

Blueprint for Maryland's Future: Implementation Plan Template

LEA Name

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Maryland State Department of Education

Mohammed Choudhury

State Superintendent of Schools
Secretary-Treasurer, Maryland State Board
of Education

Larry Hogan

Governor

Maryland State Board of Education

Clarence C. Crawford

President, Maryland State Board of Education

Charles R. Dashiell, Jr., Esq.

Vice President, Maryland State Board of Education

Shawn D. Bartley, Esq.

Gail Bates

Chuen-Chin Bianca Chang

Susan J. Getty, Ed.D.

Vermelle Greene, Ph.D.

Jean C. Halle

Dr. Joan Mele-McCarthy

Rachel L. McCusker

Lori Morrow

Brigadier General Warner I. Sumpter (Ret.)

Holly C. Wilcox, Ph.D.

Merin Thomas

Student Member, Maryland State Board of
Education

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Pillar 1: Early Childhood Education (ECE)



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, Educ §7-1A-06)

- 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 subtitle
- b)
 - 1) 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.
 - 2) 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.
- c) 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.
- d) Priority in expanding prekindergarten slots 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.
- e) 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:

B. Expanding Participation to Tier II: Describe how the school system will increase participation 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?

Response here...

Linked Artifacts:



C. 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?

Response here...

Linked Artifacts:



(Blueprint Milestone) D. Pre-K Enrollment Projections

Use the tables below to indicate the current and projected enrollment of three- and four-year-old students for the next five years. 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

	2022-23			2023-24			2024-25			2025-26			2026-27		
	3	4	All	3	4	All	3	4	All	3	4	All	3	4	All
All Students (Number)															
All Students (Percentage)			100			100			100			100			100
% Female															
% Male															
% Nonbinary															
% American Indian/Alaska Native															
% Asian															
% Black/African American															
% Hispanic/Latino															
% Native Hawaiian/Pacific Islander															
% Two or More															
% White															
% English Learners															
% Special Education															
% Homeless															

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

	2022-23			2023-24			2024-25			2025-26			2026-27		
	3	4	All	3	4	All	3	4	All	3	4	All	3	4	All
All Students (Number)															
All Students (Percentage)			100			100			100			100			100
% Tier I															
% Tier II															
% Tier III															



1.1.2 Expanding Pre-K through a Mixed Delivery System



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

- a) Except as provided under subsection (b) of this section, a county board shall ensure that:
- 1) Beginning in the 2022–2023 school year, prekindergarten slots provided by eligible private providers shall account for at least 30% of the total prekindergarten slots provided by eligible prekindergarten providers in each county;
 - 2) The proportion of eligible private provider prekindergarten slots in each county increases by 5 percentage points every school year, until, in the 2026–2027 school year, eligible private provider prekindergarten slots account for at least 50% of eligible prekindergarten provider prekindergarten slots in each county; and
 - 3) In each year after the 2026–2027 school year, the proportion of eligible private provider prekindergarten slots in each county shall continue to constitute at least 50% of eligible prekindergarten provider prekindergarten slots in each county.

- 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:



(Blueprint Milestone) B. Distribution of Public and Private Pre-K Slots

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

	2022-23		2023-24		2024-25		2025-26		2026-27	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Blueprint target percentage of Pre-K slots	70%	30%	65%	35%	55%	45%	50%	50%	50%	50%
Projected percentage of Pre-K slots										
Actual percentage of Pre-K slots (filled in annually with the 9/30 enrollment count day)										
Difference between actual and projected percentage										
Actual percentage of Pre-K slots minus Tier I 3-year-olds										
Actual percentage of Pre-K slots minus Tier I 3- AND 4-year-olds										



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

- b)
 - 1) The Department shall issue a waiver from the requirements of this section to a county board if:
 - i) All families in the county who desire to enroll their eligible children with eligible prekindergarten providers are able to do so; or
 - ii) After reasonable cross-jurisdictional or regional efforts, there are too few eligible private providers to meet the minimum requirements of this section.
 - 2) The Department may exclude by annual waiver Tier I children who are 3 years old in a county from the calculation under subsection (a) of this section until the 2029–2030 school year.
 - 3) The Department may exclude by annual waiver Tier I children who are 4 years old in a county from the calculation under subsection (a) of this section until the 2026–2027 school year.
 - 4) The Department shall establish waiver application procedures to carry out the provisions of this subsection.

C. Requesting a Waiver: Discuss whether the school system intends to apply for a waiver from the requirements set forth by the Blueprint for the distribution of public and private Pre-K slots. The waiver would apply to school years 2022-23 and 2023-24. Review the statutory reference above and provide the rationale for the LEA's request for a waiver.

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

Response here...

Linked Artifacts:



1.1.3 Increasing Access and Enrollment in Pre-K



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

- a)
 - 1) Each county board shall enter into a memorandum of understanding with the Department, each eligible private provider participating in publicly funded prekindergarten in the county, and other applicable government agencies.
 - 2) Before executing a memorandum of understanding under this section, each county board shall submit an implementation plan of the proposed memorandum of understanding to the Accountability and Implementation Board in accordance with § 5-404 of this article.
- b) The memorandum of understanding shall provide for:
 - 1) Services for children with disabilities;
 - 2) A process by which a parent is able to indicate a preference for eligible prekindergarten providers;
 - 3) The manner for processing the payment of the State share, local share, and family share for each child who is enrolled with an eligible prekindergarten provider;
 - 4) Any agreed upon administrative costs to be retained by an agency that is party to the agreement;
 - 5) The manner in which the parties will meet the requirements of this subtitle;
 - 6) A plan to address racial and socioeconomic integration in prekindergarten classrooms; and
 - 7) Any other provisions necessary to carry out this subtitle.
- c) A memorandum of understanding under this section shall seek to avoid, to the extent practicable, a disproportionate concentration of students of the same race, ethnicity, disability status, and income within an eligible provider.

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.



Response here...

Linked Artifacts:

- B. 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.

Response here...

Linked Artifacts:

- 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:



ECE Section 1.2: Implementing the Instructional Program

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

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

- 
- a) All eligible prekindergarten providers shall include structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including:
 - 1) Beginning in the 2025–2026 school year;
 - 2) Professional development for all staff;
 - 3) A student-to-classroom personnel ratio of no more than 10 to 1 in each class;
 - 4) Class sizes of no more than 20 students per classroom;
 - 5) A full-day prekindergarten program;
 - 6) Inclusion of students with disabilities to ensure access to and full participation in all program opportunities;
 - 7) For at least 1 year before a student's enrollment in kindergarten, learning environments that:
 - i) Are aligned with State Early Learning and Development Standards;
 - ii) Use evidence-based curricula; and
 - iii) Use instruction methods that are:
 - (1) Developmentally appropriate; and
 - (2) Culturally and linguistically responsive;
 - 8) Individualized accommodations and supports for all students;
 - 9) Instructional staff salaries and benefits that are comparable to the salaries and benefits of instructional staff employed by the county board of the county in which the early learning program is located;
 - 10) Program evaluation to ensure continuous program improvement;
 - 11) On-site or accessible comprehensive services for students;
 - 12) Community partnerships that promote access to comprehensive services for families of students; and
 - 13) Evidence-based health and safety standards.
 - b) In addition to the requirements listed in subsection (a) of this section, an eligible prekindergarten provider shall:
 - 1) If the provider is an eligible private provider, achieve a quality rating level of 3 in the Maryland EXCELS program and publish that quality rating in a publicly available manner, determined by the Department;
 - 2) If the provider is an eligible public provider, achieve a quality rating level of 4 in the Maryland EXCELS program and publish that quality rating in a publicly available manner, determined by the Department;
 - 3) Submit to the Department a plan to achieve a quality rating level 5 in the Maryland EXCELS program within 5 years after becoming an eligible prekindergarten provider;
 - 4) Achieve in accordance with the plan a quality rating level 5 in the Maryland EXCELS program within 5 years after becoming an eligible prekindergarten provider and publish that quality rating in a publicly available manner, determined by the Department;



1.2.1 Class Size and Student to Teacher Ratio

The Blueprint has requirements for class size and student to teacher ratio (see reference above). Describe how the LEA will collaborate with private providers to ensure these requirements are met in public and private Pre-K classrooms. Identify the challenges to meeting and maintaining the requirements and how the LEA intends to overcome them.

Response here...

Linked Artifacts:

1.2.2 Training and Professional Development

Pillar 3: College and Career Readiness, Subsections 3.1.2 and 3.2.2 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

In this section, describe how the school system will collaborate with private providers to 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 how the school system will 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.

Response here...

Linked Artifacts:



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:

1.2.4 Monitoring Implementation of the Instructional Program

A. Monitoring and Continuous Improvement: Discuss how the school system will collaborate with private providers to monitor and support implementation of the instructional program in all Pre-K classrooms, including specific strategies and resources.

Response here...

Linked Artifacts:

B. Pre-K-2 Vertical Articulation: Describe how the LEA, in collaboration with private providers, will support the vertical articulation between Pre-K and 2nd grade. Consider how Pre-K teachers will interact with K-2 teachers, particularly when they may not work at the same site. How will the school system ensure that Pre-K students in public and private settings learn the knowledge and skills necessary to be successful in kindergarten and beyond?

Response here...

Linked Artifacts:



(Blueprint Milestone) C. Kinder Readiness Assessment Projections

Use the tables below to indicate current and projected levels of kinder readiness using the Kinder Readiness Assessment (KRA). Use the first table to disaggregate overall kinder 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

	2022-23			2023-24			2024-25			2025-26			2026-27		
	ER	AR	DR	ER	AR	DR	ER	AR	DR	ER	AR	DR	ER	AR	DR
All Students (Number)															
All Students (Percentage)															
% Female															
% Male															
% Nonbinary															
% American Indian/Alaska Native															
% Asian															
% Black/African American															
% Hispanic/Latino															
% Native Hawaiian/Pacific Islander															
% Economically Disadvantaged															
% English Learner															
% Special Education															

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

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

Domain	2022-23	2023-24	2024-25	2025-26	2026-27
Language and Literacy					
Mathematics					
Social Foundations					
Physical Well-being and Motor Development					



D. High-Quality Programs and Maryland EXCELS: How will the LEA collaborate with private providers to improve the quality and ratings of public and private early childhood programs as determined by Maryland EXCELS, the state's quality rating and improvement system (QRIS)? Consider how to increase ratings for each standard, ratings of individual sites, and the number of sites across the county.

Response here...

Linked Artifacts:



(Blueprint Milestone) E. Projecting High-Quality Programs – Maryland EXCELS

Use the first table below to indicate the number of current and projected Pre-K programs operated by private and public providers each year, including the number of sites for each of the five Maryland EXCELS ratings. Use the second table to indicate the current and projected percentage of all programs at each level regardless of provider type.

Table 1: Current and Projected Number of Pre-K Programs by Provider Type and Maryland EXCELS Level

	2022-23		2023-24		2024-25		2025-26		2026-27	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Total Programs										
Level 5										
Level 4										
Level 3										
Level 2										
Level 1										

Table 2: Current and Projected Percentage of All Pre-K Programs by Maryland EXCELS Level

	2022-23	2023-24	2024-25	2025-26	2026-27
Level 5					
Level 4					
Level 3					
Level 2					
Level 1					



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 Pre-K teachers to kindergarten teachers, including student profiles, portfolios, and other student work*

Response here...

Linked Artifacts:

ECE Section 1.3: High-Quality Staff



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

- a) All eligible prekindergarten providers shall include structural elements that are evidence-based and nationally recognized as important for ensuring program quality, including:
- 1) Beginning in the 2025–2026 school year:
 - i) High staff qualifications, including teachers who, at a minimum, hold:
 - (1) State certification for teaching in early childhood education; or
 - (2) A bachelor's degree in any field and are pursuing residency through the Maryland Approved Alternative Preparation Program, which includes early childhood coursework, clinical practice, and evidence of pedagogical content knowledge; and
 - ii) Teaching assistants who have at least:
 - (1) A Child Development Associate (CDA) certificate; or
 - (2) An associate's degree;



1.3.1 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 work with private providers and educator preparation programs to develop and implement plans to build teacher pipelines for early childhood teachers that will serve both public and private Pre-K programs?

Response here...

Linked Artifacts:

1.3.2 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?

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*

Response here...

Linked Artifacts:



(Blueprint Milestone) 1.3.3 Developing High-Quality ECE Staff

Use the current and projected enrollment from section 1.1.1 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)

	2022-23		2023-24		2024-25		2025-26		2026-27	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Student Enrollment										
Total TA Positions										
Filled TA Positions										
Vacant TA Positions										

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

	2022-23		2023-24		2024-25		2025-26		2026-27	
	Public	Private	Public	Private	Public	Private	Public	Private	Public	Private
Student Enrollment										
Total Teacher Positions										
Filled Teacher Positions										
Vacant Teacher Positions										



ECE Section 1.4: Resource and Information Sharing

1.4.1 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*

Response here...

Linked Artifacts:

1.4.2 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.

Response here...

Linked Artifacts:



ECE Section 1.5: Family Support

1.5.1 Judy Centers



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

- c) 1) i) For each of fiscal years 2021 through 2025, the State shall provide funding for 9 additional Judy Centers per year.
- ii). For each of fiscal years 2026 through 2030, the State shall provide funding for 18 additional Judy Centers per year.
- iii). The Governor shall appropriate, in each of fiscal years 2021 through 2030, \$330,000 for each additional Judy Center required under this paragraph.
- iv). The State shall prioritize increasing the number of Judy Centers in communities with Title I schools.

- A. 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 school system's plans for increasing those numbers.

Response here...

Linked Artifacts:

- B. Judy Center Utilization:** Identify the barriers that prevent families from utilizing Judy Centers. What strategies will the school system use to increase family participation and engagement in Judy Centers, including collaboration with private providers?

Response here...

Linked Artifacts:

- C. Supporting School Readiness (Birth to Kindergarten):** Describe how the LEA works with private providers to leverage Judy Centers to support parents in preparing students for school, including meeting students' academic needs. How does the school system ensure alignment between the Judy Centers and the core instructional program?

Response here...

Linked Artifacts:



1.5.2 Connecting with Families Outside of Judy Centers

Describe how the school system collaborates with Patty Centers, private providers, agencies, and other partners to connect with families in support of school readiness of children from birth to kindergarten.

Response here...

Linked Artifacts:

ECE Section 1.6: Proposed Regulatory Revisions and Waivers

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:

ECE Section 1.7: Stakeholder Engagement

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

Linked Artifacts:



Pillar 2: High-Quality and Diverse Teachers and Leaders (HQDTL)



HQDTL Section 2.1: Recruiting Teachers and Leaders

2.1.1 Teacher Pipelines

A. Teacher Hiring Data: Identify the number of new teachers the local education agency (LEA) will need going into the next three school years by grade band and subject area.

Grade Band	Certification	2022-23 Actual Vacancies	2023-24 Projected Vacancies	2024-25 Projected Vacancies	2025-26 Projected Vacancies
Pre-K - 5th Grade	Early Childhood				
	Elementary				
	World Languages				
	Physical Education				
	Health				
	Fine Arts				
	Career and Technical Education				
	Special Education				
	ESOL				
	Other				
6th - 8th Grade	Math				
	English Language Arts				
	Science				
	Social Studies				
	World Languages				
	Physical Education				
	Health				



9th - 12th Grade	Fine Arts				
	Career and Technical Education				
	Special Education				
	ESOL				
	Other				
	Math				
	English Language Arts				
	Science				
	Social Studies				
	World Languages				
	Physical Education				
	Health				
	Fine Arts				
	Career and Technical Education				
	Special Education				
	ESOL				
	Other				

B. 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.

Response here...

Linked Artifacts:



C. Partnerships with Institutions of Higher Education and Educator Preparation Programs

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?

Response here...

Linked Artifacts:

D. 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**

Response here...

Linked Artifacts:

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

Response here...

Linked Artifacts:

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

Response here...

Linked Artifacts:



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

Response here...

Linked Artifacts:



Blueprint Requirement (MD Code, Educ §6–120)

- e) 3) An institution of higher education or alternative educator preparation program and a partner school shall seek to provide teacher training practicum placements in a variety of school environments with diverse student populations that provide participants with the same kind of experiences as teachers employed in the State.
- 4) i) Subject to subparagraph (ii) of this paragraph, a mentor teacher for a participant in a teacher training practicum shall be a highly competent teacher, trained and selected by the partner school, who will work to instill in the participant the skills, attitudes, values, and knowledge necessary for the next generation of teachers.

E. 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.

Response here...

Linked Artifacts:

F. 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.

Response here...

Linked Artifacts:

2.1.2 Ensuring a Diverse Teaching Corps



Blueprint Requirement (Section 5 of Chapter 36)

Each county board of education shall evaluate its hiring practices to determine if those practices are contributing to a lack of diversity in Maryland's teaching staff, make changes as appropriate, and report its findings and proposed changes

- A. Teacher Demographic Data:** Identify the percentage of the school system's student population followed by the teacher population, disaggregated by gender and race, for the current school year.

Note: The inclusion of this data is to assist LEAs in analyzing data and setting measurable targets. Data submitted by the LEA related to the teacher diversity reported in July 2022 may be included here, but it does not take the place of the state's reporting requirements.

	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									

- B. Trends and Needs in Teacher Diversity:** Given the information in the table above and additional context, what trends and needs has the school system identified related to teacher diversity?

Response here...

Linked Artifacts:



(Blueprint Milestone) C. 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.

Demographic Comparison of Teaching Corps to Student Population

	2022-23		2023-24		2024-25		2025-26		2026-27	
	S	T	S	T	S	T	S	T	S	T
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, T = Teacher Population



2.1.3 Ensuring a Diverse Principal Corps

- A. Principal Demographic Data:** Identify the percentage of the school system's student population followed by the principal population, disaggregated by gender and race, for the current school year.

Note: The inclusion of this data is to assist LEAs in analyzing data and setting measurable targets. Data submitted by the LEA as part of a legislative report may be included here, but it does not take the place of the state's reporting requirements.

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

- B. Trends and Needs in Principal Diversity:** Given the information in the table above and additional context, what trends and needs has the school system identified related to principal diversity?

Response here...

Linked Artifacts:



(Blueprint Milestone) C. Principal Diversity Projections

Use the table below to indicate the current and projected total number of students and principals 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 principals, develop projections to narrow those gaps. If no gaps exist, set projections to ensure the school system will maintain a diverse group of principals.

Demographic Comparison of Principals to Student Population

	2022-23		2023-24		2024-25		2025-26		2026-27	
	S	T	S	T	S	T	S	T	S	T
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, P = Principal Population



2.1.4 Recruiting and Hiring for Diversity

A. 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?

Response here...

Linked Artifacts:

B. 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?

Response here...

Linked Artifacts:

HQDTL Section 2.2: Retaining Teachers and Leaders

2.2.1 New Teacher Support



Blueprint Requirement (MD Code, Educ §6-117)

- a)
 - 1) The Department shall develop guidelines for the establishment of comprehensive induction programs for new teachers.
 - 2) In developing the guidelines under paragraph (1) of this subsection, the Department shall consult with local school systems and the Maryland Education Deans and Directors Council.
- b)
 - 1) The guidelines shall:
 - 2) Include provisions concerning the following:
 - i) Mentoring; and
 - ii) Professional development training and support; and
 - 3) Incorporate the framework of the Teacher Induction, Retention, and Advancement Pilot Program.
- c)
 - 1) Subject to paragraph (2) of this subsection, a mentor teacher for a teacher in an induction program shall be a highly competent teacher selected by the local school system who will work to instill in the teacher the skills and knowledge for the next generation of teachers.
 - 2) After the career ladder system established under Subtitle 10 of this title is well established, mentor teachers will be selected using criteria from the career ladder system.

A. Teacher Induction Experiences: What are the key components of teacher induction programming, including mentoring and professional development, training, and support? In addition to teachers new to the profession, consider the needs of experienced teachers new to the system and those who may be new to a teaching assignment. Describe how the LEA will ensure:

- Teachers new to the profession have a continuum of support throughout their first three years;
- Experienced teachers who are new to the system have opportunities to acclimate to the LEA's systems, structures, and culture;
- Experienced teachers who are new to their assignment (e.g., grade level, content area, or course) have support tailored to their assignment; and
- All teachers benefit from a successful induction experience regardless of their demographic group?

Response here...

Linked Artifacts:



B. Mentor Teacher Assignments for Teachers New to the Profession: In subsection 2.1.1 of this Pillar, LEAs describe how mentors are selected to support teachers completing observations and practica. In this section, describe how new teachers will be assigned highly effective teachers to mentor them throughout the first three years of the profession. Discuss the selection process for mentors, including the data sources for classifying teachers as highly effective, the process for matching mentors to new teachers, and how the school system supports mentors in effective mentor practices.

Response here...

Linked Artifacts:

C. Diversity of Mentor Teachers: Describe the strategies the LEA will employ to build a pipeline of diverse mentors.

Response here...

Linked Artifacts:

D. Professional Learning for Mentor Teachers: Discuss the professional learning that mentor teachers will receive to ensure their success with mentees, as well as additional targeted professional learning that mentor teachers and their mentees will receive to ensure successful outcomes for students.

Response here...

Linked Artifacts:

E. Evaluating New Teacher Support: What types of formative and summative assessments will the school system use to evaluate its new teacher support, including teacher induction experiences and mentoring? Describe processes and tools for collecting data as well as how the school system uses the data to improve programming and support.

Response here...

Linked Artifacts:

2.2.2 New Principal Support



A. Leadership Induction Experiences: What are the key components of leadership induction programming, including mentoring and professional development, training, and support? Describe how the LEA will ensure:

- Principals new to the role have a continuum of support throughout their first three years;
- Experienced principals who are new to the system have opportunities to acclimate to the LEA's systems, structures, and culture; and
- All principals benefit from a successful induction experience, regardless of their demographic group?

Response here...

Linked Artifacts:

B. Mentor Principal Assignments for Principals New to the Role: Describe how new principals will be assigned highly effective principals to mentor them throughout the first three years of the role. Discuss the selection process for mentors, including the data sources for classifying principals as highly effective, the process for matching mentors to new principals, and how the LEA supports mentors in effective mentor practices.

Response here...

Linked Artifacts:

C. Diversity of Principal Mentors: Describe the strategies the LEA will employ to build a pipeline of diverse mentors.

Response here...

Linked Artifacts:

D. Professional Learning for Principal Mentors: Discuss the professional learning that mentor principals will receive to ensure their success with mentees, as well as additional targeted professional learning that mentor principals and their mentees will receive to ensure successful outcomes for students.

Response here...

Linked Artifacts:



E. Evaluating New Principal Support: What types of formative and summative assessments will the school system use to evaluate its new principal support, including principal induction experiences and mentoring? Describe processes and tools for collecting data as well as how the school system uses the data to improve programming and support.

Response here...

Linked Artifacts:

2.2.3 Retention Strategies for All Teachers and Leaders

High quality professional development opportunities are a key lever for retaining teachers and leaders. These opportunities will be discussed in depth in the next section.

What additional strategies outside of professional development does the LEA use to retain teachers and leaders, including those that aid the LEA in retaining a diverse workforce? For each strategy identified, discuss how the school system communicates and promotes the strategy for specific employee groups and how the impact is measured to determine its effectiveness in retaining teachers and leaders.

Retention Strategy	How does the school system promote this strategy to retain employees?	Which employee groups is this strategy intended to serve?	How does the school system measure the impact of this strategy and its effectiveness?

Linked Artifacts:

HQDTL Section 2.3: Implementing the Career Ladder

Note: LEAs should include considerations and requirements related to collective bargaining when developing plans in this section.

2.3.1 Career Ladder Development Board

- A. (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.

Response here...

Linked Artifacts:

- B. (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

2.3.2 Career Ladder Implementation Planning



Blueprint Requirement (MD Code, Educ §6-1002)

- a) 1) On or before July 1, 2024, each county board shall implement a career ladder that meets the requirements of this subtitle.



(Blueprint Milestone) Phasing in the Career Ladder

Describe the essential activities that will drive the school system's efforts to phase in the implementation of the Career Ladder over the next five years. 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	2022-23	2023-24	2024-25	2025-26	2026-27
<i>Develop a plan for increasing the number of NBC teachers</i>	X				
<i>Implement a support program for teachers pursuing NBC</i>		X	X	X	X

Linked Artifacts:



2.3.3 Teacher Leadership within Career Ladder



Blueprint Requirement (MD Code, Educ §6–1004)

- b) 4) Beginning with teachers listed under § 6–1002(f)(3) of this subtitle as specified by the State Board, a lead teacher shall...
- c) 4) Beginning with teachers listed under § 6–1002(f)(3) of this subtitle as specified by the State Board, a distinguished teacher shall...
- d) 5) Beginning with teachers listed under § 6–1002(f)(3) of this subtitle as specified by the State Board, a professor distinguished teacher shall... requirements of this subtitle.

A. Developing Lead Teachers: The first tier on the leadership development track is Lead Teacher. Individuals holding this title must be National Board Certified Teachers or have a master's degree in their subject area if there is no assessment comparable to NBC in the teacher's subject area.

Lead Teachers must:

- Meet all skill and credential requirements for levels one through three on the Career Ladder;
- Be able to lead, in an effective and disciplined way, teams of teachers working to improve the curriculum, instruction, and assessment in the school;
- Have the skills and knowledge to mentor new teachers or less skilled criteria for teachers to enable them to develop their skills, including mentoring teachers who are pursuing NBC;
- Have sufficient research expertise, including expertise in action research, in order to lead teams of teachers that will use research to develop programs, curriculum, teaching techniques, and other interventions;
- Be able to conduct formal evaluations of the interventions developed under item (iv) of this paragraph to determine the extent to which the interventions are successful and to alter the interventions as necessary to improve outcomes for students; and
- Teach students using culturally responsive and trauma-informed pedagogy.



Describe how the school system will develop internal candidates and recruit external candidates to fill the role of Lead Teacher. In your response, identify how the school system will focus on developing Lead Teachers who have experience teaching in schools that reflect the racial and ethnic diversity of the state and/or in schools that have received a Concentration of Poverty Grant.

Response here...

Linked Artifacts:

B. Selecting Lead Teachers: The process for identifying and appointing Lead Teachers at a school involves a group of Distinguished Teachers, Professor Distinguished Teachers, and if necessary, other lead teachers submitting a list of eligible candidates to the local superintendent and school principal. When selecting someone for a Lead Teacher position, priority shall be given to teachers who have experience teaching in schools that reflect the racial and ethnic diversity of the state or have received a Concentration of Poverty Grant.

Identify the process for selecting Lead Teacher candidates. Include in your response:

- The makeup of the group responsible for creating a list of eligible candidates;
- When and how often the group will meet to assess eligible Lead Teacher candidates; and
- How the school system will prioritize the selection of Lead Teachers who have experience teaching in racially diverse or low performing schools.

Response here...

Linked Artifacts:

C. Evaluating Lead Teachers: How will the school system evaluate Lead Teachers to ensure they are effectively completing the requirements listed for the position in statute and developing themselves to advance along the Career Ladder? Identify the individuals who will be responsible for evaluating the success of Lead Teachers as well as the process of frequency of evaluation.

Response here...

Linked Artifacts:



D. Lead Teacher Schedule: Lead Teachers are expected to teach in the classroom on average 50% of the teacher’s working time. The remainder of their time is spent on other activities, such as mentoring new and/or struggling teachers, mentoring teachers who are pursuing National Board Certification, or leading schoolwide workshops and demonstrations.

Use the table below to describe how essential activities may be prioritized for your school system’s Lead Teachers.

Activity	Description	% of Time Spent on Activity
<i>Classroom teaching</i>	<i>Serve as the Lead Teacher in a classroom in the teacher's subject area</i>	<i>>50%</i>
<i>Tutoring</i>	<i>Tutor groups of 2-3 students in reading during the school day</i>	<i>>15%</i>
<i>Leading Professional Learning</i>	<i>Facilitating a lesson study with a grade level team</i>	<i>>15%</i>

Linked Artifacts:

E. Developing Distinguished Teachers: The second tier on the leadership development track is Distinguished Teacher. Individuals holding this title must meet all requirements to have served as a Lead Teacher and excelled in that capacity, as determined by an evaluation of:

- The teaching capability of the teacher’s mentees;
- Whether the teams the teacher led resulted in effective improvements in curriculum, instruction, and assessment;
- The quality of the teacher’s published work, including publication in referenced journals;
- The demand for the teacher’s counsel and guidance, both inside and outside of the teacher’s school;
- The teacher’s ethical standards and ability to promote a school culture in which all students are expected to achieve at high levels and all professionals are expected to work to help students achieve at high levels; and
- The teacher’s ability to inspire, guide, and develop teachers to achieve a high level of competence.



Describe how the school system will develop internal candidates and recruit external candidates to fill the role of Distinguished Teacher. Responses should include a detailed description of how promising Lead Teachers will be identified and be given opportunities for professional development as they progress along the Career Ladder to the role of Distinguished Teacher. Identify how the school system will focus on developing Distinguished Teachers who have experience teaching in schools that reflect the racial and ethnic diversity of the state and/or in schools that have received a Concentration of Poverty Grant.

Response here...

Linked Artifacts:

F. Selecting Distinguished Teachers: The process for identifying and appointing Distinguished Teachers at a school involves a group of Professor Distinguished Teachers, and if necessary, other Distinguished Teachers submitting a list of eligible candidates to the local superintendent and school principal. When selecting someone for a Distinguished Teacher position, priority shall be given to teachers who have experience teaching in schools that reflect the racial and ethnic diversity of the state or have received a Concentration of Poverty Grant.

Identify the process for selecting Distinguished Teacher candidates. Include in your response:

- The makeup of the group responsible for creating a list of eligible candidates;
- When and how often the group will meet to assess eligible Distinguished Teacher candidates; and
- How the school system will prioritize the selection of Distinguished Teachers who have experience teaching in racially diverse or low performing schools.

Response here...

Linked Artifacts:



G. Evaluating Distinguished Teachers: How will the school system evaluate Distinguished Teachers to ensure they are effectively completing the requirements listed for the position in statute and developing themselves to advance along the Career Ladder? Identify the individuals who will be responsible for evaluating the success of Distinguished Teachers as well as the process of frequency of evaluation.

Response here...

Linked Artifacts:

H. Distinguished Teacher Schedule: Distinguished Teachers are expected to teach in the classroom on average 40% of the teacher’s working time. The remainder of their time is spent on other activities, such as mentoring Lead Teachers or leading schoolwide or district wide workshops and demonstrations.

Use the table below to describe how essential activities may be prioritized for your school system’s Distinguished Teachers.

Activity	Description	% of Time Spent on Activity
Classroom teaching	Serve as the Distinguished Teacher in a classroom in the teacher’s subject area	>40%
Tutoring	Tutor groups of 2-3 students in reading during the school day	>20%
Leading Professional Learning	Facilitating a lesson study with a grade level team	>20%

Linked Artifacts:

I. Developing Professor Distinguished Teachers: The third tier on the leadership development track is Professor Distinguished Teacher. Individuals holding this title must meet all requirements to have served as a Distinguished Teacher, be qualified to teach and be a leader in both an institution of higher education and an elementary or secondary school. Candidates to be a Professor Distinguished Teacher include:

- A senior faculty member in a professional development school who holds a doctorate and is qualified to serve as a clinical professor; and
- A teacher who is based at an institution of higher education, serves as a mentor and instructor of teachers in training, mentors new teachers during induction, and designs and leads professional development across the State.



Describe how the school system will develop internal candidates and recruit external candidates to fill the role of Professor Distinguished Teacher. Responses should include a detailed description of how promising Distinguished Teachers will be identified and be given opportunities for professional development as they progress along the Career Ladder to the role of Professor Distinguished Teacher.

Response here...

Linked Artifacts:

- J. Selecting Professor Distinguished Teachers:** The county board shall appoint a Professor Distinguished Teacher in consultation with an appropriate institution of higher education. When selecting someone for a Professor Distinguished Teacher position, priority shall be given to teachers who have experience teaching in schools that reflect the racial and ethnic diversity of the state or have received a Concentration of Poverty Grant.

Describe the process for appointing a Professor Distinguished Teacher, including:

- The makeup of the county board responsible for appointing Professor Distinguished Teachers;
- The institution(s) of higher education with whom the county board will consult;
- When and how often the group will meet to assess eligible Professor Distinguished Teacher candidates;
- How the school system will prioritize the selection of Professor Distinguished Teachers who have experience teaching in racially diverse or low performing schools.

Response here...

Linked Artifacts:

- K. Professor Distinguished Teacher Schedule:** Professor Distinguished Teachers are expected to teach in the classroom on average 20% of the teacher's working time.

Use the table below to describe how essential activities may be prioritized for your school system's Professor Distinguished Teachers.



Activity	Description	% of Time Spent on Activity
Classroom teaching	Serve as the Distinguished Teacher in a classroom in the teacher's subject area	>40%
Tutoring	Tutor groups of 2-3 students in reading during the school day	>20%
Leading Professional Learning	Facilitating a lesson study with a grade level team	>20%

Linked Artifacts:

L. Developing Teachers into Principals: The fourth tier on the leadership development track is the administrator track, composed of two sub tiers, Licensed Principal and Distinguished Principal. This tier is intended to develop teachers into administrators who are responsible for managing administrative functions within the school.

- Licensed Principal: individuals holding this title must meet all requirements to have served as a Licensed Principal.
- Distinguished Principal: individuals holding this title must meet all requirements to have served as a Licensed Principal and:
 - Effectively identify, attract, lead, and retain highly professional teachers;
 - Organize and manage a school in a way that incentivizes and supports teachers to do their best work;
 - Set high standards for faculty and students and achieve the standards set by others;
 - Work with stakeholders on the teacher's vision;
 - Identify and help cultivate a teacher's potential for growth;
 - Help students, parents, and teachers embrace the goal for all students to achieve internationally competitive standards;
 - Mentor and support other principals; and
 - Help other principals achieve higher levels of performance.

Describe how the school system will develop internal candidates and recruit external candidates to fill the roles of Licensed Principal and Distinguished Principal. Responses should include a detailed description of how promising candidates will be identified and be given opportunities for professional development as they progress along the Career Ladder to the roles of Licensed Principal and Distinguished Principal.

Response here...

Linked Artifacts:



M. Selecting Licensed Principals and Distinguished Principals: When a Licensed Principal position or a Distinguished Principal position becomes available in the county, a Licensed Principal or Distinguished Principal, respectively, shall be selected in accordance with a two-step procedure:

1. Teacher leaders, other licensed principals, and distinguished principals in the county shall provide a list of qualified candidates that gives priority to teachers who have experience teaching in schools that reflect the racial and ethnic diversity of the state or have received a Concentration of Poverty Grant to the local superintendent; and
2. The local superintendent shall appoint a candidate from that list.

Describe the process for selecting a Licensed Principal and Distinguished Principal, including:

- The makeup of the teacher leaders, other licensed principals, and distinguished principals in the county that will constitute the list of qualified candidates for Licensed Principal and Distinguished Principal positions, respectively;
- When and how often the group will meet to assess eligible candidates; and
- How the school system will prioritize the selection of Principals who have experience teaching in community schools, racially diverse schools, or low performing schools.

Response here...

Linked Artifacts:



Blueprint Requirement (MD Code, Educ §6–1003)

- b) 1) An assistant principal is on level three of the career ladder and shall:
- i) Be an NBC teacher; or
 - ii) Have an advanced professional certificate for administration.
- 2) Beginning with teachers listed under § 6–1002(f)(3) of this subtitle, as specified by the State Board, an assistant principal shall:
- i) Teach in the classroom for at least 20% of their working hours; and
 - ii) Spend the remaining time on other teacher activities, including:
 - (1) Setting priorities for the subject level departments of the school; and
 - (2) Fulfilling specialized roles, such as head of professional development.

Blueprint Requirement (MD Code, Educ §6–1006)

- b) 3) Beginning with teachers listed under § 6–1002(f)(3) of this subtitle as specified by the State Board, a licensed principal is encouraged to teach in the classroom for at least 10% of the principal's working hours.



N. Teaching Time for School Leaders: The Blueprint specifies that principals and assistant principals teach a certain percentage of their time depending on their placement within the Career Ladder. Describe how the school system will create and support teaching opportunities for leaders during their working hours.

Response here...

Linked Artifacts:

2.3.4 Additional Career Ladder Design Elements

A. Supporting Low-Performing Schools: Question 2.3.6(G) of this Pillar discusses how National Board Certified Teachers will be placed in low-performing schools. How will the school system connect other highly effective teachers and leaders on the Career Ladder to low-performing schools?

Response here...

Linked Artifacts:

B. Supporting New Teachers: How will the school system's implementation of the Career Ladder create more time for planning and professional learning opportunities for new teachers? Discuss how the school system will support new teachers in prioritizing and utilizing their non-teaching time.

Response here...

Linked Artifacts:

C. Systems and Structures: Teachers on the Career Ladder must split their time between teaching and other essential activities. How will the school system adapt systems and structures to support this model? Consider the impact on scheduling, staffing, and resource allocation.



Considerations may include, but are not limited to:

- Students in self-contained classrooms who are accustomed to working with one teacher may work with several teachers
- Distributing secondary course sections across the number of available teachers may require additional staffing allocations
- Creating flex time during the day to leverage an external tutoring corps, student-facilitated learning with non-teaching staff, blended learning models, etc.

Response here...

Linked Artifacts:

2.3.5 Advanced Degrees



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

- c) County boards 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 institutions of higher education including by providing additional compensation as appropriate and through collective bargaining.

A. 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? Include the LEA's areas of greatest need and the 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.)*

Response here...

Linked Artifacts:



B. 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.

Response here...

Linked Artifacts:

C. 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 credit offerings will be available to students as a result?

Response here...

Linked Artifacts:

D. 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*

Response here...

Linked Artifacts:

2.3.6 National Board Certification



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

- b) 4). Each local superintendent shall select a Local National Board Coordinator to:
 - i) Organize the delivery of the Program in each local school system by collaborating with:
 - (1) Local educator preparation programs and nonprofit organizations that have a record of success in helping teachers obtain NBC;
 - (2) The National Board for Professional Teaching Standards, which has established resources and tools for teachers seeking NBC; and
 - (3) Representatives of employee organizations designated as the exclusive negotiating agent for the public school employees in a unit of the county;
 - ii) Recruit, train, and support National Board Facilitators in the region; and
 - iii) Collaborate with the National Board Coordinator.

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

Name	Position	Responsibilities



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

- b)
 - 1) In this subsection, “Program” means the program established under paragraph (2) of this subsection.
 - 2)
 - i) There is a Program to:
 - (1) Encourage and support teachers in the State in obtaining and maintaining an NBC, including teachers from groups historically underrepresented in the teaching profession; and
 - (2) Develop a culture of collaborative support for accomplished teaching.
 - ii) The Program shall include:
 - (1) A virtual course for teachers interested in pursuing an NBC;
 - (2) Virtual and in-person support to teachers pursuing an NBC; and
 - (3) Training and support for National Board Facilitators.

B. 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 by collaborating with the groups outlined in the statutory reference above.

Response here...

Linked Artifacts:

C. 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.

Response here...

Linked Artifacts:

D. 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?

Response here...

Linked Artifacts:



(Blueprint Milestone) E. Projecting National Board Certified Teacher Needs

Use the tables below to indicate the current and projected percentage of National Board Certified teachers in the school system, including percentages of teachers by certification area, grade level, and demographic. To determine the percentage of NBCT, compare the number of NBCT for each group in each table to the total number of 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 next five years, particularly where disproportionalities may exist.

Response here...

Linked Artifacts:

Table 1: National Board Certified Teachers by Certification Area

	2022-23		2023-24		2024-25		2025-26		2026-27	
	#	%	#	%	#	%	#	%	#	%
All Teachers*		-		-		-		-		-
Art, Early Adolescence through Young Adulthood										
Art, Early Childhood and Middle Childhood										
Career and Technical Education										
English Language Arts										
English as a New Language										
Exceptional Needs										
Generalist, Early Childhood										
Generalist, Middle Childhood										
Health Education										
Library Media										
Literacy: Reading-Language Arts										
Mathematics										
Music										
Physical Education										
School Counseling										
Science										
Social Studies-History										
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.



(Blueprint Milestone) E. Projecting National Board Certified Teacher Needs

Table 2: National Board Certified Teachers by Grade Level

	2022-23		2023-24		2024-25		2025-26		2026-27	
	#	%	#	%	#	%	#	%	#	%
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 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

	2022-23		2023-24		2024-25		2025-26		2026-27	
	S	NBCT	S	NBCT	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

F. 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*

Response here...

Linked Artifacts:



Blueprint Requirement (MD Code, Educ §6–1002)

- k) Each county board shall strive to place NBC teachers in schools throughout the county and in a manner that supports equity and prioritizes low-performing schools.



(Blueprint Milestone) G. National Board Certified Teachers in Low Performing Schools

Use the tables below to indicate the current percentage of National Board Certified teachers in schools identified as low-performing, including percentages of teachers by subject area, grade level, and demographic. For this Milestone, all teachers refers to all teachers in low-performing schools. Use the open response field below to describe how the school system will increase the number of NBCT at these schools in the next five years, particularly where disproportionalities may exist.

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](#).

Response here...

Linked Artifacts:

Table 1: National Board Certified Teachers by Certification Area

	2022-23		2023-24		2024-25		2025-26		2026-27	
	#	%	#	%	#	%	#	%	#	%
All Teachers*		-		-		-		-		-
Art, Early Adolescence through Young Adulthood										
Art, Early Childhood and Middle Childhood										
Career and Technical Education										
English Language Arts										
English as a New Language										
Exceptional Needs										
Generalist, Early Childhood										
Generalist, Middle Childhood										
Health Education										
Library Media										
Literacy: Reading-Language Arts										
Mathematics										
Music										
Physical Education										
School Counseling										
Science										
Social Studies-History										
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.



(Blueprint Milestone) G. National Board Certified Teachers in Low Performing Schools

Table 2: National Board Certified Teachers by Grade Level

	2022-23		2023-24		2024-25		2025-26		2026-27	
	#	%	#	%	#	%	#	%	#	%
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 to Student Population

	2022-23		2023-24		2024-25		2025-26		2026-27	
	S	NBCT	S	NBCT	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.

H. 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*

Response here...

Linked Artifacts:

2.3.7 High-Quality, Job-Embedded Professional Development:



Blueprint Requirement (MD Code, Educ §6-1011)

- 1) On or before July 1, 2024, the Department shall develop and design a new system of professional development that is tied to the career ladder.
- 2) The new system of professional development shall include:
 - i) Training on how to lead and mentor teams of professionals to promote professional learning among colleagues;
 - ii) Training on how to collaborate with colleagues to improve student performance;
 - iii) Training on how to design and support collaborative professional learning for teachers pursuing an NBC;
 - iv) A train-the-trainer model; and
 - v) Advanced training on the science of learning specific to individual disciplines.
- b) On or before June 30, 2026, each county board shall provide the system of professional development designed by the Department under subsection (a) of this section to each teacher who teaches in the county.
- c) Beginning on July 1, 2026, each county board shall provide the system of professional development designed by the Department under subsection (a) of this section to each teacher teaching in the county no later than 1 year after the teacher begins teaching in the State.



A. System-Level Professional Development: How will the school system support system-level leaders and their staff in designing and implementing high-quality professional learning for teachers and leaders on the topics in the reference above? Describe how the LEA ensures professional learning opportunities are high-quality, including the use of standards, a framework for design, and evaluation tools to assess effectiveness of delivery and implementation.

Response here...

Linked Artifacts:



Blueprint Requirement (MD Code, Educ §6-1002)

- b) 2) The purpose of the career ladder is to:
 - v) Support the re-organization of schools to provide teachers with professional learning and peer collaboration time during the school day by having more teachers in each school, including time primarily:
 - (1) To work in teams of teachers by subject and grade;
 - (2) To work together with other teachers to continuously improve instruction;
 - (3) To review together with other teachers individual student needs, including needs related to behavioral issues, and develop plans to address those needs; and
 - (4) For professional learning for teachers pursuing NBC;

B. Systems to Support Job-Embedded Professional Learning and Peer Collaboration in Schools: How does the school system provide support and professional development to school leaders to facilitate effective job-embedded professional learning and peer collaboration? What models are promoted? How is implementation monitored and supported with ongoing professional development? What resources and flexibilities does the school system provide that enable leaders to create opportunities for professional learning and peer collaboration during the school day?

Response here...

Linked Artifacts:



C. Job-Embedded Professional Learning and Peer Collaboration: List the types of opportunities teachers have for job-embedded professional learning and peer collaboration annually, including purpose, frequency, duration, and the types of activities that will occur.

Teacher Group(s)	Type of Professional Learning	Frequency	Duration	Facilitator(s)	Purpose	Activities
Elementary teachers	Grade Level Meetings	Weekly	90 minutes	Teacher teams by grade level	Improving instructional practices	Lesson studies, lesson planning, data analysis protocols

Linked Artifacts:

2.3.8 Teacher Evaluation System



Blueprint Requirement (MD Code, Educ §6-1010)

- a) Teacher evaluation systems used in connection with the career ladder shall:
 - 1) Be aligned with the five core propositions of the National Board for Professional Teaching Standards;
 - 2) Include a peer assistance and review model;
 - 3) Define the system's expectations for an evaluator's level of skill and knowledge; and
 - 4) Include a calibrated method to measure performance and to provide personalized feedback that is aligned with the teacher's strengths, needs, and professional learning context.
- b) An evaluation system used in connection with a career ladder shall use observations to evaluate a teacher that:
 - 1) Include documented observable evidence;
 - 2) Are linked to student learning and not solely consist of simple checklists;
 - 3) Include post observation conferences between the teacher and evaluator to encourage reflection on the teacher's teaching practice;
 - 4) Require an assessment of the competency of the evaluator;
 - 5) Are developed with stakeholders; and
 - 6) Require teachers and evaluators to be fully trained to understand the evaluation process.



- A. Alignment of Teacher Evaluation Systems:** Describe how the LEA will develop or evolve its teacher evaluation system to ensure that it meets the requirements set forth in Blueprint as described above, including the process, timeline, and inclusion of stakeholders. Identify the major components of the system and how each is weighted.

Note: LEAs will have the opportunity to discuss the implementation of specific design components, training, and evaluation in subsequent questions.

Response here...

Linked Artifacts:

- B. Teacher Training:** What training does the school system provide to teachers related to the teacher evaluation system? Discuss the topics covered, the frequency and duration of the training, and how the school system ensures teachers complete the training.

Response here...

Linked Artifacts:

- C. Ensuring High-Quality Evaluators:** How does the LEA leverage initial training and ongoing professional development to ensure evaluators:
- Implement the evaluation system with fidelity and are calibrated within schools and across the school system,
 - Provide teachers with effective feedback and coaching, and
 - Develop individualized learning plans responsive to teachers' needs?

Response here...

Linked Artifacts:

- D. Student Learning:** How is student learning included in the evaluation system? Discuss the type of data collected and how it is used to determine teacher effectiveness.

Response here...

Linked Artifacts:



- E. Teaching Observations:** Describe the guidelines and requirements for evaluators to observe classroom instruction, including the frequency and duration of observations. Discuss how evaluators collect evidence and document what is observed.

Response here...

Linked Artifacts:

- F. Post-Observation Conferences:** Describe the protocol evaluators use to facilitate post-observation conferences with teachers and how it encourages reflections of the teacher's teaching practices.

Response here...

Linked Artifacts:

- G. Teacher Growth and Development:** Discuss how the school system leverages the teacher evaluation system to meet the individual needs of teachers, including setting goals, measuring growth, and providing differentiated professional learning opportunities.

Response here...

Linked Artifacts:

- H. System Effectiveness:** How does the school system monitor the implementation of the teacher evaluation system and measure its effectiveness?

Response here...

Linked Artifacts:

HQDTL Section 2.4: Teacher and Principal Compensation

Note: LEAs should include considerations and requirements related to collective bargaining when developing plans in this section.



Blueprint Requirement (MD Code, Educ §6–1009)

- a)
 - 1) Subject to paragraph (2) of this subsection, beginning on July 1, 2022, teacher salary increases associated with the career ladder shall at a minimum include the following:
 - i) Becoming an NBC teacher – \$10,000 salary increase;
 - ii) An NBC teacher teaching at a low-performing school as identified by the county board – \$7,000 salary increase;
 - iii) Becoming lead teacher – \$5,000 salary increase;
 - iv) Becoming distinguished teacher – \$10,000 salary increase;
 - v) Becoming professor distinguished teacher – \$15,000 salary increase; and
 - vi) Becoming a distinguished principal – \$15,000 salary increase.
 - 2) The teacher salary increases under paragraph (1) of this subsection do not apply to paragraph (1)(iii) through (vi) of this subsection until § 6–1002(a) of this subtitle becomes effective as recommended by the Department and approved by the Accountability and Implementation Board.
- b)
 - 1) Salary increases associated with maintenance of an NBC are subject to collective bargaining in accordance with § 6–408 of this title.
 - 2) The State share for the following salary increases provided under paragraph (1) of this subsection shall not exceed the following amounts:
 - i) Earning a first maintenance of NBC – \$8,000 salary increase;
 - ii) Earning a second maintenance of NBC – \$7,000 salary increase; and
 - iii) Earning a third maintenance of NBC – \$6,000 salary increase.
- c)
 - 1) If a teacher is eligible for more than one salary increase under subsections (a) and (b) of this section, the teacher shall receive all salary increases that apply.
 - 2) A teacher that receives a salary increase under subsection (a)(2) of this section for teaching at a low-performing school may not lose that salary increase while teaching at the school even if the school ceases to be low-performing.
- d) On or before July 1, 2024, each county shall demonstrate to the Accountability and Implementation Board established under § 5–402 of this article that, during the period between July 1, 2019, and June 30, 2024, teachers in the county received a 10% salary increase above the negotiated schedule of salary increases between the public school employer and exclusive representative for the employee organization.
- e) Beginning on July 1, 2026, the minimum teacher salary for all teachers shall be \$60,000.
- f)
 - 1) In this subsection, “total program amount” means the sum of, for each item under subsections (a) and (b)(2) of this section:
 - i) The teacher salary increase multiplied by the number of teachers receiving the salary increase; and
 - ii) Rounded to the nearest whole dollar.
 - 2) The increase in the salary required under subsections (a) and (b)(2) of this section shall be a shared cost between the State and the county in accordance with this subsection.

2.4.1 Implementation Challenges

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. That \$617 increase, however, is not realized in year one of the Blueprint State Aid formula – the target foundation per-pupil amount is phased in over time. Discuss the challenges the LEA has identified related to implementing the Blueprint requirements for teacher compensation, including 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.

Response here...

Linked Artifacts:

2.4.2 Meeting the Blueprint Salary Requirements for Teachers



(Blueprint Milestone) A. Mandatory 10% Teacher Salary Increases

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
2%	3%	4%	4%	5%	8%	6%	7%	12%	8%	10%	13%	10%	12%	15%

Linked Artifacts:



(Blueprint Milestone) B. Starting Teacher Salary of \$60,000

The Blueprint requires a minimum starting salary of \$60,000 for any teacher by July 1, 2026. Complete the table below to reflect the lowest possible salary amount a teacher could earn within the school system for each of the designated years.

Minimum Actual Teacher Salary

SY 2022-2023	SY 2023-2024	SY 2024-2025	SY 2025-2026	SY 2026-2027
Minimum	Minimum	Minimum	Minimum	Minimum
\$48,000				\$60,000

Linked Artifacts:



HQDTL Section 2.5: Proposed Regulatory Revisions and Waivers

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:

HQDTL Section 2.6: Stakeholder Engagement

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

Linked Artifacts:



Pillar 3: College and Career Readiness (CCR)

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)

The foundation of a world-class education system in Maryland under The Blueprint for Maryland's Future for education will require:

- 3) An instructional system that is benchmarked to world-class standards and fully aligned from prekindergarten through 12th grade to a college and career readiness standard, including:
 - i) A college and career readiness standard set to world-class standards that certifies that by the end of 10th grade, and not later than the end of 12th grade, a student has the requisite literacy in English and mathematics to be successful in first-year, credit-bearing coursework at a Maryland community college or open enrollment postsecondary institution;

CCR Section 3.1: Literacy (Pre-K-12)



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

- e)
 - 4)
 - i) A middle school or high school student who is not progressing in a manner that would predictably result in the student meeting the CCR standard by the end of the 10th grade shall be enrolled in an extended curriculum with alternative approaches that are tailored to the student's specific circumstances and needs.
 - ii) The extended curriculum may include culturally responsive lessons, adjustment in pedagogy, with an emphasis on project-based and problem-based applied learning, and varied instructional timing.
 - iii) A student may be placed in the extended curriculum for specific subjects.
 - iv) A student who is close to meeting the CCR standard by the end of the 10th grade may be enrolled in an extended summer curriculum.
 - v) A student who is placed in the extended curriculum and makes more progress than expected may be returned to other courses.

3.1.1 Comprehensive Literacy Plan for English Language Arts

A. 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 ensure students are ready 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, discuss the anticipated timeline and process for development.

Response here...

Linked Artifacts:

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

Response here...

Linked Artifacts:



(Blueprint Milestone) C. Achievement Metrics for College and Career Readiness in English Language Arts

Use the tables below 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

	2022-2023				2023-2024				2024-2025				2025-26				2026-27			
	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E
All																				
M																				
F																				
NB																				
ED																				
EL																				
SE																				

Column Abbreviations

P = Partially Met Expectations
A = Approaches Expectations
M = Met Expectations
E = Exceeded Expectations

Row Abbreviations

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



(Blueprint Milestone) C. Achievement Metrics for College and Career Readiness in English Language Arts

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

	2022-2023				2023-2024				2024-2025				2025-26				2026-27			
	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E
All																				
AI																				
A																				
B																				
H																				
NH																				
2+																				
W																				

Column Abbreviations

P = Partially Met Expectations
 A = Approaches Expectations
 M = Met Expectations
 E = Exceeded Expectations

Row Abbreviations

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

	2022-2023				2023-2024				2024-2025				2025-26				2026-27			
	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E
All																				
M																				
F																				
NB																				
ED																				
EL																				
SE																				

Column Abbreviations

P = Partially Met Expectations
 A = Approaches Expectations
 M = Met Expectations
 E = Exceeded Expectations

Row Abbreviations

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



(Blueprint Milestone) C. Achievement Metrics for College and Career Readiness in English Language Arts

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

	2022-2023				2023-2024				2024-2025				2025-26				2026-27			
	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E
All																				
AI																				
A																				
B																				
H																				
NH																				
2+																				
W																				

Column Abbreviations

P = Partially Met Expectations
A = Approaches Expectations
M = Met Expectations
E = Exceeded Expectations

Row Abbreviations

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

	2022-2023				2023-2024				2024-2025				2025-26				2026-27			
	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E
All																				
M																				
F																				
NB																				
ED																				
EL																				
SE																				

Column Abbreviations

P = Partially Met Expectations
A = Approaches Expectations
M = Met Expectations
E = Exceeded Expectations

Row Abbreviations

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



(Blueprint Milestone) C. Achievement Metrics for College and Career Readiness in English Language Arts

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

	2022-2023				2023-2024				2024-2025				2025-26				2026-27			
	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E
All																				
AI																				
A																				
B																				
H																				
NH																				
2+																				
W																				

Column Abbreviations

P = Partially Met Expectations
A = Approaches Expectations
M = Met Expectations
E = Exceeded Expectations

Row Abbreviations

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

3.1.2 Literacy Training and Professional Development

A. Identifying Training Needs: Discuss the systems for identifying which employees need required 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 required training through educator preparation programs*
- *Identifying training needs for staff when they are new to a position or assignment (e.g., moving from 5th to 3rd grade, 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 first grade teacher who begins LETRS training and goes on a leave of absence before it's completed)*

Response here...

Linked Artifacts:



(Blueprint Milestone) B. Training Aligned to the Science of Reading

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

School Year	2022-23		2023-24		2024-25		2025-26		2026-27	
	# All Teachers	% Trained	# All Teachers	% Trained	# All Teachers	% Trained	# All Teachers	% Trained	# All Teachers	% Trained
Pre-K Teachers										
Kindergarten Teachers										
1 st Grade Teachers										
2 nd Grade Teachers										
3 rd Grade Teachers										
Pre-K-3 Special Education Teachers										
Pre-K-3 ESOL Teachers										
Pre-K-3 Principals										
Other Relevant Staff										

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

C. 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	1-3	LETRS	Initial	160	4 Semesters

D. 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

Response here...

Linked Artifacts:



E. 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*

Response here...

Linked Artifacts:

F. 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*

Response here...

Linked Artifacts:



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

- A. 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*

Response here...

Linked Artifacts:

- B. 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.

Response here...

Linked Artifacts:



- C. 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?

Response here...

Linked Artifacts:

- D. 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?

Response here...

Linked Artifacts:



3.1.4 Progress Monitoring in English Language Arts

A. 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*

B. 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-3	iReady	diagnostic	3 times per year	Identify individual student needs in literacy



C. Measures of Success: Describe the Pre-K-12 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:

- *Kinder 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)

3.1.5 Intervention in Reading



Blueprint Requirement (MD Code, Educ §5-226)

- b) 1) Each school shall use the funds provided under this section to provide transitional supplemental instruction to struggling learners in kindergarten through grade 3.
- 2) i) Subject to subparagraph (ii) of this paragraph, priority in providing transitional supplemental instruction shall be given to literacy.

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

- e) 4) i) A middle school or high school student who is not progressing in a manner that would predictably result in the student meeting the CCR standard by the end of the 10th grade shall be enrolled in an extended curriculum with alternative approaches that are tailored to the student's specific circumstances and needs.
- ii) The extended curriculum may include culturally responsive lessons, adjustment in pedagogy, with an emphasis on project-based and problem-based applied learning, and varied instructional timing.
- iii) A student may be placed in the extended curriculum for specific subjects.
- iv) A student who is close to meeting the CCR standard by the end of the 10th grade may be enrolled in an extended summer curriculum.
- v) A student who is placed in the extended curriculum and makes more progress than expected may be returned to other courses.



A. Tier 2 and 3 Intervention: Describe the school system's targeted, evidence-based model for Tier 2 and Tier 3 instruction in reading. What are the core components and/or major activities for each? Discuss the correlation between how students are identified during progress monitoring and the type of intervention the school system provides. Include details such as the length of time students participate, who may be working with them in addition to the classroom teacher, and how it's determined that a student no longer requires intervention. Responses should be organized by level (elementary, middle, high).

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

Response here...

Linked Artifacts:

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

Response here...

Linked Artifacts:

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

Response here...

Linked Artifacts:



B. 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?

Examples may include:

- *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*

Response here...

Linked Artifacts:

C. 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 reading?

Response here...

Linked Artifacts:

D. 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?

Response here...

Linked Artifacts:



E. 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.

Response here...

Linked Artifacts:



CCR Section 3.2: Mathematics (Pre-K-12)

3.2.1 Comprehensive Plan for Mathematics

- A. Comprehensive Plan for Mathematics:** Does the school system have a comprehensive plan for mathematics that begins with pre-kindergarten and ensures students are ready 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, discuss the anticipated timeline and process for development.

Response here...

Linked Artifacts:

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

Response here...

Linked Artifacts:



(Blueprint Milestone) C. Achievement Metrics for College and Career Readiness in Mathematics

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

	2022-2023				2023-2024				2024-2025				2025-26				2026-27			
	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E
All																				
M																				
F																				
NB																				
ED																				
EL																				
SE																				

Column Abbreviations

- P = Partially Met Expectations
- A = Approaches Expectations
- M = Met Expectations
- E = Exceeded Expectations

Row Abbreviations

- 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

	2022-2023				2023-2024				2024-2025				2025-26				2026-27			
	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E
All																				
AI																				
A																				
B																				
H																				
NH																				
2+																				
W																				

Column Abbreviations

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- A = Approaches Expectations
- M = Met Expectations
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Row Abbreviations

- 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



(Blueprint Milestone) C. Achievement Metrics for College and Career Readiness in Mathematics

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

	2022-2023				2023-2024				2024-2025				2025-26				2026-27			
	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E
All																				
M																				
F																				
NB																				
ED																				
EL																				
SE																				

Column Abbreviations

- P = Partially Met Expectations
- A = Approaches Expectations
- M = Met Expectations
- E = Exceeded Expectations

Row Abbreviations

- 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

	2022-2023				2023-2024				2024-2025				2025-26				2026-27			
	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E
All																				
AI																				
A																				
B																				
H																				
NH																				
2+																				
W																				

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- H = Hispanic/Latino
- NH = Native Hawaiian/Pacific Islander
- 2+ = Two or More
- W = White



(Blueprint Milestone) C. Achievement Metrics for College and Career Readiness in Mathematics

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

	2022-2023				2023-2024				2024-2025				2025-26				2026-27			
	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E
All																				
M																				
F																				
NB																				
ED																				
EL																				
SE																				

Column Abbreviations

P = Partially Met Expectations
 A = Approaches Expectations
 M = Met Expectations
 E = Exceeded Expectations

Row Abbreviations

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

	2022-2023				2023-2024				2024-2025				2025-26				2026-27			
	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E	P	A	M	E
All																				
AI																				
A																				
B																				
H																				
NH																				
2+																				
W																				

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 A = Approaches Expectations
 M = Met Expectations
 E = Exceeded Expectations

Row Abbreviations

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



3.2.2 Mathematics Training and Professional Development

- A. Identifying Training Needs:** Discuss the systems for identifying which employees need required 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 required training through educator preparation programs*
- *Identifying training needs for staff when they are new to a position or assignment (e.g., moving from 5th to 3rd grade, 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 fifth grade teacher who begins a four-part training series on algebraic reasoning and goes on a leave of absence before it's completed)*

Response here...

Linked Artifacts:

- B. 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	4-5	Algebraic Reasoning for Elementary Math Teachers	Initial	24	2 Semesters

C. 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*

Response here...

Linked Artifacts:

D. 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*

Response here...

Linked Artifacts:



E. 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*

Response here...

Linked Artifacts:

3.2.3 High-Quality, Content-Rich Instructional Materials for Mathematics

A. Process for Selecting Materials: Describe the process the school system uses to select instructional materials for literacy in 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*

Response here...

Linked Artifacts:



B. 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.

Response here...

Linked Artifacts:

C. 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?

Response here...

Linked Artifacts:

D. 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?

Response here...

Linked Artifacts:



3.2.4 Progress Monitoring in Math

A. 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*

Response here...

Linked Artifacts:

B. 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	MAP Growth	diagnostic	3 times per year	Identify individual student needs in mathematics



C. Measures of Success: Describe the Pre-K-12 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:

- *Kinder 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)



3.2.5 Intervention in Mathematics



Blueprint Requirement (MD Code, Educ §5-226)

- b) 1) Each school shall use the funds provided under this section to provide transitional supplemental instruction to struggling learners in kindergarten through grade 3.
- 2)
 - i) Subject to subparagraph (ii) of this paragraph, priority in providing transitional supplemental instruction shall be given to literacy.
 - ii) A school district or school may use the funds for additional mathematics instruction if it is determined that this is a priority for the students in the district or school.

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

- e) 4)
 - i) A middle school or high school student who is not progressing in a manner that would predictably result in the student meeting the CCR standard by the end of the 10th grade shall be enrolled in an extended curriculum with alternative approaches that are tailored to the student's specific circumstances and needs.
 - ii) The extended curriculum may include culturally responsive lessons, adjustment in pedagogy, with an emphasis on project-based and problem-based applied learning, and varied instructional timing.
 - iii) A student may be placed in the extended curriculum for specific subjects.
 - iv) A student who is close to meeting the CCR standard by the end of the 10th grade may be enrolled in an extended summer curriculum.
 - v) A student who is placed in the extended curriculum and makes more progress than expected may be returned to other courses.

A. Tier 2 and 3 Intervention: Describe the school system's targeted, evidence-based model for Tier 2 and Tier 3 instruction in math. What are the core components and/or major activities for each? Discuss the correlation between how students are identified during progress monitoring and the type of intervention the school system provides. Include details such as the length of time students participate, who may be working with them in addition to the classroom teacher, and how it's determined that a student no longer requires intervention. Responses should be organized by level (elementary, middle, high).

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

Response here...

Linked Artifacts:

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

Response here...

Linked Artifacts:



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

Response here...

Linked Artifacts:

B. 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?

Examples may include:

- *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*

Response here...

Linked Artifacts:

C. 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?

Response here...

Linked Artifacts:



- D. 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?

Response here...

Linked Artifacts:

- E. 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.

Response here...

Linked Artifacts:

3.2.6 Course Sequences in Secondary Math

- A. Algebra Readiness in Middle School:** Discuss the strategies the school system will use to increase student readiness for and success in Algebra I in grades 6-8? Identify strategies that will be used to support students who will take Algebra I in middle school and those that will support students who will take Algebra I in high school.

Response here...

Linked Artifacts:



(Blueprint Milestone) B. Middle School Enrollment in Algebra I

Use the open response field below to describe how the school system identifies students for enrollment in Algebra I during middle school, including considerations for student service group populations: special education, English learners, and students who attend schools receiving Title I, Part A funds. Include a discussion of how the school system ensures equitable access for all students to this course and increases the number of students enrolled in Algebra I.

Use the table below to indicate current and projected enrollment of 8th grade students in Algebra I by gender, socioeconomic status, race/ethnicity, and service group.

Response here...

Linked Artifacts:

8th Grade Enrollment in Algebra I by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2022-23		2023-24		2024-25		2025-26		2026-27	
	Alg. I	All	Alg. I	All	Alg. I	All	Alg. I	All	Alg. I	All
Total (Number)										
% Female										
% Male										
% Nonbinary										
% Economically Disadvantaged										
% American Indian/Alaska Native										
% Asian										
% Black/African American										
% Hispanic/Latino										
% Native Hawaiian/Pacific Islander										
% Two or More										
% White										
% English Learner										
% Special Education										



C. Course Sequences in Secondary Math: How will the school system evaluate and design course sequences in secondary math to ensure students have the necessary math skills to be college and career ready? Provide the current course sequence for math in grades 6-12. Identify if the course sequence is still in development and its anticipated date of implementation.

Examples may include:

- *Resequencing high school courses to better align with college-level mathematics courses*
- *Modifying the scope and sequence of standards within and across courses*
- *Supplementing courses with knowledge and skills needed for success in college-level math (e.g., adding select statistics and geometry concepts to Algebra I)*

Response here...

Linked Artifacts:

D. Supporting Completion of Coherent Sequences in Math: How will the school system align its systems and structures to support students in successfully completing a coherent sequence of secondary math courses that prepares students to be college and career ready?

Examples may include:

- *Master scheduling practices that provide opportunities for concurrent enrollment in courses such as:*
 - *Algebra I and Math Intervention for students who may require additional support for Algebra*
 - *Algebra I and Geometry to increase opportunities for students who did not take Algebra in middle school to enroll in advanced math courses*
- *Developing or revising policies related to credit recovery, acceleration, and attainment that prioritize student mastery of content over seat time*
- *Increasing opportunities to earn credits through flex scheduling, summer programming, etc.*


Response here...

Linked Artifacts:



CCR Section 3.3: Students on Track to Meeting the CCR Standard

Blueprint Requirement (MD Code, Educ §8–201)

- 
- a) In this subtitle, “gifted and talented student” means an elementary or secondary student who is identified by professionally qualified individuals as:
 - 1) Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment;
 - 2) Exhibiting high performance capability in intellectual, creative, or artistic areas;
 - 3) Possessing an unusual leadership capacity; or
 - 4) Excelling in specific academic fields.
 - b)
 - 1) Beginning with the 2022–2023 school year, a gifted and talented student in middle school, 9th grade, or 10th grade may meet the college and career readiness standard under § 7–205.1 of this article.
 - 2) Each local school system shall develop accelerated pathways and enrichment programs for gifted and talented students to achieve college and career readiness before the end of the 10th grade.

3.3.1 Gifted and Talented Students

- A. Identification:** Describe the school system’s process for identifying students as Gifted and Talented. Identify data used to inform the process, including the use of a universal screener, and discuss multiple opportunities for identification throughout a student’s academic career.

Response here...

Linked Artifacts:

- B. Historically Underserved Students:** How does the school system ensure historically underserved students are included in the identification process for Gifted and Talented? Discuss how the characteristics of identified students compares to those of the entire student population when evaluated by race, socioeconomic status, or among students with unique needs (i.e., students with disabilities, English learners, etc.). How does the school system reduce and eliminate gaps between groups?

Response here...

Linked Artifacts:



- C. Accelerated Pathways and Enrichment Programs:** Describe the accelerated pathways and enrichment programs available for gifted and talented students in middle and high school to achieve college and career readiness before the end of the 10th grade. How will the school system ensure students are engaged in the most rigorous learning opportunities available to them?

Response here...

Linked Artifacts:

3.3.2 Most Rigorous Coursework

Blueprint Requirement (MD Code, Educ §8–201)

- a) In this section, “next most rigorous subject matter course” includes an honor course, an Advanced Placement course offered by the College Board, an International Baccalaureate course, and a gifted and talented course.
- b) Each middle and high school shall, after a student has demonstrated readiness in a subject matter, encourage enrollment in the next most rigorous subject matter course available in the school, and, to the extent practicable, enroll the student in the next most rigorous subject matter course.
- c) Each middle and high school shall seek to enroll each student in the next most rigorous subject matter course in accordance with subsection of this section without regard to the student’s race, ethnicity, gender, address, disability status, socioeconomic status, or the language spoken in the student’s home.

- A. Defining Subject Matter Readiness (SMR):** Consider the statutory reference above and describe the criteria the LEA will use to determine when students in middle and high school have demonstrated readiness in a subject matter in order to enroll in the next most rigorous course.

Response here...

Linked Artifacts:



B. Identifying Eligible Students: Complete the table below for current students demonstrating readiness in a subject matter (SMR). For this activity, consider all subject matters collectively. The first row will identify the percentage of all students at each grade level while subsequent rows will identify the percentage for each grade level, demographic group, and service group.

	Grade 6		Grade 7		Grade 8		Grade 9		Grade 10		Grade 11		Grade 12	
	% Popul ation	% SMR	% Popul ation	% SMR	% Popul ation	% SMR	% Popul ation	% SMR	% Popul ation	% SMR	% Popul ation	% SMR	% Popul ation	% SMR
All Students	100%		100%		100%		100%		100%		100%		100%	
% Female														
% Male														
% Nonbinary														
% Economically Disadvantaged														
% American Indian/Alaska Native														
% Asian														
% Black/African American														
% Hispanic/Latino														
% Native Hawaiian/Pacific Islander														
% Two or More														
% White														
% English Learner														
% Special Education														



C. Enrollment in Most Rigorous Coursework: Discuss how the school system will ensure all students in middle and high school who demonstrate readiness in a subject matter are enrolled in the most rigorous learning opportunities available to them? Identify challenges related to student enrollment in rigorous coursework and how the school system will overcome those challenges, including redesigning how SMR is determined.

Examples may include:

- *Scheduling conflicts between the most rigorous coursework available and student's preferred courses*
- *Parent and/or student prioritization of GPA or other factors over rigorous coursework*
- *Workload and time commitment for students who have extracurricular activities, work, or family responsibilities*
- *Evaluating whether there are implicit biases present in the identification process that prevent historically underserved students from being identified*
- *Leveraging academic and non-academic indicators (e.g., SEL) to ensure more students get access to the most rigorous coursework*

Response here...

Linked Artifacts:



3.3.3 College and Career Ready Indicators



(Blueprint Milestone) A. Freshmen on Track Indicator

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.

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.

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

On/Off Track to Graduate	2022-23		2023-24		2024-25		2025-26		2026-27	
	On	Off	On	Off	On	Off	On	Off	On	Off
All Students (Number)										
All Students (Percentage)										
% Female										
% Male										
% Nonbinary										
% Economically Disadvantaged										
% American Indian/Alaska Native										
% Asian										
% Black/African American										
% Hispanic/Latino										
% Native Hawaiian/Pacific Islander										
% Two or More										
% White										
% English Learner										
% Special Education										



(Blueprint Milestone) A. Freshmen on Track Indicator

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

Number of Credits	2022-23			2023-24			2024-25			2025-26			2026-27		
	0-4	5	6+	0-4	5	6+	0-4	5	6+	0-4	5	6+	0-4	5	6+
All Students (Number)															
All Students (Percentage)															
% Female															
% Male															
% Nonbinary															
% Economically Disadvantaged															
% American Indian/Alaska Native															
% Asian															
% Black/African American															
% Hispanic/Latino															
% Native Hawaiian/Pacific Islander															
% English Learner															
% Special Education															

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

Number of Courses	2022-23			2023-24			2024-25			2025-26			2026-27		
	2+	1	0	2+	1	0	2+	1	0	2+	1	0	2+	1	0
All Students (Number)															
All Students (Percentage)															
% Female															
% Male															
% Nonbinary															
% Economically Disadvantaged															
% American Indian/Alaska Native															
% Asian															
% Black/African American															
% Hispanic/Latino															
% Native Hawaiian/Pacific Islander															
% English Learner															
% Special Education															



(Blueprint Milestone) A. Freshmen on Track Indicator

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

Attendance Rate	2022-23		2023-24		2024-25		2025-26		2026-27	
	≤ 90%	91%+	≤ 90%	91%+	≤ 90%	91%+	≤ 90%	91%+	≤ 90%	91%+
All Students (Number)										
All Students (Percentage)										
% Female										
% Male										
% Nonbinary										
% Economically Disadvantaged										
% American Indian/Alaska Native										
% Asian										
% Black/African American										
% Hispanic/Latino										
% Native Hawaiian/Pacific Islander										
% Two or More										
% White										
% English Learner										
% Special Education										



B. Cumulative GPA as an Indicator: Research shows that a student’s cumulative GPA can be a strong indicator of their post-secondary success. Calculate the cumulative GPA using a student’s grades in English, math, and science. Use the table below to identify the current percentage of 10th and 12th grade students with a GPA of 3.0 or higher, both collectively and for each demographic and service group. This table also requires that the LEA provide a multi-year projection to increase the number of students meeting this indicator.

Note: MSDE is commissioning a study to explore the use of alternative measures beyond standardized assessments to determine CCR. One potential implication of this study is the use of GPA or additional metrics could increase the number of students identified as CCR. This response contains projections, but it is not a Blueprint Milestone.

10th and 12th Grade Students with a Cumulative GPA of 3.0 or Higher Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

Grade Level	2022-23		2023-24		2024-25		2025-26		2026-27	
	10th	12th	10th	12th	10th	12th	10th	12th	10th	12th
All Students (Number)										
All Students (Percentage)										
% Female										
% Male										
% Nonbinary										
% Economically Disadvantaged										
% American Indian/Alaska Native										
% Asian										
% Black/African American										
% Hispanic/Latino										
% Native Hawaiian/Pacific Islander										
% Two or More										
% White										
% English Learner										
% Special Education										



(Blueprint Milestone) C. College and Career Ready at the End of 10th Grade

Use the table below to indicate the number of current and projected students who will meet the interim standard for college and career readiness (CCR) by the end of 10th 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.


**Students Demonstrating College and Career Readiness by the End of 10th Grade
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

CCR (English AND Math) All Students (Number) All Students (Percentage)	2022-23		2023-24		2024-25		2025-26		2026-27	
	Met	Did Not Meet	Met	Did Not Meet	Met	Did Not Meet	Met	Did Not Meet	Met	Did Not Meet
% Female										
% Male										
% Nonbinary										
% Economically Disadvantaged										
% American Indian/Alaska Native										
% Asian										
% Black/African American										
% Hispanic/Latino										
% Native Hawaiian/Pacific Islander										
% Two or More										
% White										
% English Learner										
% Special Education										

CCR Section 3.4: Support for 11th and 12th Grade Students Who Did Not Meet the CCR Standard



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

- 
- e)
 - 1)
 - i) Each county board, in collaboration with the community colleges, shall develop and implement by the 2023-2024 school year a program of study for students who have not met the CCR standard by the end of the 10th grade.
 - ii) Courses developed under this paragraph shall include applied experiential courses that are highly engaging and focus on the completion of projects and solution of problems as core course components.
 - 2) Courses under this subsection shall be delivered:
 - i) In the 11th and 12th grades to students who have not achieved the CCR standard by the end of the 10th grade; and
 - ii) Subject to the requirements under paragraph (4) of this subsection, before the 10th grade for a student who is not on track to meet the CCR standard by the end of the 10th grade.
 - 2) The implementation of the courses required under this subsection:
 - (1) Shall include an assessment or reassessment of the student after completion of the course;
 - (2) May not preclude or replace enrollment in a course otherwise required for graduation from high school; and
 - (3) Subject to subparagraph (ii) of this paragraph, beginning with the 2022-2023 school year, may not preclude enrollment in the initial stages of one or more post-CCR pathways established under subsection (i) of this section, including the opportunity to make progress towards a CTE credential.
 - ii) When the Accountability and Implementation Board determines that The Blueprint for Maryland's Future has been fully implemented, post-CCR pathways shall be available only to students who have met the CCR standard, except under limited circumstances determined by the Board.
 - f)
 - 1) Each student who has not met the CCR standard by the end of the 10th grade shall receive an individualized plan designed to prepare the student for success in meeting the CCR standard.
 - 2) A teacher working with a student under this subsection shall:
 - i) Assemble a team of other teachers to monitor the student's progress;
 - ii) Meet with the student's parents or guardians to help plan for the student's success; and
 - iii) Work with public and private agencies to provide the student and the student's family with support necessary to foster the student's success.

3.4.1 Intervention Programming and Support

A. 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*

Response here...

Linked Artifacts:

B. 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.

Response here...

Linked Artifacts:

C. Reassessment Opportunities: How will the school system ensure students have ongoing opportunities for CCR reassessment throughout 11th and 12th grade? Describe types of assessments and opportunities for administration.

Response here...

Linked Artifacts:

D. 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.

Response here...

Linked Artifacts:

3.4.2 Individualized College and Career Readiness Plans

- A. 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.

Response here...

Linked Artifacts:

- B. 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 revising the plan in response to a student's individual needs.

Response here...

Linked Artifacts:

- C. 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?


Response here...

Linked Artifacts:



CCR Section 3.5: Post-College and Career Readiness (Post-CCR) Pathways

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

- 
- g) 1) Beginning in the 2023-2024 school year, each county board shall provide all students who meet the CCR standard required under subsection (c) of this section with access to the following post college and career readiness (post-CCR) pathways, at no cost to the student or the student's parents, including the cost of any fees:
- i) A competitive entry college preparatory program, chosen by the county board, consisting of:
 - (1) The International Baccalaureate Diploma Program;
 - (2) The Cambridge AICE Diploma Program; or
 - (3) A comparable program consisting of Advanced Placement courses specified by the College Board;
 - ii) A program that allows a student, through an early college program or dual enrollment at a student's high school and an institution of higher education to earn:
 - (1) An associate degree; or
 - (2) At least 60 credits toward a bachelor's degree; and
 - iii) A robust set of career and technology education programs that are recommended by the CTE Skills Standards Advisory Committee and approved by the CTE Committee and that allow students to complete:
 - (1) A credit or noncredit certificate or license program, course, or sequence of courses, including a program, course, or courses taken through dual enrollment under § 15-127 of this article, at a secondary or postsecondary institution, through an Advanced Placement course at a secondary institution, or through an apprenticeship sponsor that leads to an industry recognized occupational-credential or postsecondary certificate;
 - (2) A registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor; or
 - (3) A youth apprenticeship program, under Title 18, Subtitle 18 of this article.
- 2) Each public high school shall provide access to the programs described under paragraph (1) of this subsection through that public school or through another public school in the county.
- 3)
 - i) Each student who meets the CCR standard required under subsection (c) of this section shall be enrolled in at least one post-CCR pathway described in paragraph (1) of this subsection.
 - ii) Each student who enrolls in a post-CCR pathway shall remain enrolled in the student's public high school.
 - iii) Each public high school shall provide to every student, regardless of whether the student is enrolled in a post-CCR pathway, the full range of services to which the student is entitled, including:
 - (1) Personal, career, and academic advising; and
 - (2) Counseling, in accordance with § 7-126 of this title, to help the student choose one or more post-CCR pathways, or courses within a post-CCR pathway, that fits with the student's educational and career goals.
 - iv) Priority for counseling and advising services described under subparagraph (iii) of this paragraph shall be given to students who have not met the CCR standard by the end of 10th grade.
 - v) Any high school graduation requirements that a student does not meet by the time the student has completed the assessment required under subsection (d) of this section shall be provided within the post-CCR pathway the student chooses.



3.5.1 Exploring Post-CCR Pathways

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, and
- Parents/guardians are included in the process?

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.*

Response here...

Linked Artifacts:

3.5.2 College Preparatory Programs

As indicated in the statutory reference at the top of this section, the Blueprint requires students to have access to the following college preparatory programs.

- International Baccalaureate (IB) Diploma Programme
- 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.

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



Response here...

Linked Artifacts:



(Blueprint Milestone) B. IB Diploma Programme Course Offerings

Use the table below to identify current and planned IB offerings by course. List the individual IB courses offered, the number of schools where each is offered, the number of students enrolled in the course, and the percentage of students enrolled in that course compared to the number of eligible students enrolled in the school system. If planned, project the number of sites and students the LEA anticipates will enroll.

Student Participation in IB Diploma Programme Courses in Comparison to All Students Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

IB Course Name	Current				Year of Implementation	Planned			
	Number of Schools	Number of Eligible Students	Number of Enrolled Students	Percentage of Eligible Students Enrolled		Number of Schools	Number of Eligible Students	Number of Enrolled Students	Percentage of Eligible Students Enrolled
<i>Theory of Knowledge</i>	1	2000	25	1.25%	2027	4	2000	100	5%

Linked Artifacts:



(Blueprint Milestone) C. Student Participation in IB Diploma Programme Courses

Use the table below to indicate the current and projected number of all students participating in any IB course. Provide the percentage of students by demographic and service groups. Develop multi-year projected percentages of students to increase participation and ensure the composition of the students enrolled in the courses reflects the composition of the overall student population.

**Student Participation in IB Diploma Programme Courses in Comparison to All Students
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

	2022-23		2023-24		2024-25		2025-26		2026-27	
	IB	All*	IB	All*	IB	All*	IB	All*	IB	All*
All Students (Number)										
All Students (Percentage)		-		-		-		-		-
% Female										
% Male										
% Nonbinary										
% Economically Disadvantaged										
% American Indian/Alaska Native										
% Asian										
% Black/African American										
% Hispanic/Latino										
% Native Hawaiian/Pacific Islander										
% Two or More										
% White										
% English Learner										
% Special Education										

S = Student Population, T = Teacher Population



(Blueprint Milestone) D. Completion of the IB Diploma Programme

Use the table below to indicate the current and projected numbers of students pursuing the IB Diploma and those earning the IB Diploma. Develop multi-year projections to increase the percentage of students successfully completing the program.

Students Earning the IB Diploma
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

School Year	2022-23	2023-24	2024-25	2025-26	2026-27
IB Coursework and Diploma	Earned Diploma	Earned Diploma	Earned Diploma	Earned Diploma	Earned Diploma
All Students (Number)					
All Students (Percentage)					
% Female					
% Male					
% Nonbinary					
% Economically Disadvantaged					
% American Indian/Alaska Native					
% Asian					
% Black/African American					
% Hispanic/Latino					
% Native Hawaiian/Pacific Islander					
% Two or More					
% White					
% English Learner					
% Special Education					

- E. 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.

Response here...

Linked Artifacts:



(Blueprint Milestone) F. Cambridge AICE Diploma Program Course Offerings

Use the table below to identify current and planned Cambridge offerings by course. List the individual courses offered, the number of schools where each is offered, the number of students enrolled in the course, and the percentage of students enrolled in that course compared to the number of eligible students enrolled in the school system. If planned, project the number of sites and students the LEA anticipates will enroll.

Cambridge AICE Course Name	Current				Year of Implementation	Planned			
	Number of Schools	Number of Eligible Students	Number of Enrolled Students	Percentage of Eligible Students Enrolled		Number of Schools	Number of Eligible Students	Number of Enrolled Students	Percentage of Eligible Students Enrolled
<i>Thinking Skills</i>	0	0	0	0%	2025	1	5000	100	2%

Linked Artifacts:



(Blueprint Milestone) G. Student Participation in Cambridge AICE Diploma Program Courses

Use the table below to indicate the current and projected number of all students participating in any Cambridge courses. Provide the percentage of students by demographic and service groups. Develop multi-year projected percentages of students to increase participation and ensure the composition of the students enrolled in the courses reflects the composition of the overall student population.

**Student Participation in Cambridge AICE Courses in Comparison to All Students
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

School Year	2022-23		2023-24		2024-25		2025-26		2026-27	
	Camb.	All*	Camb.	All*	Camb.	All*	Camb.	All*	Camb.	All*
All Students (Number)										
All Students (Percentage)		-		-		-		-		-
% Female										
% Male										
% Nonbinary										
% Economically Disadvantaged										
% American Indian/Alaska Native										
% Asian										
% Black/African American										
% Hispanic/Latino										
% Native Hawaiian/Pacific Islander										
% Two or More										
% White										
% English Learner										
% Special Education										

*All students represents all students across the school system who are eligible to participate in Cambridge AICE courses whereas Camb. represents only those students enrolled in Cambridge courses.



(Blueprint Milestone) H. Completion of the Cambridge AICE Diploma Program

Use the table below to indicate the number and percentage of students pursuing the Cambridge AICE Diploma and those earning the diploma. Develop multi-year projections to increase the percentage of students successfully completing the program.

Students Earning the Cambridge AICE Diploma
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

School Year Cambridge Coursework and Diploma	2022-23		2023-24		2024-25		2025-26		2026-27	
	Courses Only	Earned Diploma	Courses Only	Earned Diploma	Courses Only	Earned Diploma	Courses Only	Earned Diploma	Courses Only	Earned Diploma
All Students (Number)										
All Students (Percentage)										
% Female										
% Male										
% Nonbinary										
% Economically Disadvantaged										
% American Indian/Alaska Native										
% Asian										
% Black/African American										
% Hispanic/Latino										
% Native Hawaiian/Pacific Islander										
% Two or More										
% White										
% English Learner										
% Special Education										

- I. 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.

Response here...

Linked Artifacts:



(Blueprint Milestone) J. Advanced Placement Course Offerings

Use the table below to identify current and planned AP offerings by course. List the individual courses offered, the number of schools where each is offered, the number of students enrolled in the course, and the percentage of students enrolled in that course compared to the number of eligible students enrolled in the school system. If planned, project the number of sites and students the LEA anticipates will enroll.

AP Course Name	Current				Year of Implementation	Planned			
	Number of Schools	Number of Eligible Students	Number of Enrolled Students	Percentage of Eligible Students Enrolled		Number of Schools	Number of Eligible Students	Number of Enrolled Students	Percentage of Eligible Students Enrolled
<i>Human Geography</i>	10	5000	1500	30%	N/A	0	0	0	0

Linked Artifacts:



(Blueprint Milestone) K. Student Participation in Advanced Placement Courses

Use the table below to indicate the current and projected number of all students participating in any AP courses. Provide the percentage of students by demographic and service groups. Develop multi-year projected percentages of students to increase participation and ensure the composition of the students enrolled in the courses reflects the composition of the overall student population.

**Student Participation in AP Courses in Comparison to All Students
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

School Year	2022-23		2023-24		2024-25		2025-26		2026-27	
	AP	All*	AP	All*	AP	All*	AP	All*	AP	All*
All Students (Number)										
All Students (Percentage)		-		-		-		-		-
% Female										
% Male										
% Nonbinary										
% Economically Disadvantaged										
% American Indian/Alaska Native										
% Asian										
% Black/African American										
% Hispanic/Latino										
% Native Hawaiian/Pacific Islander										
% Two or More										
% White										
% English Learner										
% Special Education										

*All students represents all students across the school system who are eligible to participate in AP courses whereas AP represents only those students enrolled in AP courses.



(Blueprint Milestone) L. Completion of the Advanced Placement Capstone Diploma Program

Use the table below to indicate the number and percentage of students pursuing the Advanced Placement Capstone Diploma and those earning the diploma. Develop multi-year projections to increase the percentage of students successfully completing the program.

**Students Earning the AP Capstone Diploma
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

School Year	2022-23	2023-24	2024-25	2025-26	2026-27
AP Coursework and Diploma	Earned Diploma	Earned Diploma	Earned Diploma	Earned Diploma	Earned Diploma
All Students (Number)					
All Students (Percentage)					
% Female					
% Male					
% Nonbinary					
% Economically Disadvantaged					
% American Indian/Alaska Native					
% Asian					
% Black/African American					
% Hispanic/Latino					
% Native Hawaiian/Pacific Islander					
% Two or More					
% White					
% English Learner					
% Special Education					

M. 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?

Response here...

Linked Artifacts:



N. 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?

Response here...

Linked Artifacts:

3.5.3 Middle and Early College Programs

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

A. Dual Credit Program: Describe the LEA's current and anticipated Dual Credit 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 credit coursework in middle and early college high school program. Describe the challenges associated with implementing a dual credit program or launching a new one. Discuss how the LEA will overcome the challenges identified.

Response here...

Linked Artifacts:



(Blueprint Milestone) B. Dual Credit Course Offerings

Use the table below to identify current and planned dual credit offerings by course and institution of higher education with which the school or school system has partnered. List the individual courses offered, the number of schools where each is offered, the number of students enrolled in the course, and the percentage of students enrolled in that course compared to the number of eligible students enrolled in the school system. If planned, project the number of sites and students the LEA anticipates will enroll.

Dual Credit Course Offerings

Institution of Higher Education	Dual Credit Course Name	Current				Planned				
		Number of Schools	Number of Eligible Students	Number of Enrolled Students	Percentage of Eligible Students Enrolled	Year of Implementation	Number of Schools	Number of Eligible Students	Number of Enrolled Students	Percentage of Eligible Students Enrolled
Community College of Baltimore County	College Composition I	10	5000	1500	30 %	N/A	0	0	0	0

Linked Artifacts:



(Blueprint Milestone) C. Student Participation in Dual Credit Courses

Use the table below to indicate the current and projected percentage of all students participating in all dual credit courses. Provide the percentage of students by demographic and service groups. Develop multi-year projected percentages of students to increase participation and ensure the composition of the students enrolled in the courses reflects the composition of the overall student population.

Student Participation in Dual Credit Courses in Comparison to All Students
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

School Year	2022-23		2023-24		2024-25		2025-26		2026-27	
	DC	All*	DC	All*	DC	All*	DC	All*	DC	All*
All Students (Number)										
All Students (Percentage)		-		-		-		-		-
% Female										
% Male										
% Nonbinary										
% Economically Disadvantaged										
% American Indian/Alaska Native										
% Asian										
% Black/African American										
% Hispanic/Latino										
% Native Hawaiian/Pacific Islander										
% Two or More										
% White										
% English Learner										
% Special Education										

*All students represents all students across the school system who are eligible to participate in AP courses whereas AP represents only those students enrolled in AP courses.

D. 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.

Response here...

Linked Artifacts:



(Blueprint Milestone) E. Middle and Early College High School Course Offerings

Use the table below to identify current and planned middle and early college high school programs, degree types, and institutions of higher education with which the school or school system has partnered. List the individual programs offered, the number of schools where each is offered. If planned, project the intended number of sites.

Middle and Early College High School Course Offerings

Institution of Higher Education	Name of School	Degree Type	Current		Year of Implementation	Planned	
			Number of Schools	Number of Students		Number of Schools	Number of Students
Bard College	Bard HS Early College Baltimore	Associate of Arts	1	421	N/A	0	

Linked Artifacts:



(Blueprint Milestone) F. Student Participation in Middle and Early College High School Programs

Use the table below to indicate the current and projected percentage of all students participating in middle and early college high school programs. Provide the percentage of students by demographic and service groups. Develop multi-year projected percentages of students to increase participation and ensure the composition of the students enrolled in the courses reflects the composition of the overall student population.

**Student Participation in Middle and Early College Programs in Comparison to All Students
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

School Year	2022-23		2023-24		2024-25		2025-26		2026-27	
	MEC	All*	MEC	All*	MEC	All*	MEC	All*	MEC	All*
All Students (Number)										
All Students (Percentage)		-		-		-		-		-
% Female										
% Male										
% Nonbinary										
% Economically Disadvantaged										
% American Indian/Alaska Native										
% Asian										
% Black/African American										
% Hispanic/Latino										
% Native Hawaiian/Pacific Islander										
% Two or More										
% White										
% English Learner										
% Special Education										

*All students represents all students across the school system who are eligible to participate in middle and early college programs whereas MEC represents only those students enrolled in middle and early college programs.

G. Completion of an Associate's Degree: Use the table below to indicate the number and percentage of middle and early college high school students pursuing an Associate's degree and those earning the degree. Develop multi-year projections to increase the percentage of students successfully earning the degree.

**Middle and Early College High School Students Earning an Associate's Degree
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

School Year	2022-23	2023-24	2024-25	2025-26	2026-27
-------------	---------	---------	---------	---------	---------



MEC Coursework and Diploma	Earned Degree	Earned Degree	Earned Degree	Earned Degree	Earned Degree
All Students (Number)					
All Students (Percentage)					
% Female					
% Male					
% Nonbinary					
% Economically Disadvantaged					
% American Indian/Alaska Native					
% Asian					
% Black/African American					
% Hispanic/Latino					
% Native Hawaiian/Pacific Islander					
% Two or More					
% White					
% English Learner					
% Special Education					

H. Recruitment for Dual Credit and Middle and Early College Programs: Discuss how the school system ensures all students know about middle and 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 credit and middle and early college high school programs.

Response here...

Linked Artifacts:

I. Enrollment and Support in Dual Credit and Middle and Early College Programs: Describe how students access the middle and 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 credit and middle and early college high school programs.

Response here...

Linked Artifacts:

3.5.4 Career and Technical Education (CTE) Programs

A. 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.

Response here...

Linked Artifacts:

B. CTE Programs by Career Cluster: Use the table 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.

Career Cluster	Program Name	Current					Planned					
		Number of Schools	Coherent Sequence of Courses (Y/N)	Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)	Year of Implementation	Number of Schools	Coherent Sequence of Courses	Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)
Information	Cybersecurity	4	Y	28	Y	Y	2025	8	Y	28	Y	Y



<i>Technology</i>		

Linked Artifacts:



(Blueprint Milestone) C. CTE Course Offerings

Use the table below to identify current and planned CTE course offerings by course. List the individual courses offered, the number of schools where each is offered, the number of students enrolled in the course, and the percentage of students enrolled in that course compared to the number of eligible students enrolled in the school system. If planned, project the number of sites and students the LEA anticipates will enroll.

Program Name	Course Name	Current				Planned				
		Number of Schools	Number of Eligible Students	Number of Enrolled Students	Percentage of Eligible Students Enrolled	Year of Implementation	Number of Schools	Number of Eligible Students	Number of Enrolled Students	Percentage of Eligible Students Enrolled
<i>Business Management</i>	<i>Principles of Business</i>	26	10400	1300	12.5%	N/A	0	0	0	0

Linked Artifacts:



(Blueprint Milestone) D. Student Participation in CTE Courses

Use the table below to indicate the current and projected number of all students participating in any CTE courses. Provide the percentage of students by demographic and service groups. Develop multi-year projected percentages of students to increase participation and ensure the composition of the students enrolled in the courses reflects the composition of the overall student population.

Student Participation in CTE Courses in Comparison to All Students
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

School Year	2022-23		2023-24		2024-25		2025-26		2026-27	
	CTE	All*	CTE	All*	CTE	All*	CTE	All*	CTE	All*
All Students (Number)										
All Students (Percentage)		-		-		-		-		-
% Female										
% Male										
% Nonbinary										
% Economically Disadvantaged										
% American Indian/Alaska Native										
% Asian										
% Black/African American										
% Hispanic/Latino										
% Native Hawaiian/Pacific Islander										
% Two or More										
% White										
% English Learner										
% Special Education										

*All students represents all students across the school system who are eligible to participate in career and technical education courses whereas CTE represents only those students enrolled in CTE courses.



Blueprint Requirement (MD Code, Educ §21-204)

- a)
 - 1) On or before December 1, 2022, the CTE Committee shall establish, for each school year between the 2023–2024 school year and the 2030–2031 school year, inclusive, statewide goals that reach 45% by the 2030–2031 school year, for the percentage of high school students who, prior to graduation, complete the high school level of a registered apprenticeship or an industry–recognized occupational credential.
 - 2) To the extent practicable, the CTE Committee shall ensure that the largest number of students achieve the requirement of this subsection by completing a high school level of a registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor.

E. 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. Consider apprenticeship opportunities that also result in students earning industry credentials. Use the information from question 3.5.4 B of this subsection to discuss the programs with the highest need for increased apprenticeship opportunities. What challenges are involved in this process, and how does the LEA overcome them?

Response here...

Linked Artifacts:

F. 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. Use the information from question 3.5.4 B of this subsection to discuss the programs with the highest need and how the LEA intends to cultivate opportunities in the identified areas. What challenges are involved in this process, and how does the LEA overcome them?

Response here...

Linked Artifacts:



(Blueprint Milestone) G. Students Completing Apprenticeships and Earning Industry Credentials

Use the first table below to list the programs in which students can take coursework (C), participate in apprenticeships (A), and earn industry credentials (IC), then indicate the number of current and projected students for each. Develop multi-year projections based on how the LEA intends to increase the number of students participating in CTE courses, completing apprenticeships and earning industry credentials.

In the second table, indicate all students across all programs and disaggregate by gender, socioeconomic status, race/ethnicity, and service group.

Table 2: Students Participating in Courses, Completing Apprenticeships, and Earning Industry Credentials Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

School Year	2022-23			2023-24			2024-25			2025-26			2026-27		
	C	A	IC	C	A	IC	C	A	IC	C	A	IC	C	A	IC
Program Name															
All Students (Number)															
All Students (Percentage)															
% Female															
% Male															
% Nonbinary															
% Economically Disadvantaged															
% American Indian/Alaska Native															
% Asian															
% Black/African American															
% Hispanic/Latino															
% Native Hawaiian/Pacific Islander															
% Two or More															
% White															
% English Learner															
% Special Education															

C = Courses Only, A = Apprenticeship, IC = Industry Credential



H. 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?

Response here...

Linked Artifacts:

I. 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?

Response here...

Linked Artifacts:

3.5.5 Aligning State Aid Funding to CCR Pathway Costs

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.).

Response here...

Linked Artifacts:

CCR Section 3.6: Equitable Access and Tracking



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. What safeguards will the school system implement to mitigate and eliminate opportunities and occurrences of tracking?

Response here...

Linked Artifacts:

CCR Section 3.7: Proposed Regulatory Revisions and Waivers

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:

CCR Section 3.8: Stakeholder Engagement

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.

Response here...

Linked Artifacts:



Pillar 4: More Resources to Ensure All Students Are Successful

This Pillar includes four sections. While all LEAs must complete sections two through four, only those LEAs that are current recipients or anticipated recipients of the Concentration of Poverty Grant must complete section one regarding community schools.



Resources Section 4.1: Community Schools

4.1.1 School Information and Eligibility

Blueprint Requirement (MD Code, Educ §9.9–101)

- b) “Community school” means a public school that establishes a set of strategic partnerships between the school and other community resources that promote student achievement, positive learning conditions, and the well-being of students, families, and the community by providing wraparound services.

(MD Code, Educ §5-223)

- b)
 - 1) There is a Concentration of Poverty School Grant Program in the State.
 - 2) The purpose of the Program is to provide grants to eligible schools with a high concentration of eligible students.
 - 3) The Program consists of the:
 - i) Personnel grant; and
 - (1) Per pupil grant.

(MD Code, Educ §9.9–104)

- a)
 - 1) A community school shall have an experienced and qualified community school coordinator who:
 - i) Is hired at the appropriate administrative level;
 - ii) Understands, respects, and demonstrates a high degree of cultural awareness of and competency in the diversity in the community and in cross-cultural practice with stakeholders; and
 - iii) May be employed by the school district.
 - 2) A community school coordinator may be a social worker.
- b)
 - 1) A community school coordinator shall be responsible for:
 - i) Establishing a community school;
 - ii) Completing an assessment of the needs of the students in the school for appropriate wraparound services to enhance the success of all students in the school;
 - iii) Developing an implementation plan based on the assessment of needs for the community school, in cooperation with other interested stakeholders; and
 - iv) Coordinating support programs that address out-of-school learning barriers for students and families

A. Current Community Schools: Community schools are funded via Concentration of Poverty Grants, which provide funding for both personnel and additional per pupil funding. Use the table below to list the schools that currently meet the definition of community school and provide the requested information, including the name of the Community Schools Coordinator at each school and the year the grant was awarded.



School Site Code	School Name	Grades Served	Enrollment	% of Students Eligible for FARMs	Name of Community Schools Coordinator	Year of Initial Grant Award

B. Projected Eligible Community Schools: Use the table below to identify schools that may become eligible for the Concentration of Poverty Grant within the next five years.

School Site Code	School Name	Grades Served	Enrollment	% of Students Eligible for FARMs	Projected Year of Eligibility

4.1.2 Community School Implementation

A. Needs Assessment: Community Schools must conduct a needs assessment within one year of receiving a Concentration of Poverty grant or becoming a community school. For each of the LEA's current community schools, list the three areas of greatest need as determined through the needs assessment.

Note: For school systems where there are ten or more community schools, modify the table to identify the top five needs among all community schools as indicated in the needs assessments for all schools.

School Site Code	School Name	Three Areas of Greatest Need



Linked Artifacts:



Blueprint Requirement (MD Code, Educ §9.9–102)

The purpose of a community school is to help students and families overcome the in-school and out-of-school barriers that prevent children from learning and succeeding over the course of their lives by having an integrated focus on academics, health and social services, youth and community development, and family and community engagement.



(Blueprint Milestone) B. Community Partnerships

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.

Examples may include:

- *Providing educational opportunities for adults and family members of students*
- *Extending or expanding learning time*
- *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
University of Maryland	Provide college students for school day tutoring	Northwestern HS	9-12	Students	Planned	2023-2024

Linked Artifacts:



Resources Section 4.2: Student Groups with Unique Needs

In each of the three previous Pillars, LEAs are asked to describe how they meet the needs of unique learners, including English learners and special education students. 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.

4.2.1 English Learners (EL)

- A. Alignment and Investment of Resources:** The Blueprint provides additional aid to LEAs specifically to support English learners. Discuss how the LEA will leverage this aid, along with other funding sources, to meet the needs of this student group. 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*

Response here...

Linked Artifacts:

- B. 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 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



Response here...

Linked Artifacts:

- C. Two-Way Immersion Pipelines:** Maryland's rapidly increasing linguistic diversity in public schools provides school systems with even more opportunities for dual language and immersion programs. Discuss the LEA's population of English learners and the opportunities to provide two-way immersion and dual language programs currently or in the future where enrollment allows.

Response here...

Linked Artifacts:

- D. 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.

Response here...

Linked Artifacts:

- E. Recent Immigrants and Students with Limited or Interrupted Formal Education (SLIFE):** Discuss the strategies and support the LEA provides to secondary students identified as recent immigrants and/or whose formal education has been limited or interrupted. How does the LEA ensure students receive the appropriate educational placement and services to meet their individual needs?

Response here...

Linked Artifacts:

4.2.2 Special Education Students

- A. Alignment and Investment of Resources:** The Blueprint provides additional aid to LEAs specifically to support students with disabilities. Discuss how the LEA will leverage this aid along with other funding sources to meet the needs of this student group. 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*

Response here...

Linked Artifacts:

B. Identification of Students: Discuss the systems and structures the LEA uses to mitigate the opportunities for under- or over-identification of special education students, particularly as it relates to individual demographic groups.

Response here...

Linked Artifacts:

C. Appropriate Placement and Services: Describe how the LEA ensures students with disabilities are placed in an appropriate instructional setting and receive the individualized services and support needed for academic success. Include specific systems, models, and strategies used to support various instructional settings and services.

Response here...

Linked Artifacts:

D. 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*

Response here...

Linked Artifacts:

- E. 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?

Response here...

Linked Artifacts:

Resources Section 4.3: Proposed Regulatory Revisions and Waivers

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:

Resources Section 4.4: Stakeholder Engagement

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

Linked Artifacts:



Pillar 5: Governance and Accountability



Governance Section 5.1: The Blueprint Implementation Plan Team

Each LEA must establish a Blueprint Implementation Plan Team that will be responsible for developing and monitoring the implementation of the LEA's Blueprint Implementation Plan. It is the LEA's responsibility to determine how members will be selected and how they will engage relevant stakeholders throughout the process. See the Guidance Document, a companion to the Blueprint Implementation Plan Template, for more information.

5.1.1 Purpose and Responsibilities

Describe how the LEA will leverage the Blueprint Implementation Plan Team to develop and implement its Blueprint Implementation Plan. Discuss the major responsibilities assigned to the team and individual members where applicable.

Response here...

Linked Artifacts:

5.1.2 Stakeholder Engagement

At the end of each Pillar, LEAs discuss how to engage stakeholders to develop plans for a specific Pillar. In this section, discuss how and when the Blueprint Implementation Plan Team will engage community members at large, including the local school board, in the development and implementation of its Blueprint Implementation Plan.

Response here...

Linked Artifacts:

5.1.3 Establishing the Blueprint Implementation Plan Team

Describe the LEA's process for identifying and recruiting members for the Blueprint Implementation Plan Team. Considerations may include position, experience, expertise, and membership in a particular stakeholder group.

Response here...

Linked Artifacts:



5.1.4 Membership of the Blueprint Implementation Plan Team

Use the table below to list the members of the Blueprint Implementation Plan Team and their positions within the school system or stakeholder groups they represent. See the Guidance Document, a companion to the Blueprint Implementation Plan Template, which includes a list of the membership groups that must be represented on the Team.

Name	Position	Stakeholder Group

Governance Section 5.2: Allocating Budgets and Expenses to Schools

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 plan to budget State Aid funds at the school level, by Major Aid category and demonstrate that the budgeted funding amount at the school level reflects the correct per pupil



percentage 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.

Response here...

Linked Artifacts: