Objectives

• Review of Blueprint for Maryland’s Future

• Update on Components of Implementation Plan

• Timelines

• Impact on Baltimore County Public Schools

• Solicit Feedback
Goals of the Blueprint

To transform Maryland’s early childhood, primary and secondary education system to the levels of high performing systems around the world.

Establish a career ladder system for educators composed of levels through which teachers may progress and gain certain authority, status, and compensation as they gain certain expertise.
Blueprint Pillars

- Early Childhood Education
- High-quality and Diverse Teachers and Leaders
- College and Career Readiness Pathways • including Career and Technical Education
- More Resources to Ensure All Students are Successful
- Governance and Accountability
Strategic Plan Alignment

The Compass: Our Pathway to Excellence

- Learning, Accountability, and Results
- Safe and Supportive Environment
- High Performing Workforce and Alignment of Human Capital
- Community Engagement and Partnerships
- Operational Excellence
Implementation Plan

- Should be aligned with the Blueprint Comprehensive Plan
- Should be actionable and concise
- Should cover implementation across all pillars
- Will require State and local agencies/entities to consider how they can do things differently
- Is sequential and work together across the five pillars to achieve the Blueprint’s expected outcomes
Team Membership

A team will consist of a **minimum of 11 members**, including the following:

- Local **Superintendent**
- **Blueprint Coordinator**
- **Three district-level leaders** appointed by the local superintendent
- **Three teachers**, at least one of whom must be selected by the teachers' association, who represent **all grade levels** (Elementary, Middle, and High School)
- **Three principals** who represent **all grade levels** (Elementary, Middle, and High School)
Responsibilities of the Team

Responsibilities

- Under the direction of the local superintendent, the Blueprint Implementation Plan Team will develop a strategy to:
  - Draft the Implementation Plan with relevant stakeholders.
  - Communicate the Plan to the broader community.
  - Engage the local school board on the development of the Implementation Plan and request approval as needed (e.g., Career Ladder, budget, policies, etc).
  - Monitor the execution of the Implementation Plan on an annual basis to ensure continued improvement and success over time.

- Attend the workshops and any other events hosted by MSDE and AIB to support LEAs in developing their Implementation Plans.

- Create the meeting schedules and structures that will be most conducive to fulfilling the responsibilities as described above.
Key Engagement Activities

- Publication of the draft Blueprint Implementation Plan.
- Public submission of comments and questions.
- Focus groups to gather anecdotal feedback related to perceptions, interests, and needs.
- Surveys to collect quantitative and qualitative data from broader groups of stakeholders.
- Open meetings and town halls to review plans, solicit feedback, and clarify information.
Organization of the Criteria for Success

- The Criteria for Success is organized by Pillar and includes references to the template questions for which it applies.
- Criteria for questions that include a Blueprint Milestone have a target icon.
- Each row will receive a rating of “Meets All Criteria,” “Partially Meets Criteria,” or “Does Not Meet Criteria.”
- LEAs will receive feedback on responses when appropriate.
Template

ECE Section 1.1: Expansion of Full-Day Pre-Kindergarten (Pre-K)
1.1.1 Expanding Pre-K for 3- and 4-Year-Olds

Blueprint Requirement (MD Code, Edus 87-14-00)

a) Beginning in the 2022-2023 school year, Tier I children who are 3 or 4 years old may be enrolled in a full-day prekindergarten program under this subdivision.

b) If the proportion of enrolled Tier I children who are 3 years old shall increase annually until all Tier I children who are 3 years old are enrolled in a full-day prekindergarten program.

c) The proportion of enrolled Tier I children who are 4 years old shall increase annually so that all Tier I children who are 4 years old shall be enrolled in a full-day prekindergarten program.

d) Beginning in the 2024-2025 school year, Tier II children may be enrolled in a full-day prekindergarten program if space is available to encourage socioeconomic diversity in prekindergarten classrooms.

e) Priority in expanding prekindergarten sizes shall be provided to 3- and 4-year-olds who are:

1. Tier I children;
2. Children with disabilities, regardless of income;
3. Homeless youth; and
4. Children from homes in which English is not the primary spoken language.

The ability of a family to choose the prekindergarten provider in which to enroll their child does not supersede local authority to set school attendance boundaries.

A. Increasing Tier I Participation: Describe how the school system will increase participation among eligible Tier I 3- and 4-year-olds in Pre-K. Identify the challenges that prevent families from enrolling students and the strategies the school system will utilize to overcome the identified challenges. Consider challenges associated with priority groups such as children with disabilities, youth experiencing homelessness, and English learners.

Response here...

Linked Artifacts:
BCPS Timeline for Plan Submission

- November 3, 2022 – Stakeholder meeting
- November 9, 2022 – Begin drafting plan with planning committee
- December 1, 2022 – Planning committee input
- December 6, 2022 – Present update to Board of Education
- December 7, 2022 – Re-opening group input
- December 19, 2022 – Cabinet review of draft plan
- December 22, 2022 - January 8, 2023 – Posting of plan and feedback
- January 19, 2023 – Additional edits to plan based on input
- February 2, 2023 – Stakeholder meeting
- February 6, 2023 – Cabinet review of final plan
- February 28, 2023 – Present final plan to Board of Education
- March 15, 2023 – Submission of plan to Accountability and Implementation Board
BCPS Implementation Plan

Early Childhood Education

- Para-educator in each full day classroom
- Expand private provider
- Over 1300 full day students by 2026-2027 School Year
High-quality and Diverse Teachers and Leaders

Negotiate Career Ladder

Grow Number of Nationally Board Certified Teachers
BCPS Implementation Plan

College and Career Readiness Pathways

- including Career and Technical Education

Youth Apprenticeship

salaries and transportation for eligible students

Unlimited courses at CCBC including books and fees

One Advanced Placement Exam per student

Unlimited courses at CCBC including books and fees
BCPS Implementation Plan

More Resources to Ensure All Students are Successful

### Behavioral Health

- Cohort A: School Year 2019-2020
  - 4 schools
- Cohort B: School Year 2020-2021
  - 10 schools
- Cohort C: School Year 2021-2022
  - 22 schools
- Cohort D: School Year 2022-2023
  - 38 schools

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<th>Cohort A</th>
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Vision for a Brighter Future
Governance and Accountability

Accountability and Implementation Board (AIB)

Expert Review Teams

Funding Formula follows students at specific schools
Thank you