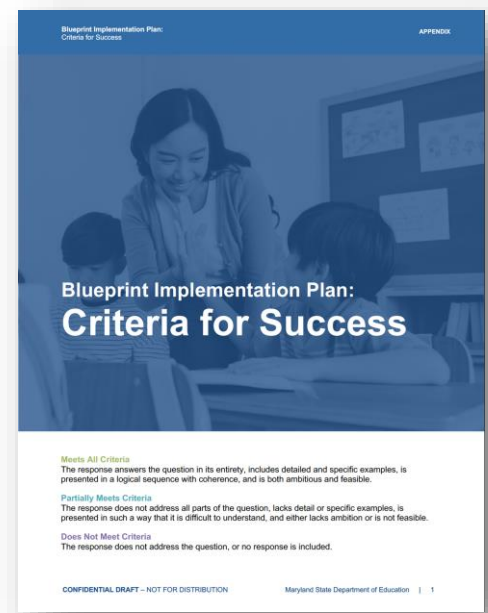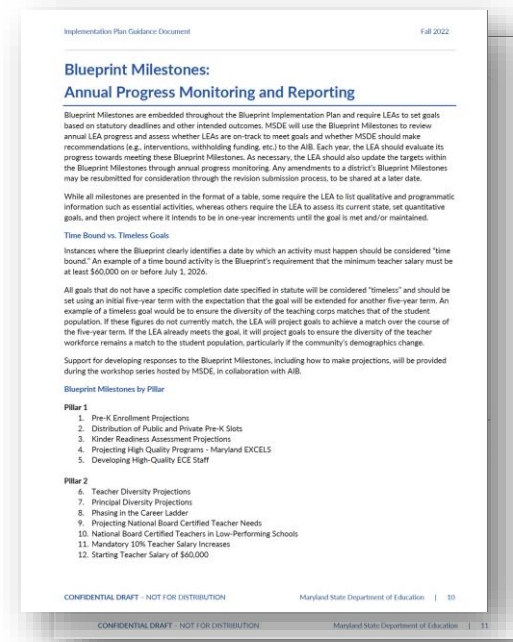# Blueprint Implementation Planning Materials

Explains how to utilize the materials for Blueprint implementation planning, including how they were developed and the support available to LEAs throughout the planning process.

Provides a series of questions for each Pillar that will guide an LEA in developing its plan to successfully implement the Blueprint for Maryland's Future. LEAs will utilize this Template to submit plans.

Lists the criteria that will be used to approve an LEA's Blueprint Implementation Plan. Each criterion connects to a set of questions in the Blueprint Implementation Plan Template.

Requires an LEA to set measurable goals for annual progress monitoring towards achieving the Blueprint's intended outcomes.

Blueprint Implementation Plan Team

*This team, representative of a cross-section of an LEA's stakeholders, is responsible for developing and monitoring the implementation of the LEA's Blueprint Implementation Plan which will require significant collaboration with stakeholders across the district.*

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)**
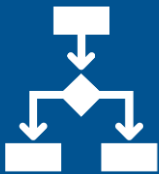
> LEA Decision Points
> - Determining the process for selecting members of the team
> - Expanding the team by adding members beyond those listed above

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.

Engaging the Community

As the implementation of the Blueprint affects many different stakeholders of the educational community at large, each LEA should actively engage its community about how the district will implement the Blueprint and what the implications are for everyone involved. It is crucial that stakeholders who have been historically underserved are included and empowered through this process.

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.

When planning engagement activities, LEAs should utilize strategies that will:
- Increase opportunities for participation
- Create environments where stakeholders are encouraged to share their ideas and feedback
- Ensure continued partnership and collaboration

Stakeholder Groups

- **Parents and guardians** who are reflective of the student demographics served by the district
- **Teachers** (e.g., teachers at large, by content or subject, etc.)
- **Principals** (e.g., principals at large, by level or school model, etc.)
- **Teachers' Association**
- **Principals' Association**
- Other **bargaining units**
- **Librarians**

- **Counselors**
- **Non-teaching professionals**
- **Education support professionals**
- **Local school board**
- **College and career readiness partners** from industry and institutions of higher education
- **Community partners** (e.g., partners providing wraparound services)
- **Early Childhood partners**, private child care providers, and community members

Navigating the Implementation Plan Template

The Implementation Plan Template is the main document where each LEA will complete the given prompts to develop the school district's plan to implement various components included in The Blueprint for Maryland's Future. The Implementation Plan Template consists of a series of questions that the LEA should answer, detailing how it will successfully implement each component of the Blueprint.

Formatting Elements

Labeled by Pillar, Section, Subsection, and Question for easy reference (e.g., 4.1.2 B)

Identifies and emphasizes requirements outlined in the Blueprint and includes statutory reference(s)

Directs attention to the Blueprint Milestones required for annual progress monitoring

Scaffolded Questions

- Questions **build up to and support bigger ideas** while allowing for a **greater focus on the pre-conditions or discrete actions** necessary to develop a **comprehensive strategy or plan**.

- Prompts the LEA **to consider all implications of implementing a specific initiative.**

- Supports the LEA in **developing its plan to achieve the intended outcomes** of the Blueprint.

C. **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?

Response here…

Linked Artifacts:

D. **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.

Response here…

Linked Artifacts:

Questions with Considerations

- These types of questions **list the components that should be included** in a strong response.

- How the list is introduced will signal **whether the LEA should include every item listed in their response or only those relevant to the local context.**

- Prompts indicating considerations include **"Consider the following" or "How will the LEA ensure."**

A. **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.

Questions with Examples

- Questions that include the prompt **"Examples may include"** provide a few examples of what **an LEA may include in a strong response if applicable to its local context.**

- **Italicized text** also signals that the list includes **optional examples**.

- **Examples lists are not exhaustive.** LEAs may develop plans that include the examples provided as well as those that are not.

1.2.5 Transition to Kindergarten

How will the LEA ensure that eligible students and families are supported in the transition from Pre-K to kindergarten? Discuss the support provided for public and private programs. Consider the types of information and experiences that will be most helpful to schools and families during this transition.

Examples may include:
- *Kindergarten orientation for students/parents/guardians well in advance of the first day of school and hosted at Pre-K sites*
- *Collaboration between Pre-K and kindergarten teachers to discuss student needs and determine the best-fit placements*
- *Knowledge transfer from PreK teachers to kindergarten teachers, including student profiles, portfolios, and other student work*

Types of Responses

- **Open-ended Narrative** – includes the prompt **"Response here…"** and **requires an LEA to describe its plans in a narrative format** that **addresses all the information** requested through the question.

- **Linked Artifacts** – provides **opportunities to include supporting and supplemental information** through hyperlinks to additional documents and resources. **Linked Artifacts do not replace the need for a narrative.**

- **Table** – prompts for information that **will include the necessary row and column headers**. Tables requiring **lists allow for additional rows** to be added as needed.

Response here…

Linked Artifacts:

	Male	Female	American Indian/ Alaska Native	Asian	Black / African American	White	Hispanic	Native Hawaiian / Other Pacific Islander	Two or More Races
% Student Population									
% Teacher Population									

Criteria for Success: Initial Plan Approval

For an LEA Implementation Plan to be approved, it must meet the criteria listed in the Criteria for Success.

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.

Pillar 1: Early Childhood Education

Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
1.1.1 A-B	☐	☐	☐	School system shows a detailed understanding of the challenges that prevent families from enrolling eligible Tier I students--especially those from the priority groups listed--in Pre-K and outlines a comprehensive set of strategies to both overcome these challenges and increase participation among eligible Tier II students to foster socioeconomic diversity in prekindergarten classrooms.	
1.1.1 C-D ◎	☐	☐	☐	School system clearly identifies the broad range of operational changes required to support the expansion of Pre-K, includes a comprehensive explanation of how Pre-K expansion will be incorporated into short and long-term planning, and lists the current and projected Pre-K enrollment slots cut by age, tier, and demographics.	
1.1.2 A-B ◎	☐	☐	☐	School system shows a distribution of public and private Pre-K slots through 2026-2027 that matches the annual targets set by the Blueprint, provides concrete strategies for meeting the targets, and detailed and reasonable explanations to address barriers that may prevent the school system from meeting the Blueprint target.	

Utilizing the Criteria for Success in Developing Plans

- LEAs should **use the Criteria for Success to benchmark their responses** as they complete each question found in the Implementation Plan Template.

- **To obtain a rating of "Meets All Criteria,"** school districts must:

  - **Provide detailed and specific answers** to every aspect of the Implementation Plan question.

  - **Present responses in a logical** sequence and with coherence.

  - **Provide activities and goals that are both ambitious and feasible.**

Pillar 2: High Quality and Diverse Teachers and Leaders

Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
2.1.1 A-B	☐	☐	☐	School system shows a detailed understanding of historical hiring trends and has a coherent and detailed plan to increase the number of candidates in grade levels and subject areas that have been difficult to staff.	
2.1.1 C-D	☐	☐	☐	School system provides detailed plans to partner with institutions of higher education and education preparation providers or launch or scale Grow Your Own initiatives to recruit staff that reflects the student population, increases the number of participants, provides comprehensive support to ensure successful completion and certification, and utilizes strategic staffing for job placement and increased retention among all listed applicant groups.	
2.1.1 E-F	☐	☐	☐	School system can clearly identify individual schools with diverse populations, supportive environments that can be used for observations and practica, and a selection and support process that will lead to highly successful mentoring.	

Utilizing the Criteria for Success in Approving Plans

1.2.3 Serving Student Groups with Unique Needs

A. 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?

Response here...

Linked Artifacts:

B. 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?

Response here...

Linked Artifacts:

C. 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?

Response here...

Linked Artifacts:

	Yes	Partially	No	
1.2.3 A-C	☐	☐	☐	School system provides comprehensive descriptions of how it will collaborate with private partners to serve students with disabilities, students experiencing homelessness, and English Learners, including the training and support provided to staff to meet the individualized needs of students, information related to compliance with federal law and strategies for recruiting students and communicating with families.

- **Each row** of the Criteria for Success pairs with **one question or a set of questions** within the Implementation Plan.

- In the example shown, **LEAs will respond to three questions that are similar** but applicable to different student groups. There is **one Criterion for Success** that will be used to assess responses to **all three questions.**

- **For an LEA Implementation Plan to be approved, it must meet all the criteria listed in the Criteria for Success.**

Blueprint Milestones: Annual Progress Monitoring and Reporting

Blueprint Milestones require LEAs to set goals based on statutory deadlines and other intended outcomes. MSDE will use the Blueprint Milestones to review annual LEA progress, assess whether LEAs are on-track to meet goals, and inform recommendations to the AIB (e.g., interventions, withholding funding, etc.).

Purpose and Characteristics of the Blueprint Milestones

- **37 milestones are embedded throughout** MSDE's proposed Blueprint Implementation Plan Template, most often in the form of **a table or series of tables**.

- Blueprint Milestones require LEAs to make **multi-year projections and set long-term goals, some of which are considered "time bound" while others are "timeless," all of which are ambitious yet feasible.**

- Milestones include **quantitative and qualitative outcomes** that can be **measured to track progress annually** by both the LEA and MSDE for ongoing accountability and reporting.

- MSDE will monitor progress on the Blueprint Milestones to **inform its recommendations to the AIB (e.g., interventions, withholding funding, etc.) and deploy support for LEAs**.

An example of a ***time bound*** milestone is the Blueprint's requirement that the annual teacher salary must be at least $60,000 on or before July 1, 2026.

An example of a ***timeless*** milestone would be to ensure the diversity of an LEA's teaching corps matches the diversity of its student population over any given period of time.

List of Blueprint Milestones in The Implementation Plan Template (1 of 3)

Pillar 1: Early Childhood Education
1. Pre-K Enrollment Projections
2. Distribution of Public and Private Pre-K Slots
3. Kinder Readiness Assessment Projections
4. Projecting High Quality Programs - Maryland EXCELS
5. Developing High-Quality ECE Staff

Pillar 2: High-Quality and Diverse Teachers & Leaders
1. Teacher Diversity Projections
2. Principal Diversity Projections
3. Phasing in the Career Ladder
4. Projecting National Board Certified Teacher Needs
5. National Board Certified Teachers in Low-Performing Schools
6. Mandatory 10% Teacher Salary Increases
7. Starting Teacher Salary of $60,000

List of Blueprint Milestones in The Implementation Plan Template (2 of 3)

Pillar 3: College and Career Readiness

1. Achievement Metrics for College and Career Readiness in English Language Arts
2. Training Aligned to the Science of Reading
3. Adoption of High Quality Instructional Materials (HQIM) - English Language Arts
4. Achievement Metrics for College and Career Readiness in Mathematics
5. Adoption of HQIM - Mathematics
6. Middle School Enrollment in Algebra I
7. Freshmen on Track Indicator
8. College and Career Ready at the End of 10th Grade
9. IB Diploma Programme Course Offerings
10. Student Participation in IB Diploma Programme Courses
11. Completion of the IB Diploma Programme
12. Cambridge AICE Diploma Program Course Offerings
13. Student Participation in Cambridge AICE Diploma Program Courses
14. Completion of the Cambridge AICE Diploma Program
15. Advanced Placement Course Offerings

List of Blueprint Milestones in The Implementation Plan Template (3 of 3)

Pillar 3: College and Career Readiness (cont'd)

16. Student Participation in Advanced Placement Courses
17. Completion of the Advanced Placement Capstone Diploma Program
18. Dual Credit Course Offerings
19. Student Participation in Dual Credit Courses
20. Middle and Early College High School Course Offerings
21. Student Participation in Middle and Early College High School Programs
22. CTE Course Offerings
23. Student Participation in CTE Courses
24. Students Completing Apprenticeships and Earning Industry Credentials

Pillar 4: More Resources to Ensure All Students Are Successful

1. Community Partnerships

Additional Milestones and progress monitoring for historically underserved students and other groups mentioned in Pillar 4 are included in the other Pillars.

Support for
Local Education Agencies (LEAs)

During the Fall and Winter of the 2022-23 school year, MSDE in collaboration with the AIB, will hold a series of information sessions, workshops, cross-district collaboration sessions, open office hours, and other events that will assist each LEA in developing their Blueprint Implementation Plan.

Introductory Sessions to Support LEAs in Getting Started

- **Introductory sessions** will be designed to **help LEAs develop a strategy to create, implement, and monitor** their Blueprint Implementation Plans.

- The topics covered are **applicable to all five of the Blueprint's Pillars:**

  - **Overview of** the Blueprint Implementation **Plan Development Process**

  - **Establishing** the Blueprint Implementation **Plan Team**

  - **Best Practices in Stakeholder Engagement**

  - **Setting Goals** for Blueprint Milestones

  - Proposed **Regulatory Revisions and Waivers**

Information Sessions on Plan Template Pillars

- **Information sessions on plan template Pillars** will provide LEAs with an **in-depth review of each section of the Implementation Plan Template by Pillar** to ensure a **common understanding exists around the purpose and intent** of each question posed in the Template.

    o Implementation Plan Template: **Pillar 1 - Early Childhood Education**

    o Implementation Plan Template: **Pillar 2 - High-Quality Diverse Teachers and Leaders**

    o Implementation Plan Template: **Pillar 3 - College and Career Readiness**

    o Implementation Plan Template: **Pillar 4 - More Resources to Ensure All Students are Successful**

    o Implementation Plan Template: **Pillar 5 - Governance and Accountability**

Workshops and Collaboration Sessions by Pillar (1 of 2)

- **Workshops and Collaboration Sessions** will be focused on **assisting LEAs in developing specific sections of the Implementation Plan.** MSDE and AIB will **provide guidance and strategies specific to each topic** while also ensuring **LEAs have the opportunity to collaborate and share best practices** with one another.

- Example topics include:
  - **Pillar 1:**
    - Facilitating Effective **Public and Private Partnerships for Pre-K**
  - **Pillar 2:**
    - Developing **Talent Pipelines**
    - **Hiring for Diversity**
    - **Induction and Mentoring Programs** to Support and Retain New Teachers
    - Implementing the **Career Ladder**

Workshops and Collaboration Sessions by Pillar (2 of 2)

- **Pillar 3**
  - Facilitating and Supporting **Job-Embedded Professional Development**
  - **College and Career Readiness in English Language Arts**
  - **College and Career Readiness in Mathematics**
  - **Developing Support Pathways** for College and Career Readiness
  - Student **Support Teams and Individualized CCR Plans**
  - Exploring and Developing **Post-CCR Pathways**
  - Cultivating **Partnerships to Scale Apprenticeships** and Earn Industry Credentials

- **Pillar 4**
  - Coordinating **Community Partnerships**
  - Supporting **English Learners**
  - Supporting **Students with Disabilities**

- **Pillar 5**
  - **Leveraging State Aid** and Creating **Sustainable Funding Practices**

Draft Implementation Plan Review Sessions by Pillar

- **Draft Implementation Plan Review Sessions** will provide LEAs with the opportunity to **collaborate with MSDE and AIB staff** and their **peers from other districts** to develop and **refine their draft responses i**n their Implementation Plans.

- Will **ensure Implementation Plans are well developed, clearly communicated, and meet the established Criteria for Success** so they will be approved.

- **Multiple sessions** will be offered for **each topic:**
  - Draft Implementation Plan Review Sessions: **Pillar 1**
  - Draft Implementation Plan Review Sessions: **Pillar 2**
  - Draft Implementation Plan Review Sessions: **Pillar 3**
  - Draft Implementation Plan Review Sessions: **Pillar 4**
  - Draft Implementation Plan Review Sessions: **Pillar 5**

Office Hours

- **MSDE and AIB will host weekly office hours** throughout the development period.

- The Office Hour sessions **will provide LEAs with a consistent scheduled opportunity** to meet with MSDE and AIB staff for t**hought partnership, clarification, and feedback.**

  o The **small group hands-on sessions** allow for **differentiated support** to each LEA **based on their individual needs.**

Submission Timeline and Approval Process

Process for LEAs to submit their completed Blueprint Implementation Plans for review and approval.

Submission Timeline, Progress Monitoring, Revision Process

Technical Assistance	Submission and Review	Plan Approval	Progress Monitoring	Proposed Amendments
MSDE and AIB will host multiple technical assistance opportunities for LEAs to develop and refine their plans in consultation with their peers and other experts.	MSDE will facilitate a review process by which each LEA's Implementation Plan will be reviewed using the Criteria for Success. Reviewers will provide actionable feedback and a timeline for revision to any LEA whose plan requires revision.	Based on the results of the review process, MSDE will recommend Implementation Plans to the AIB for approval. The AIB will evaluate all plans for formal approval or require additional revisions.	LEAs will be held accountable annually to meet the proposed Blueprint Milestones submitted in the Blueprint Implementation Plans.	LEAs must review their Implementation Plans annually to track progress and ensure fidelity of implementation. LEAs will have the opportunity to submit amendments for consideration to be approved.

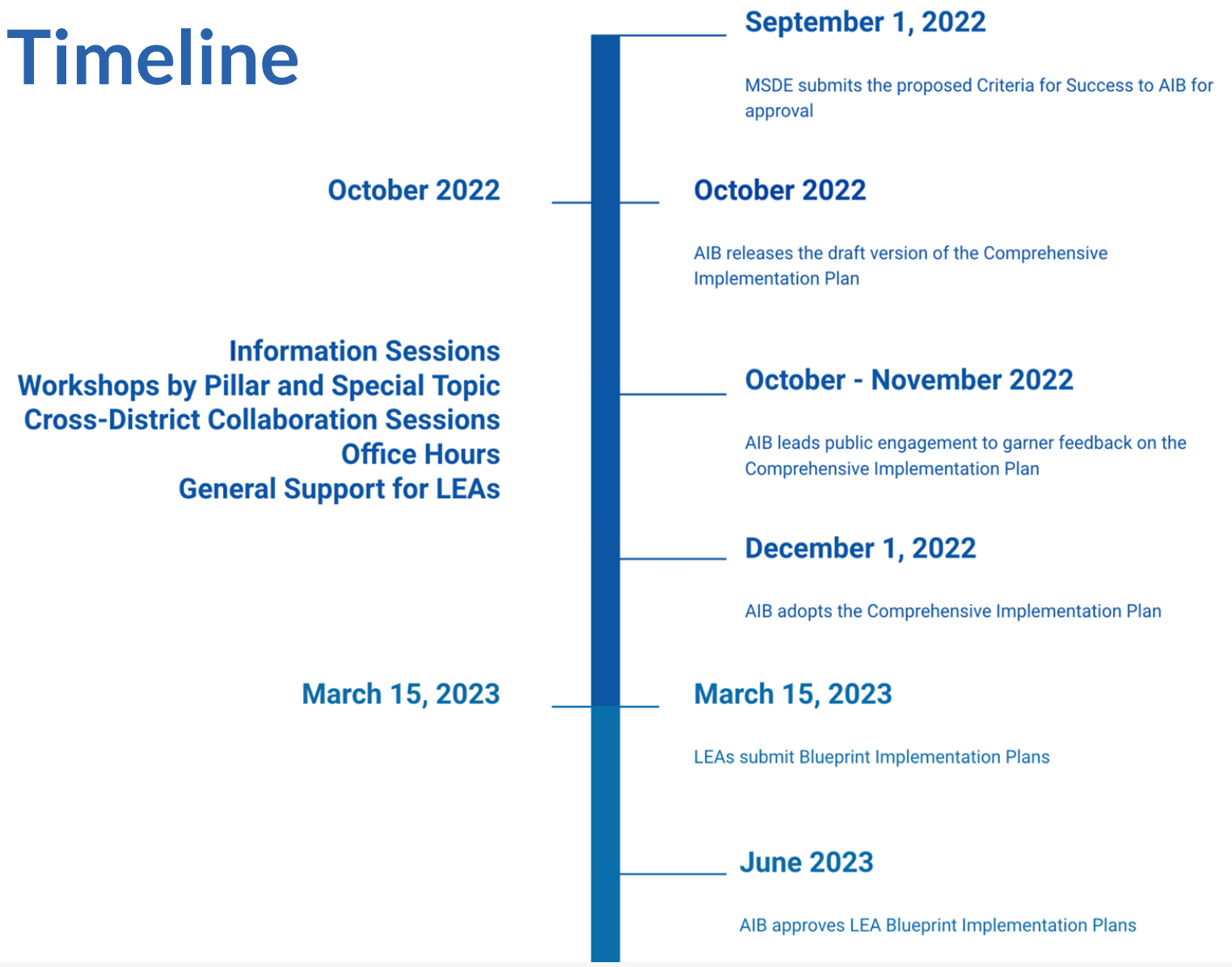# Implementation Plan Submission Review Teams

- **Teams of 3 to 4 experts** will use **established protocols** to read, review, and evaluate an LEA Implementation Plan, **based on meeting the Criteria for Success.**

- Review teams will be **composed of reviewers with the relevant expertise and field experience** to skillfully evaluate Blueprint Implementation Plans.

  o Selected from MSDE staff, MSDE's Expert Review Team, and **leading education experts and practitioners.**

- Reviewers will complete an **ongoing cycle of calibration to objectively and accurately review** and support LEAs, **reaching a consensus on ratings.**

Reviewers will receive training related to best practices for independent and team reviews, norming and calibration, building consensus, and providing actionable feedback.

Plan Development Timeline

The **timeline to the right** provides an **overview of the statutorily required and other major dates** associated with the **adoption of the Comprehensive Implementation Plan** and the **submission of LEA Blueprint Implementation Plans.**

October 2022

Information Sessions
Workshops by Pillar and Special Topic
Cross-District Collaboration Sessions
Office Hours
General Support for LEAs

March 15, 2023

September 1, 2022

MSDE submits the proposed Criteria for Success to AIB for approval

October 2022

AIB releases the draft version of the Comprehensive Implementation Plan

October - November 2022

AIB leads public engagement to garner feedback on the Comprehensive Implementation Plan

December 1, 2022

AIB adopts the Comprehensive Implementation Plan

March 15, 2023

LEAs submit Blueprint Implementation Plans

June 2023

AIB approves LEA Blueprint Implementation Plans

March 15, 2023: Single Submission

- **LEA Expectations:**
  - Requires LEAs to **submit fully completed Implementation Plans** for all five Pillars as one document.
  - **Submission is due on March 15, 2023.**
- **Implications:**
  - Time allotted to prepare, learn, collaborate with one another, and engage stakeholders:
    - **2.5 months**
  - Forces a **condensed timeline** to complete all planning tasks.
    - **Workshops** and other technical assistance will be **truncated and abbreviated.**

March 15, 2023: Single Submission

Year	2022													2023													
Month	October				November				December					January				February				March				
Week	1	2	3	4	1	2	3	4	1	2	3	4	5	1	2	3	4	1	2	3	4	1	2	3	4	5
Office Hours																										
Information Sessions to Support LEAs in Getting Started																										
Information Sessions by Pillar																										
Pillar 1 Workshops and Collaboration Sessions																										
Pillar 2 Workshops and Collaboration Sessions																										
Pillar 3 Workshops and Collaboration Sessions																										
Pillar 4 Workshops and Collaboration Sessions																										
Pillar 5 Workshops and Collaboration Sessions																										
Draft Implementation Plan Review Sessions by Pillar																										

Submission Deadline
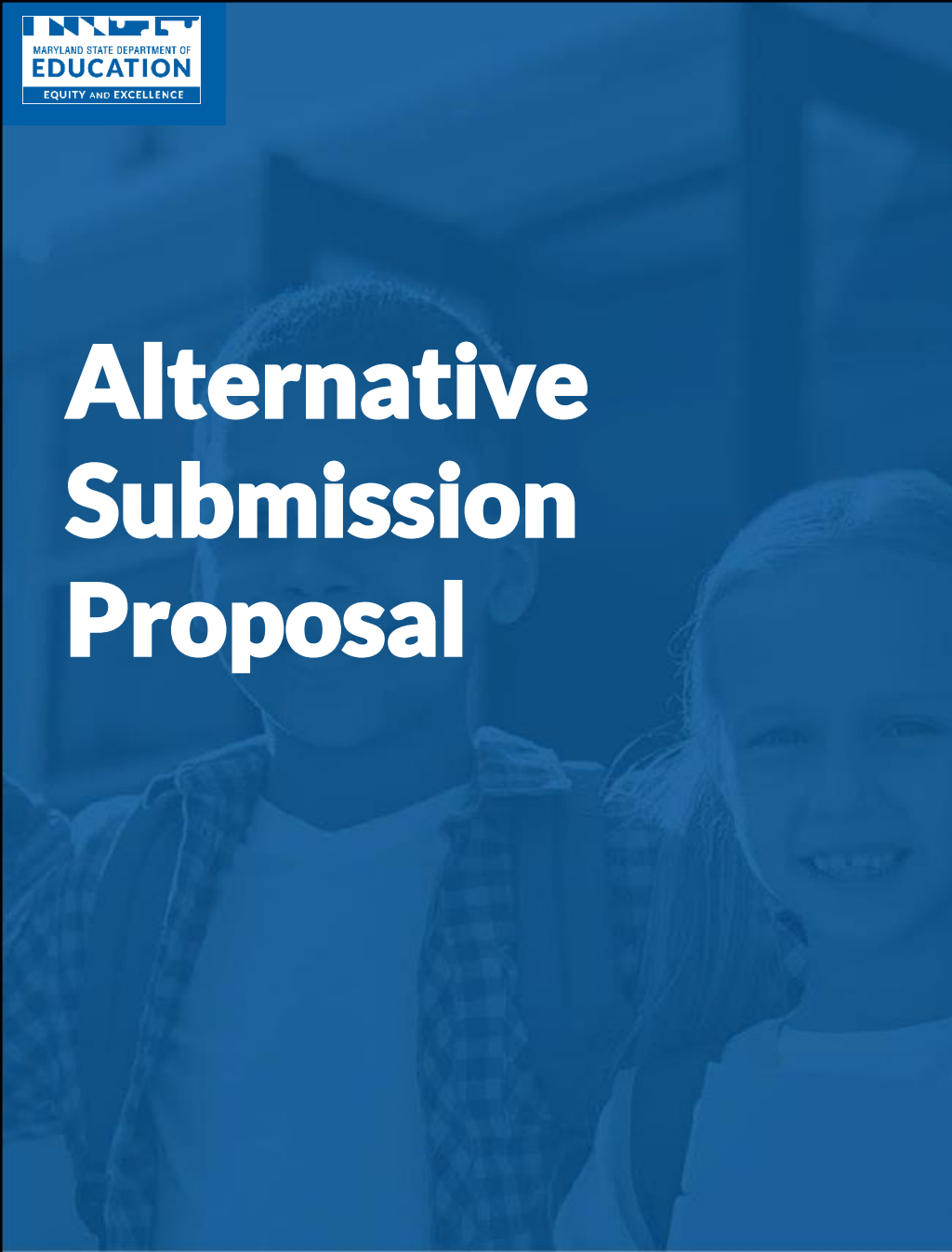
Alternative Submission Proposal
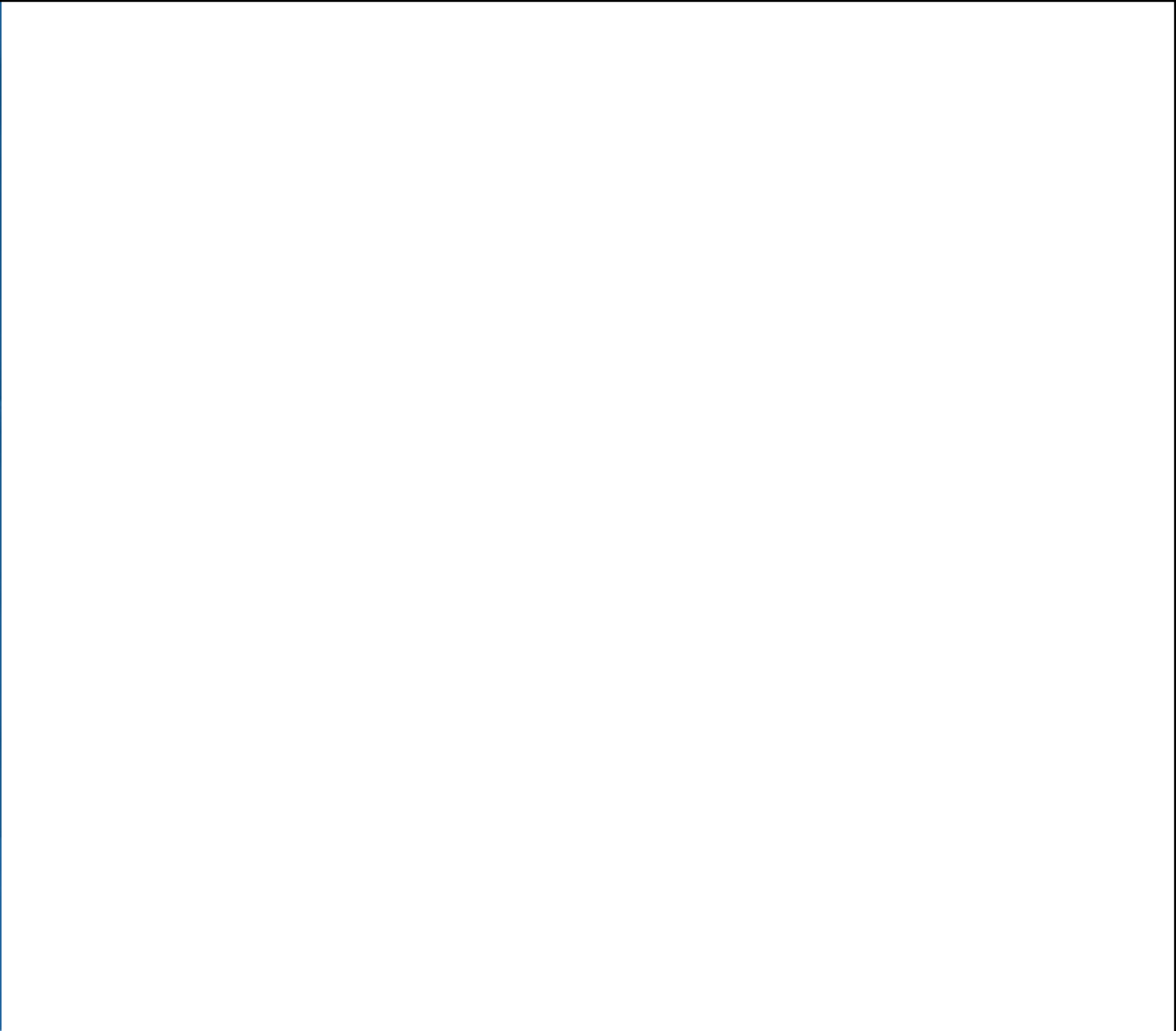
Key Considerations

- Due to the consequences of the Covid-19 pandemic, the requisite **standard setting process for the new MCAP assessments** will not be completed until **January 2023.**
    - The **data from the Spring 2022 MCAPs** will be critical to identify **where students are,** so that LEAs can **set meaningful targets.**
- The **empirical research study** into the **College and Career Readiness Standard** will not be completed until **September 2023.**
    - There is the potential that our **existing understanding of what it means to be College and Career Ready will change significantly** after the conclusion of this study.
- **New regulations for teacher preparation and induction** have not yet been adopted.
    - These will significantly i**nfluence how school systems and educator preparation programs prepare and support new teachers**.
- The Blueprint represents a **new experience for our school systems.**
    - LEAs will need to **submit a master plan** for transforming its entire district across the five Pillars, including **reshaping teaching and learning** anchored against new college and career ready standards. **This is not a small feat**.

Proposed Multi-Phase Submission Timeline

- **LEA Expectations:**
  - Requires LEAs to submit their **Implementation Plans for specific Pillars at different times.**
  - **Additional submission phases are completed through March 2024:**
    - **March 15, 2023**: Plan Submission: **Pillar 5 and Pillar 4**
    - **July 15, 2023**: Plan Submission: **Pillar 1**
    - **December 15, 2023**: Plan Submission: **Pillar 2**
    - **March 15, 2024**: Plan Submission: **Pillar 3**
- **Implications:**
  - Time allotted to prepare, learn, collaborate with one another, and engage stakeholders:
    - **6 to 9 months for each Pillar**
  - Multi-phased submissions allow for:
    - **Sufficient time to adequately complete workshops** and technical assistance.
    - **Engagement and collaboration is staggered**, allowing for **greater reach** to more stakeholders.
  - Focused on **one Pillar at a time,** enabling **deep conversations.**

Proposed Multi-Phase Submission Timeline

<u>Modified</u> Multi-Phase Submission Timeline

- **LEA Expectations:**
  - o **Initial Implementation Plan is submitted on March 15, 2023.**
  - o **Additional submission phases** are completed through July 2024.
  - o **Parts of each of the five Pillars** are submitted **in each submission date**.
- **Implications:**
  - o Time allotted to prepare, learn, collaborate with one another, and engage stakeholders:
    - ▪ **6 to 9 months for each submission**
  - o Multi-phased submissions allow for:
    - ▪ **Sufficient time to adequately complete workshops** and technical assistance.
    - ▪ **Engagement and collaboration is staggered**, allowing for **greater reach** to more stakeholders.
  - o **Each** submission includes **parts of each Pillar**, enabling **interdisciplinary conversations.**
  - o **Building** off of the "Proposed Multi-Phase Submission Timeline" (Option 1), **MSDE worked with AIB staff** to modify the proposal details and **collaboratively created Option 2.**
    - ▪ This option seeks to **identify the highest priority items that need to be planned** and implemented by March 2023 to **ensure that the first stages** of the **Blueprint are implemented successfully.**

Modified Multi-Phase Submission Timeline

Which parts of each Pillar should be prioritized for the March 2023 submission?

How should parts from across each Pillar be distributed over a multi-phase timeline?

Benchmarking Against Best in Class Research

- **The Blueprint for Maryland's Future presents an historic opportunity to transform education and accelerate student achievement for all students across Maryland.**
    - To achieve the Blueprint vision for all students, the **submission timeline needs to be amended.**
- **The sum of the parts** of this proposed Blueprint Implementation Plan Template will provide t**he structure and elements necessary to guide school system personnel** through the complex and **time-intensive process of developing plans** for each element of the Blueprint.
- The **phased submissions will allow LEAs to thoughtfully consider and collaborate on each Pillar,** dedicating the time and attention that is deserved.
- **Successful (and unsuccessful) education transformation initiatives** exemplify the need for a **phased-in approach, along with intensive technical assistance,** in exchange for **oversight and accountability.**
    - **Race to the Top** - District (RTT - D) Competition
    - **Massachusetts' Charter School** Application Approval Process
    - **England's School Inspection** Process and Tools

MSDE's Role in Blueprint Implementation Plans

- Materials were created specifically to support LEAs in operationalizing the Blueprint for Maryland's future and MSDE in fulfilling its responsibilities as the state education agency.

  o **Provide and deploy best in class, individualized support to LEAs** to aid in developing and implementing individual Blueprint Implementation Plans.

  o **Recommend** LEA's Blueprint Implementation Plans for **approval** upon **submission.**

  o **Recommend continued access to funding and other resources** for LEAs annually based on the proposed **Blueprint Milestones.**

  o **Hold LEAs accountable** for implementing the Blueprint **as described in their plans and required by legislation.**

  o **Providing detailed and timely reporting on Blueprint progress to stakeholder** (State Board of Education, AIB, the General Assembly, advocates, community members, the press, etc.).

- **Every question** proposed in the Blueprint Implementation Plan Template **aids the department in achieving its mission to fulfill these responsibilities**.

Maryland Public Schools Strategic Planning Survey

This survey is intended to allow everyone in the state to provide information that will be the basis for transformative change.

Please use this survey as an opportunity to share your thoughts.

MarylandPublicSchools.org/Survey

More information is available at: MarylandPublicSchools.org/Blueprint

Connect with the MSDE *Blueprint* implementation team: Blueprint.MSDE@Maryland.gov

Questions?