

The following information is provided to inform ACPS stakeholders on the current status of Blueprint initiatives by Pillar.

1 Pillar 1: Early Childhood Education

Blueprint Pillar 1 (Early Childhood Education) continues to build upon our early learning systems and increased access to full-day, high-quality, pre-kindergarten programs. Prioritization of families and students qualifying under Tier 1 eligibility remains a focus as we work to ensure that we are providing interventions and support to those students with greatest need. For the 2024-2025 school year, three new full-day pre-k 4 classrooms were established, ensuring that each elementary school now has at least one full-day program in operation. Additionally, six of our pre-k 4 programs are currently participating in the Maryland Accreditation process to demonstrate our commitment to providing high-quality learning environments to all students in early learning programs. Pre-kindergarten programs are rated through the accreditation process based upon Maryland Accreditation Standards for Early Childhood.

Currently, plans are being developed and refined to build a new early learning center on the campus of Washington Middle School. This facility is slated for opening in August of 2026 and will serve pre-k students within the districts of South Penn Elementary, John Humbird Elementary, and West Side Elementary schools. This center will provide a major opportunity to increase early learning programming access for these underserved communities.

2 Pillar 2: High Quality and Diverse Teachers and Leaders

ACPS has launched a pilot program in select schools to explore organizational structures aligned with the 60/40 model. Three schools—Cresaptown Elementary, Braddock Middle, and Fort Hill High School—are participating in the pilot and are incorporating elements such as revised schedules, expanded teacher leadership roles, and structured co-planning and collaborative planning.

A new licensure system has also been introduced to staff, requiring all license holders to complete professional development (PD) in specific areas aligned with the Maryland State Department of Education's (MSDE) updated PD framework. This framework is designed to make professional development more individualized and supports the organizational structures being piloted in the designated schools.

2 Pillar 2: High Quality and Diverse Teachers and Leaders

Additionally, six National Board Certified (NBC) teachers have completed training to become NBC Coaches. Equipped with this training, these coaches will provide guidance and mentorship to aspiring NBC candidates through in-person sessions and informational meetings, enhancing support for teachers pursuing NBC certification.

Finally, preparations are underway for the integration of Level 4 teachers, who will possibly play a dual role in supporting and mentoring NBC teachers and in providing guidance to new teachers and teacher candidates, among other responsibilities.

Looking ahead, ACPS plans to enhance its recruitment processes and develop and implement a Peer Assistance and Review (PAR) program.

3 Pillar 3: College and Career Leaders

ACPS is leveraging the resources and opportunities of the Blueprint to increase creative and engaging programming for students. The ACPS will expand the AP program from the current offerings that include a) Advanced Placement (AP), b) Early College (EC) and Dual Enrollment (DE), and c) Career and Technical Education (CTE) Programs. ACPS is including the Maryland AP Option, which is an approved pathway within Advanced Placement for students that have met the requirements for College and Career Ready.

ACPS is exploring the possibility of offering a dual enrollment program in General Studies. This opportunity is available for Grade 11 students who have by the end of Grade 10 met the CCR requirements, have a minimum 3.0 unweighted GPA, and are on track to graduate on time without any credit recovery needs beyond Grade 10 summer school. Additionally, ACPS is in the exploration stage of a possible collaborative effort with Garrett County Public Schools to offer a Fire/Rescue CTE completer pathway in ACPS.

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Pillar 3: College and Career Leaders

All CTE programs are being restructured at the MSDE level. This may affect existing programs. Three of the most significant changes are:

- Changing to a 3-credit model or option for most CTE programs
- Creating a Flex Model for CTE programs which consists of two required courses and then 1-2 courses that will have options (CTE course, Dual Enrollment, Apprenticeship, Work-Based Learning).
- This new format could open up several other options for CTE programs in comprehensive high schools (i.e., Computer Science with AP CS Principles and AP CS A).

Finally, ACPS middle school students are participating in the following career exploration activities:

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Pillar 4: More Resources for All Students to be Successful

Pillar 4 work has focused on developing a communication and family engagement plan for parents of multilingual students. We have drafted a plan that will be shared at our quarterly Multilingual task force meeting on December 17th. A database has been developed to track the achievement of Multilingual learners to better identify gaps that need to be addressed to increase English acquisition and academic performance for these students. In collaboration with The Maryland Coalition for Inclusive Education (MCIE), our county started the work of improving effective coplanning and coteaching at the secondary level. MCIE is working with all secondary schools by coaching teams in the development and implementation of effective strategies to meet the needs of all students. A Professional Learning presentation for all secondary special education teachers and all general education secondary math teachers was held on November 15th to begin this work with staff.



Pillar 5: Governance and Accountability

Pillar 5 has focused their work on ensuring that all components of the Blueprint Implementation Plan have been successfully developed and submitted to the AIB and MSDE in a timely manner. Pillar 5 representatives attend regularly scheduled meetings for all other ACPS pillars to support the work of the system. Pillar 5 team members work closely with our Strategic Facilitators to meet the requirements of the Blueprint legislation. Most recently, the ACPS Blueprint Communication Team has recommended the dissemination of a Newsletter to inform the public and all stakeholders of the state of current Blueprint initiatives.

More information about the Blueprint, as well as Allegany's comprehensive Blueprint Implementation Plan, is available on the Accountability & Implementation Board's website at aib.marlyand.gov

ACPS will provide consistent updates on current implementation strategies via Blueprint Newsletters. The ACPS Blueprint Implementation Coordinator is Wendy Main (wendy.main@acpsmd.org).