needs of Yough Glades Elementary School.

Each eligible school shall have at least one full-time licensed registered nurse to

- Care Case Management, Monitoring, and Care Management Plans
- Collect and Analyze Data
- Referral to Community Services

- Staff and Parent/Guardian Consultation
- Workshops and Presentations
- Assistance for students with medical disabilities
- Emergency assistance
- Medications
- Screenings
- Assessment and Appraisal
- Classroom Health Instruction
- Health Counseling
- Crisis Intervention
- Prevention and Management of Health Problems
- Facilitate visits with school health center interventions
- Delegation to certified health staff

Each eligible school shall have a health room technician/ Certified Medication Technician.

- Provide first aid
- Assist with screening
- Perform nursing tasks that can be delegated
- Help provide care for students during the extended day

Nursing services will be provided during extended learning opportunities through the following methods:

- GCPS will review nursing contracts to determine extended contract days
- GCPS will negotiate nursing contracts to recruit and retain school-based health nurses

GCPS will partner with a sponsoring agency to provide school-based health services. Looking at a hybrid model to provide in-person care and telehealth. Community stakeholders such as the local health department, hospital, Federally Qualified Health Center (FQHC), and other community practitioners have met to see how community resources can be shared and expanded to meet the increased resources needed in a community school.

[Linked Artifacts:](#)

[Blueprint Requirement \(MD Code, Educ §9.9–102\)](#)

4.4.2: Community school coordinators shall establish a community school and conduct a school-level needs assessments in partnership with local entities/agencies



147. Community Partnership Projections

Identify the strategic partnerships between schools, the school system, and community organizations in the areas of academics, health and social services, youth and community development, and family and community engagement. Use the table below to list existing partnerships and those the school system intends to develop with anticipated implementation dates. Partnerships should align to the needs identified through the community school needs assessments.

Examples may include:

- *Providing educational opportunities for adults and family members of students*
- *Extending or expanding learning time*
- *Providing enrichment opportunities for students*
- *Training and facilitation of Academic Parent-Teacher Teams*
- *Collaborative leadership strategies to build collective trust and shared responsibility*

Name of Partner	Purpose of Partnership	School(s) Served	Grade Level(s) Served	Stakeholder Group(s) Served	Existing or Planned	Implementation Date
Health Planning Council (HPC)	Health Improvement Coalition	All	Pre-K-12	Made up of community stakeholders from each county agency to address the health disparities identified from the Population Health data	Existing	Ongoing throughout FY23
Garrett County Health Council	To promote health for the whole child through health-promoting programs and policies	All	Pre-K-12	Core members are from GCPS, GCHD, Mt. Laurel Medical Center, and local providers. Additional HPC members are invited depending on the focus.	Existing	Ongoing throughout FY 23
DOVE Center	Provides safety, advocacy, and counseling to individuals whose lives have been impacted by domestic violence	All	Pre-K-12 th	Provides families with resources and counseling for students at school and at other locations.	Existing	Ongoing throughout FY 23
Mountain Laurel Medical Center	Provides high-quality health care and psychological services regardless of ability to pay. Also, provides transportation for clients and community outreach.	All	Pre-K-12	Currently only provides direct services to its existing clients, which are students and not during school hours. Working on expanding services to schools based on the need's assessment for the identified community schools.	Planned	Ongoing throughout FY 23
Garrett County Health Department (GCHD)	Provides health education resources, dental services, family planning and reproductive health services, immunizations, communicable disease surveillance, collaboration and guidance for school health services, addition and mental health services and after school programs.	All	Pre-K-12	Provides dental health, family planning, and reproductive health services at the GCHD. Some addition counseling, health education, and other mental health services are provided in schools. After school programs are also provided on a limited basis and no before school services are provided to date.	Existing Planning for expanded services	Ongoing throughout FY 23
Early Childhood Advisory Council (ECAC)	Collaborative team that ensures early childhood needs in the community are being met through development, social/emotional, and educational opportunities.	All	Pre-K-12	Early childhood families in Garrett County	Existing	Ongoing through FY 23
Lions Club	Partners with Garrett County school nurses to provide free vision screening using their equipment. Provides screenings for all students PK3-1 st grade in the school setting. Assists nurses with follow-up and can help with paying for glasses if the student qualifies.	All	Pre-K-12	Serves younger grades by providing vision screening using their vision screener machine. Services all students that cannot afford glasses and qualifies for their assistance program.	Existing	Ongoing through FY23
Extension Office	Partners with GCPS staff to provide healthy food lessons with students and offer gift cards for families in	All	Pre-K-12	Provides instruction about healthy foods and supplies for schools that qualify for Title I.	Existing	Ongoing through FY 23

	need to purchase food.			Works with community groups to provide backpacks filled with food for students experiencing food insecurity, especially on weekends. Provides help with food banks for parents/guardians.		
Sub Committee for School Based Health Clinic Community Involvement	Adhoc group created to explore community partnerships in establishing school-based health centers for Concentration of Poverty Schools and evaluating existing mental and physical health services.	All	Pre-K-12	Exploring how existing resources can be leveraged to provide needed and expanded services for students and families.	Existing	Ongoing through FY 23

Linked Artifacts:

Linked Artifacts:

[Q147 Artifact 1 Health Sub-group Pillar 4 Agenda 01.27.2023](#)

Blueprint Requirement (MD Code, Educ§5–223)

148. Consolidated Funding Plans (Required question for LEAs with 40 or more community schools):

LEAs with 40 or more community schools may develop a plan in consultation with eligible schools describing how they may expend no more than 50% of the funds received from the state on behalf of the schools. Discuss whether the LEA has such a plan or intends to develop one. If available, link the plan as an artifact.

GCPS only has one identified concentration of poverty school at this time.

Linked Artifacts:

Pillar 4, Objective 5: Enhance student health services

4.5.1: LEAs shall employ behavioral health coordinators

Blueprint Requirement (MD Code, Educ §7–447)

149. Behavioral Health Services Coordinator: Identify the name and contact information of the individual(s) serving as the school system's Behavioral Health Services Coordinator.

Name	Position	Responsibilities
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John Hummel	Director of Student Services	<ul style="list-style-type: none"> • Coordinate services for all schools in assessing students with behavior and mental health issues and work with administrators, teachers and staff to provide behavioral and mental health training • Oversee and coordinate school discipline and safe schools including the student rights, responsibilities, and Discipline Handbook, suspensions, expulsion/extended suspension hearings, due process, expulsion readmission, alternative/intervention programming, and school crisis intervention • Serve on numerous teams with local community agencies (Behavioral Health Task Force, Child Fatality Review, Workgroup on Child and Adolescent Wellness, Drug-Free Coalition, Health Planning Council, Suicide Prevention, Garrett County Diversity, Equity and Inclusion) to plan strategies for providing wraparound services to students and their families • Ensure that all practices in the district are legal and ethical for each student/family so that each child has the opportunity to achieve at a high level • Develop and implement a standardized screener to identify students with behavioral health services
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150. Appointing a Behavioral Health Services Coordinator: Describe the LEA's plans for ensuring that the role of Behavioral Health Services Coordinator is fulfilled for the school system. Discuss the key recruitment and retention strategies used, especially those that are unique to this role.

GCPS ensures that the role of the Behavioral Health Service Coordinator is fulfilled through:

- Dedicated allocation of local funding through the budget process to ensure the position is sustained
- Monthly Department of Student Services meetings in which leaders discuss challenges, goals, and implementation steps to meet the behavioral health needs of students to ensure all needs are being met
 - Implementing a team-approach allows a co-implementation model
- Monthly meetings with administrators to analyze behavioral data, plan for building-level needs, and provide professional development about resources and community partnerships
- Ongoing training for all student service staff to know the roles and responsibilities of a Behavioral Health Services Coordinator

GCPS utilizes the following recruitment and retention strategies:

- Sending individuals interested in the field to the Maryland State Department of Education (MSDE) Aspiring Principal/Leaders Academies
- Implementing an Administrator in Residence program in which an aspiring administration shadows the role of their desired position to build capacity in the responsibilities and knowledge of the position

- Implementing a Grow Your Own model in which school-based staff have the opportunity to pursue a higher education to go into a high-need role such as behavioral health services

Linked Artifacts:

[Q150 Artifact 1 Student Service Team Meeting Agenda EXAMPLE](#)

4.5.2: Each local school system develops a plan to enhance and expand school behavioral health supports

- 151. Supporting Students' Behavioral Health:** Discuss the challenges that exist in meeting students' behavioral health needs and how the LEA overcomes these challenges. Include strategies related to funding, specialized staff, community partnerships, etc.

GCPS faces the following challenges in implementing Behavioral Health Services:

- GCPS has twelve schools spread out over the largest county in Maryland along with one of the smallest student populations which is declining. These factors play a huge factor in providing the behavioral supports and specialized staff to meet the students and families growing needs.
- Limited behavioral support staff:
 - Not every school has a School Social Worker, School Psychologist, Behavior Coach or Board Certified Behavior Analyst (BCBA). We have four Social Workers, two School Psychologists, four Behavior Coaches and two BCBAs to serve the twelve schools.
- Distance between schools
 - Response time to help with a situation at a school can range from a few minutes to over an hour depending on the location of the incident and support staff
- Limited highly-qualified applicants
- Lack of a competitive salary compared to other areas for these specialty positions
- Long wait lists for community behavioral health referrals
 - New clients have had to wait 2-3 months to see behavioral health providers
- Lack of types of services
 - Garrett County does not have a child psychologist in-county
 - Garrett County does not have an in-patient behavioral health provider in county
 - Garrett County does not have a non-public school in-county (limited continuum of educational services)
 - Lack of in-patient beds and facilities for students in crisis
- Inconsistencies in school-based capacity to support students with behavioral health needs
- Inconsistencies in implementation of Social-Emotional Learning (SEL) within the school day
- Building space for behavioral health providers to have confidential and comfortable areas to work with students in some schools

GCPS will implement the following strategies to overcome these barriers:

- GCPS is evaluating the need to consolidate the twelve schools by changing grade bands and closing two of its smallest schools. If this happens GCPS total schools will decrease to seven in 3-4 years.
- 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)
- Exploring a higher pay scale for specialty positions through Career Ladders
- Continue to enhance and expand community partnerships with all potential providers including non-traditional providers for the area (i.e. teletherapy, telemedicine)
- Increase community-based service providers to support student behavioral health needs
- 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
- Collaborative meetings with administrators on designing school-based schedules that prioritize SEL

Linked Artifacts:

- 152. Behavioral Health Screening:** Describe how the school system screens students to identify and provide services to meet their behavioral health needs, including how it ensures services have been provided and if additional services are needed.

GCPS screens students and provides services to meet behavioral health needs through the following initiatives:

- A Multi-Tiered System of Supports (MTSS) with increasing supports
 - Tier 1 implementation through PBIS and SEL (whole-school model and implementation)
 - Tier 2 oversight by the Department of Student Services through SST meetings (targeted small group behavior support including strategies such as counseling groups, behavior contract, check-ins, etc.)
 - Tier 3 requiring an FBA and determination of a BIP to address significant student-centered needs
 - Referral for a STARS placement if the student is demonstrating behaviors that are harmful to themselves or others
- Trauma-Sensitive Schools training to prepare staff to identify student needs and patterns in behaviors
 - Adverse Childhood Experiences (ACEs) Training
- Behavioral health screenings completed by the school nurse and other trained staff. GCPS is continuing to explore behavioral health screeners to adopt in order to evaluate individual student needs
 - Once a screener is adopted, school nurses and other staff will be trained on the administration of the assessment, as well as the process to connect the students with behavioral health supports

GCPS ensures students are provided behavioral health services through:

- Formal documentation of interventions, services, and supports provided at Tier 1 in PowerSchool
- Formal documentation of interventions, services, and supports provided at Tier 2, along with individual goal monitoring through the SST in PowerSchool
 - Progress monitoring is completed every three weeks by case manager
- Progress monitoring of BIP goals and fidelity checks

Linked Artifacts:

[Q152Artifact1 GCPS Teacher Reference Guide for Tier 1 Behavioral Management 11.22.2022](#)

[Q152Artifact2 MTSS Quick Reference Guide: Student Support Teams - Tier 2 11.22.2022](#)

[Q152Artifact3 FBA/BIP Template](#)

- 153. Behavioral Health Services:** Discuss the behavioral health services available to students and indicate services provided directly through the school system and those that are provided through community partners and wraparound services.

GCPS employs school nurses, school counselors, school psychologists, and school social workers assigned to every school. In addition, we expanded our staff to include (4) behavior support teachers and (2) Board Certified Behavior Analysts.

GCPS has a MOU with the Garrett County Health Department to provide on-site therapy services at each of our twelve schools with parental consent. Typically, these students are referred through our Student Services Department. These school-based therapists come weekly to see students and are part of different support teams in the school. GCPS students are also provided therapy/counseling as part of the IEP/504 process by GCPS staff.

GCPS provides the following Behavioral Health Services to students:

- Individual-based Intervention - School Counselors, School Psychologists, School Social Workers and Health Department School Based Counselors - Offered in all schools. Health Department School Based Counselors can provide services outside of the school environment
- Case Management - School Social Workers - Offered in all schools as they work with students, families and related services in the community
- External Referrals - these can happen from any of the above-mentioned staff. These can be made to the Garrett County Health Department, emergency/crisis at Garrett Regional Medical Center or any local medical provider. Garrett County lacks access to a Child Psychiatrist so teletherapy/medicine often replaces in-person.
- Group-based Intervention - School Counselors, School Psychologists, School Social Workers and Health Department School Based Counselors - Offered in all schools
- Classroom Lessons - School Counselors - Offered in all schools
- Social Emotional Learning Lessons (i.e. Second Step, PBIS) - Teachers and Student Services Staff - Offered in all schools
- Needs Assessments - Functional Behavior Assessments, all instructional staff can collect data and the behavior coaches and BCBA analyze. - Offered in all schools
- Family-based Intervention - provided by the Garrett County Health Department and other service providers in Garrett County and surrounding areas (i.e. Morgantown, WV and Cumberland, MD)
- Garrett College Transition Age Youth (TAY) Program -Offered to students 13 or older in collaboration with the Garrett County Local Behavioral Health Authority and the GCPS,

TAY utilizes outdoor education to help students build life skills, excel in academics and boost self-confidence

- Partners After School - Offered for students in grades 3-8, the programs are provided by the Garrett County Local Management Board (LMB), Governor's Office of Crime Prevention, Youth, and Victim Services, United Way of Garrett County, Garrett County Department of Social Services and University of Maryland Extension Office. Programs are administered by the Garrett County Health Department. The State of Maryland Child Well-Being Result addressed through the PAS program is Healthy Children with a focus on the priority areas of Reducing Childhood Hunger, and Adverse Childhood Experiences (ACEs).
- Garrett Mentors - Offered for students' Pre-kindergarten through grade five children in GCPS with caring, committed, adult mentors. Their volunteer mentors are adults of all ages who serve as positive role models to children with various needs and backgrounds.
- Partnership with Garrett County Community Action Committee (GCCAC) - see artifact about services offered throughout schools and Garrett County.
- Dove Center - Domestic Violence Center provides services to students in school and families throughout Garrett County.

Linked Artifacts:

[Q153 Artifact 1 GCCAC Services](#)

154. Family Engagement in Supporting Student's Behavioral Health: How does the LEA engage families in identifying and providing behavioral health supports for students?

GCPS engages families in identifying and providing behavioral health services through:

- Student Services Website and Social Media
 - Started Wellness Wednesdays which pushes weekly information out about physical, mental, social or behavioral health topics
 - Collaboration with the Garrett County Sheriff's Office and GCHD to provide resources and guest speakers on a range of topics like substance abuse prevention, mental health and dangers of social media and the internet
- Case Management Services - GCPS Social Workers contact families to help set up appointments, support medication management and to be a liaison between them and the providers. Other student service staff also communicate often with families when behavioral health topics arise. Parent meetings are set up in school or virtually to have school staff and the parents/guardians discuss ways to support the student (Tier 2)
- Collaboration with GCHD through Local Care Team (LCT) meetings
- GCPS Aftercare Meetings - service for students who have been psychiatrically hospitalized as they reenter back into the school system. The parent is provided support and resource information based on the discharge recommendations. Items discussed are: who will be the treating therapist and date of first appointment after discharge. GCPS staff either school social worker, school counselor or school psychologist will monitor weekly. Plan to make up missed work, any medication issues, emotional instability, and questions from peers etc. will be discussed.
- Supports are shared at key stakeholder meetings such as Title 1 nights, Judy Center events, Special Education Citizens Advisory Committee (SECAC), and board meetings
- Parent trainings and engagement nights
- Parent/teacher meetings to discuss specific needs and strategies
 - Teachers will often share resources with families to carryover in the home setting with follow up support
- Home visits (as needed)

Linked Artifacts:

4.5.3: As part of required annual training, behavioral health coordinators in LEAs teach school staff to recognize behavioral health issues in students

Blueprint Requirement (MD Code, Educ §6–122)

155. Behavioral Health Training: How does the LEA ensure that all certificated school personnel who have direct contact with students receives behavioral health training annually? Discuss how the training is provided and the systems used to monitor completion by individual employees.

GCPS's Office of Human Resources pushes out this required training at the beginning of every school to all its employees. These training are embedded into a webbased portal, Vector Solutions-Safe Schools, that provides the training and evaluations. It also provides GCPS with the ability to see the completion percentages. HR works directly with staff and their supervisors to make sure the training is complete by December 1st.

Here is a list of training that is done annually through Vector-Solutions-Safe Schools:

- **Bullying: Recognition and Response**
 - This course provides school faculty and staff members with a better understanding of bullying behavior, as well as their obligations to help prevent bullying. Topics covered include bullying basics, identifying bullying behavior, how bullying works and effective ways to address the problem. Also hear from real students on their experiences with bullying, how it affected them and what they think schools could do to help them.
- **Cybersecurity Overview**
 - This introductory course provides an overview of cybercrime and cybersecurity, including the basics of cybersecurity along with the effects of cybercrime, the types of cyber threats and how users are susceptible.
- **Student Mental Health: Awareness, Intervention, and Referral**
 - This course is designed to provide an overview of student mental health concerns and educators' responsibilities. Topics covered include the scope of mental health needs in school-age students; how anxiety and depression present in young people; warning signs and risk factors; and when and how to intervene and refer/report students who need support.
- **Youth Suicide: Awareness, Prevention and Postvention**
 - This course is designed to provide staff members with information that will help them reduce the likelihood of suicide among students. This course covers the scope of the problem of youth suicide, common risk factors related to youth suicide, successful strategies for youth suicide prevention, the immediate steps a staff member should take if they encounter a student who is threatening suicide, and best practices for intervention after a suicide ("postvention").

GCPS also implements a Trauma-informed care framework that involves:

1. Understanding the prevalence of trauma and adversity and their impacts on health and behavior;

2. Recognizing the effects of trauma and adversity on health and behavior;
3. Training leadership, providers, and staff on responding to patients with best practices in trauma-informed care;
4. Integrating knowledge about trauma and adversity into policies, procedures, practices and treatment planning; and
5. Avoiding re-traumatization by approaching patients who have experienced ACEs and/or other adversities with non-judgmental support.

The framework will help to develop trauma informed schools. The five core components of trauma informed schools are:

1. training faculty and staff on the impact of trauma
2. adopting a school wide perspective shift
3. creating healing relationships among staff, caregivers, and students
4. maximizing caregiver capacity
5. facilitating student empowerment and resiliency

Additionally, training in Adverse Childhood Experiences (ACEs) which describe a wide range of stressful or traumatic experiences that can occur from conception to the age of 18 – they include abuse, neglect, and household dysfunction.

[Linked Artifacts:](#)

Pillar 4: (OPTIONAL) Proposed Regulatory Revisions and Waivers

156. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

N/A

[Linked Artifacts:](#)

Pillar 4: Stakeholder Engagement

157. Identify the key stakeholder groups the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the More Resources to Ensure that All Students are Successful Pillar. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
Health Planning Council (HPC)	Health Improvement Coalition. Made up of community stakeholders from each county agency to address the health disparities identified from the population health data.	Monthly
Garrett County School Health Council	Promotes health for the whole child through health-promoting programs and policies. Core members are from GCPS, GCHD, Mt Laurel Medical Center, and	Four times a year and as needed for special projects

	local providers. Additional HPC members are invited depending on the focus.	
Dove Center	Provides safety, advocacy, and counseling to individuals whose lives have been impacted by domestic violence. Provides family resources and counseling for students at school and at other locations.	Have representatives that are on key stakeholder groups that meet monthly.
Garrett County Health Department	Dental programs, family planning, immunization and infectious disease.	Has representation at key stakeholder meetings.
Maryland Area Health Education Center in Western Maryland (AHEC)-West	AHEC West is a non-profit whose mission is to improve access to and promote quality healthcare through education and collaboration.	GCPS has a representative on the board of directors that meet monthly.
Department of Human Services (DHS)	DHS partners with GCPS to provide community and home resources to students and families.	Monthly through LCT meetings
Special Education Citizens Advisory Committee (SECAC)	SECAC provides the committee with feedback specific to support students with disabilities and their families throughout planning and implementation.	Quarterly
Garrett County Diversity and Inclusion Advisory Committee	Recognizes the important value of diversity in our community, encourages mutual respect and inclusivity, and furthers the enhancement of our community as one where cultural and physical diversity is celebrated as an important asset. Recognizes the many facets of a diverse society that may include, but are not limited to, race, religion, ethnicity, gender, socio-economic level, mental and physical differences, age, and sexual orientation.	Bi-Weekly
Mountain Laurel Medical Center	Provides high quality health care and psychological services regardless of ability to pay. Provides transportation for clients and community outreach. Willing to expand services to provide resources for the community and schools.	Has representation at key stakeholder meetings
Local mental and physical health providers in the community.	Local providers have always been willing to work with the GCPS' to ensure the health and safety of their clients, which are often students. Their continued and expanded collaboration will be necessary as we move forward with implementing the pillars in Blueprint and when planning for expanded resources for Community Schools.	Continues on an as needed basis

Linked Artifacts:



Pillar 5: Governance and Accountability

Pillar 5, Objective 1: Support Blueprint implementation planning

5.1.3: AIB and MSDE review implementation plans submitted by LEAs; AIB approves/disapproves plans (plans subject to periodic updates)

- 158. Authors of the Blueprint Implementation Plan:** Describe how the LEA identified and selected the individuals responsible for developing and writing its Blueprint Implementation Plan, including consideration for an individual's position, experience, expertise, or membership in a particular stakeholder group.

Development and writing of Garrett County Public Schools' Blueprint for Maryland's Future (Blueprint) implementation plan ultimately is the responsibility of the Executive Committee. GCPS has been holding internal meetings regarding Blueprint Implementation since August 2021. GCPS leveraged its organizational structure to align with the policy areas of the Blueprint and established its hierarchy of project leadership: Blueprint Coordinator, Executive Committee, Pillar Committees and Pillar Sub-committees. The Superintendent recognizes that Blueprint will revolutionize all aspects of GCPS, therefore as the Chief Academic Officer, Dr. Miller is the most aligned to serve as the Blueprint Coordinator. GCPS established an Executive Committee with members including Mrs. Barbara Baker, Superintendent, Dr. Nicole Miller, Chief Academic Officer, Dr. Jane Wildesen, Director of Human Resources, Mrs. Alison Sweitzer, CPA, Director of Finance, Dr. Rich Midcap, President of Garrett Community College and Mr. Kevin Null, County Administrator. This team identified Pillar Leads for each of the five policy areas based upon the GCPS organizational structure, staff expertise, and areas aligned with each Pillar (see artifacts).

Prior to the Accountability and Implementation Board (AIB) and Maryland Department of Education (MSDE) providing specific guidance, the Executive Committee's work involved 1) education of the overarching requirements and timelines of the statute, 2) charging Pillar Leads with building their committees with relevant stakeholders and educating those individuals. At the time in which AIB and MSDE began providing draft guidance on specific implementation plan requirements, GCPS revised the makeup of the Executive Committee, each Pillar Committee, and Sub-committees to more completely engage staff, community partners and other relevant stakeholders. As a result, the Executive Committee now consists of all original members plus all Pillar Leads. Pillar committee and subcommittee stakeholders can be found in the artifacts below showing a diverse group of stakeholders.

Linked Artifacts:

[Q158 Artifact 1 Blueprint Committee Structure](#)
[Q158 Artifact 2 Pillar Committee Membership](#)
[Q158 Artifact 3 GCPS Organizational Chart](#)

Use the table below to list the individuals responsible for developing and writing the Blueprint Implementation Plan and their positions within the school system and/or stakeholder groups they represent.

Name	Position	Stakeholder Group
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Dr. Nicole Miller	Chief Academic Officer, GCPS	Blueprint Coordinator
Mrs. Dawna Ashby	Director of Early Childhood & Elementary Education, GCPS	Pillar 1
Dr. Jane Wildesen	Director of Human Resources and Employee Relations, GCPS	Pillar 2
Mr. Paul Edwards	Director of Secondary Education, CTE, and Athletics, GCPS	Pillar 3
Dr. Chelsie Manges Mr. John Hummel	Director of Special Education, GCPS Director of Student Services, GCPS	Pillar 4 Co-Lead Pillar 4 Co-Lead
Mrs. Alison Sweitzer, CPA	Director of Finance, GCPS	Pillar 5 Lead

- 159. Teacher and Principal Voice:** Discuss how the LEA ensured that its Implementation Plan included teacher and principal voice throughout the development of the Plan.

Since the fall of 2021, GCPS has educated and engaged principals and teachers on the requirements and opportunities of how GCPS will implement the Blueprint. Principals received information and opportunity for engagement through the monthly A&S meetings, Administrative Professional Learning Community (PLC) meetings, negotiations, the budget development process and via membership on Pillar Committees and Sub-Committees. Teachers have received information and opportunities for engagement via membership on Pillar Committees and Sub-Committees, with the delivery of GCPS' Virtual Blueprint Educational Series, and the collaboration with Union representatives. The Virtual Blueprint Educational Series delivered information about each Pillar separately and then requested a feedback form be completed by the participant. A sample of artifacts are shown below to demonstrate the engagement with both teachers and principals.

Linked Artifacts:

[Q159 Artifact 1 Blueprint A & S Meeting Agenda \(2-8-23\)](#)
[Q159 Artifact 2 Math Teacher Committee Agenda \(1-19-23\)](#)
[Q159 Artifact 3 Math Teacher Committee Sign In \(1-19-23\)](#)
[Q159 Artifact 4 Blueprint Educational Series](#)
[Q159 Artifact 5 A&S Meeting Agenda - Jigsaw Activity \(12-20-22\)](#)

- 160. Quality Control and Project Management:** What guidance, support, or structures (working groups, recurring meetings, protocols for communicating and collaborating, project management tools, etc.) did the LEA provide to the individuals responsible for developing and writing the Plan to ensure the Plan was well developed, clearly articulated, and representative of the LEA's community and its needs?

GCPS quality control and project management is overseen by the Blueprint Coordinator and operates through the Executive Committee. The structure of the work is done through the

hierarchy of the Pillar Committee and Subcommittee structure. In early December, the Executive Committee reviewed the AIB's Initial Comprehensive Implementation Plan, LEA's Initial Implementation Plan Template, Criteria for Success and Implementation Plan Guidance Document. The GCPS Blueprint Coordinator established a google drive as an organizational tool to house all planning resources including, but not limited to: GCPS' project plan, project timeline, technical assistance documents from AIB, MSDE, and other external support agencies. Resources are also organized by Pillar. The Blueprint Coordinator and Executive Committee are collaborating daily via email and bi-monthly in face to face meetings. Those individuals responsible for developing and writing the plan attended technical assistance meetings and work sessions held by MSDE to continually increase knowledge of expectations. The GCPS project plan and project timeline are linked below for review.

Linked Artifacts:

[Q160 Artifact 1 Blueprint Implementation Project Plan](#)
[Q160 Artifact 2 Project Timeline](#)

- 161. Stakeholder Engagement:** At the end of each Pillar, LEAs list the stakeholders engaged to develop plans for a specific Pillar.

In response to this question, discuss how and when the individuals responsible for writing the LEA's Blueprint Implementation Plan engaged community members at large, including the local school board, and any other key groups across all pillars in the development of its Blueprint Implementation Plan. Describe the strategies the LEA employed to increase participation by members of historically underrepresented groups, especially groups representative of the LEA's student demographics. Discuss the evidence the LEA collected that reflects its engagement efforts.

GCPS has initially kicked off its initiative to educate stakeholders on the vision and possible effects of the Blueprint in the fall of 2021 by standing up the project committee structure. Blueprint became a standing topic for internal GCPS meetings for the Superintendent's Cabinet and the Chief Academic Officer's LEAD Team. A presentation was delivered at the November 9, 2021 Board meeting to provide a broad overview. Prior to the Accountability and Implementation Board (AIB) and Maryland Department of Education (MSDE) providing specific guidance, the Executive Committee's work involved 1) education of the overarching requirements and timelines of the statute, 2) charging Pillar Leads with building their committees with relevant stakeholders and educating those individuals. When AIB and MSDE began providing draft guidance on specific implementation plan requirements, GCPS revised the stakeholder engagement plan. The first step was recruiting additional committee members of staff, community partners, and other relevant stakeholders based upon the alignment of each person's skills, knowledge, and expertise as it relates to the various policy areas of Blueprint.

In the fall 2022, the elected Board of Education approved a grade band change in the southern end of the county to begin in FY25. The new grade band will be PK-6 and 7th-12th for effected schools. Subsequently, in addition to the Blueprint implementation work, GCPS is engaging in several other significant changes including the possibility of closing two schools and changing the grade band on the northern end of the county. As such, GCPS leveraged stakeholder meetings that were already scheduled and added Blueprint implementation to the agenda whenever possible. This was strategic in nature as GCPS was sensitive to the time commitment and the short turnaround of the Blueprint Implementation Plan in addition to the other possible changes facing the county. These meetings included the monthly A&S meeting, Early Head Start and

Head Start Advisory Council, Title I Parent Liaison Committee, and Special Education Citizens' Advisory Council. Many of these groups represent historically underrepresented groups (i.e. social- economic status, special education). Additionally, GCPS dedicated a landing page specific to Blueprint on the website. A one-pager was developed for each pillar and shared through social media channels. Pillar Leads also developed a Virtual Educational Series in which each Monday a 30-minute deep dive into each pillar was delivered via Zoom. It was recorded and then shared on the website landing page for the community at-large. Following the presentation, GCPS requested viewers to complete a questionnaire to seek further feedback. Finally, on March 1, 2023 GCPS held a Community Information Session at a central location for parents and community members to learn more about the Blueprint and provide feedback on the GCPS Initial Implementation Plan. This was in addition to the Information Sessions provided at the January and February regularly scheduled board meetings.

Linked Artifacts:

[Q161 Artifact1 Title I Parent Liaison Meeting Agenda](#)
[Q161 Artifact 2 Blueprint Community Information Session Presentation](#)
[Q161 Artifact 3 Blueprint Community Information Session Sign-In Sheet](#)
[Q161 Artifact 4 Blueprint Infographic Sample](#)
[Q161 Artifact 5 Blueprint Information Session at February BOE Meeting Presentation](#)
 See 159 Artifact 4

- 162. Monitoring Implementation:** Discuss who will be responsible for monitoring the implementation of the Blueprint Implementation Plan, including annual progress monitoring, and revisions or amendments as needed. What systems and structures will the LEA leverage to support the individuals responsible for monitoring implementation (e.g., working groups, recurring meetings, protocols for communicating and collaborating, project management tools, etc.)?

The Blueprint Coordinator is responsible for monitoring the implementation of GCPS' plan with the support of the Local Accountability Coordinator and Director of Finance. Each pillar lead will also play an integral role. Executive Committee meetings will continue on a monthly basis with the intent to monitor the initial plan while developing the Phase 2 plan due in March 2024. GCPS will leverage internal controls/reports and communication avenues that are currently in place including but not limited to monthly meetings for Cabinet, LEAD, A&S, Board, PLC and School-Level interactions. Emphasis will be placed on student data through PowerSchool platform and budget monitoring through the Tyler-Munis platform.

Linked Artifacts:

Use the table below to list the individuals responsible for monitoring the implementation of the Blueprint Implementation Plan and their positions within the school system and/or stakeholder groups they represent.

Name	Position	Stakeholder Group
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Dr. Nicole Miller	Blueprint Coordinator	Chief Academic Officer, GCPS
Mr. Brian Schilpp	Local Accountability Coordinator	GCPS, Pillar Committee Member
Mrs. Alison Sweitzer, CPA	Director of Finance	GCPS, Pillar 5 Lead

- 163. Local Board Approval of Implementation Plans:** Discuss the role of the local school board in the approval and/or oversight for the LEA's Blueprint Implementation Plan if applicable. If the local board is required to approve the Plan under local board policies or procedures, include the date it was approved. If the board will consider approval after the date by which the Plan must be submitted to the state, describe any activities (that have occurred or are planned) to recommend the plan to the board for approval and the anticipated date.

Note: If an LEA's Implementation Plan needs to be revised as a result of the Board approval process after the March 2023 submission, the LEA must submit the new plan as soon as possible.

Garrett County Board of Education (GCBOE) does not have a policy that requires its approval of the GCPS Initial Blueprint Implementation Plan. GCBOE has been interested in information on the legislation and the impact on GCPS. Informational presentations specific to Blueprint have been delivered at the following Board meetings: January 17, 2023, February 14, 2023, and March 14, 2023. Additionally, the Blueprint implementation information and engagement has been woven into all aspects of the budget development and negotiation processes since fall 2019, with even stronger presence in the FY24 development cycle. The board will be approving the resource allocation plan that supports the GCPS Blueprint Implementation Plan. The Blueprint Coordinator and Director of Finance have also met with the GCBOE member who serves on the Maryland Association of Boards of Education (MABE) committees to inform and engage him at a deeper level.

Linked Artifacts:

[Q163 Artifact 1 Board Informational Session Agendas](#)
[Q163 Artifact 2 Board Memo for Blueprint for Maryland's Future Update \(11-15-22\)](#)
[Q163 Artifact 3 Board Presentation GCPS Budget Development \(2-14-23\)](#)
[Q163 Artifact 4 Board Presentation Pillar 1 & 5 \(1-10-23\)](#)

Pillar 5, Objective 4: Monitor Blueprint outcomes

5.4.2: AIB monitors and analyzes availability and use of Blueprint funding

- 164.** The Blueprint requires MSDE to implement a new Statewide Finance and Data System to be interoperable with local Enterprise Resource Planning (ERPs) Systems and Student Information Systems (SISs). This system will allow districts to submit school level State Aid calculation data, budgetary data, and expense data directly to MSDE in one system. MSDE will work with all LEAs to implement the State side of

the system, including support related to system access and training. LEAs will need to ensure their systems are able to interface with MSDE's new system to submit and meet Blueprint reporting requirements.

On or before July 1, 2024, for fiscal year 2025, and each July 1 thereafter each county board shall report on the county board's compliance with this Md. Education Article, §5-234. This Subtitle establishes the Major Aid programs that are subject to school level per pupil budget and spending requirements.

What is your district's initial plan to budget Blueprint formula funds at the school level by category and demonstrate that the budgeted funding amount at the school level meets the minimum school funding requirements in Md. Education Article, §5-234? LEAs should consider which costs are currently budgeted and/or recorded centrally but may need to be allocated to the school level.

Note: Local Education Agencies need not implement site-based management or site-based budgeting to comply with the requirements of Md. Education Article, §5-234. Local Education Agencies can meet the requirements of §5-234 through proper demonstration of budget allocation and expense allocation at the school level, by Aid category.

GCPS' Director of Finance along with support of the Blueprint Coordinator have woven Blueprint initiatives in all aspects of the budget development process. The Weighted Student Funding (WSF) model has been shared with stakeholders through the Superintendent's Cabinet meetings, Chief Academic Officer's LEAD meetings, A&S meetings, GCBOE presentations, and individual Department and School/Principal budget sessions. GCPS has worked diligently for the past 4 budget cycles to identify and code school level expenses to those schools that receive the resources due to the ESSA Per Pupil reporting requirement. Finance has developed worksheets to model what FY21 & FY22 would have looked like had WSF been required. A projection is developed for each school as to the amount of funds required to be spent in FY24. This projection is the guiding document as the budget is developed. The General Ledger account structure is being altered to accommodate the restricted nature of the State Aid Program Revenues. During the year, the Director of Finance will incorporate requirements of 5-234 in established monitoring processes. If changes are required, they will be implemented the same as other budgetary monitoring changes through the transfer process.

Linked Artifacts:

[Q164 Artifact 1 A&S Meeting Agenda \(11-22-2022\)](#)

[Q164 Artifact 2 Board Presentation Budget Kick Off - Enrollment & Revenue Estimates \(11-15-22\)](#)

[Q164 Artifact 3 FY 24 Revenue Board Presentation \(3-14-23\)](#)

Document History

Version	Date	Summary of Changes
1	December 1, 2022	Document Creation
2	December 28, 2022	Minor technical updates

Version 2 Revisions

Page	Question	Revision
P. 6	1	Changed FY 25 to FY 26 to align with the final Kirwan Commission report (p. 13)
P. 43	59 Table 1	Changed third column header to 2023-24
P. 46	59 Table 6	Changed column headers to 2021-22, 2022-23, 2023-24
P. 52	72	Added table for narrative response
P. 57	84 Table 1	Changed third column header to 2023-24
P. 59	84 Table 6	Changed column headers to 2021-22, 2022-23, 2023-24
P. 72	107 Table 1	Expanded the blue color block to reveal the hidden footer
P. 74	107 Table 2	Added third column to each year with headers 0-4, 5, and 6+
P. 74	107 Table 3	Added third column to each year with headers 2+, 1, and 0
P. 89	Task Title	Updated task title 4.4.1 to clarify the phase-in period - "Personnel grants are phased in through FY 2025 until grants are awarded to schools where at least 55% of students are eligible for FRPM (185% FPL)" (Requires an update to the table of contents as well)