

# Blueprint for Maryland's Future: Implementation Plan Guidance Document

A Companion to the Implementation Plan Template

---

Fall 2022



**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

---

# Table of Contents

---

<b>INTRODUCTION .....</b>	<b>4</b>
<b>BLUEPRINT IMPLEMENTATION PLAN TEAM .....</b>	<b>4</b>
<b>ENGAGING THE COMMUNITY .....</b>	<b>5</b>
<b>IMPLEMENTATION PLAN TIMELINE.....</b>	<b>7</b>
<b>SUBMISSION AND REVISION PROCESS .....</b>	<b>8</b>
<b>CRITERIA FOR SUCCESS: INITIAL PLAN APPROVAL.....</b>	<b>9</b>
<b>BLUEPRINT MILESTONES: ANNUAL PROGRESS MONITORING AND REPORTING.....</b>	<b>10</b>
<b>NAVIGATING THE IMPLEMENTATION PLAN TEMPLATE .....</b>	<b>11</b>
<b>SUPPORT FOR LOCAL EDUCATION AGENCIES.....</b>	<b>17</b>
<b>APPENDIX: CRITERIA FOR SUCCESS.....</b>	<b>18</b>

---

# Introduction

---

The Blueprint for Maryland's Future was enacted by the 2021 Maryland General Assembly and now serves as Maryland's driving force for making significant and lasting changes in its transformation to a world-class instructional system for all Maryland students.

The Blueprint presents a once-in-a-generation opportunity and pledge that all of Maryland's 910,000 students will receive an excellent and an equitable education, especially those students who have been historically underserved. To fully implement The Blueprint and support local education agencies (LEAs), the Maryland State Department of Education is determined to ensure all new policies and innovative approaches are well thought out, follow best practices, and are aligned to the five key Pillars of The Blueprint.

This guide acts as a companion to the Blueprint Implementation Plan Template, which will encompass a Local Education Agency's plan to implement all five of the Blueprint's Pillars. This guide provides explanatory context and background information to understand the Blueprint Implementation Plan Template, the process to develop and submit the plan, how the submitted plans will be reviewed and approved, and how progress will be monitored over time. Also included in this guide is an overview of the type of supports available to LEAs as they complete their plan.

MSDE recognizes the wide-ranging scope of the Blueprint Implementation Plan Template and the coordination that will be needed to successfully develop an LEA's plan and implement the described programs. MSDE is committed to being ongoing, collaborative partners for each LEA during the Blueprint Implementation Plan development process. With this commitment, MSDE will provide the supports described below in collaboration with key stakeholders such as the Accountability and Implementation Board (AIB).

There are two documents that are provided to support an LEA's development of their Blueprint Implementation Plan, each of which will be explained further in this guide:

1. The Implementation Plan Template
2. The Implementation Plan Guidance Document, which includes the Criteria for Success

---

## Blueprint Implementation Plan Team

---

Each LEA is required to create a Blueprint Implementation Plan Team, the purpose of which is to develop and monitor the implementation of the LEA's Blueprint Implementation Plan. In addition to the Blueprint Implementation Plan Team itself, successful implementation of the Blueprint and the Implementation Plan also requires wider collaboration with additional stakeholders from across the school district, described in more detail in the "Engaging the Community" section.

### Team Membership

Each LEA will determine how to recruit the individual members of this team, which will include a cross-section of stakeholders from key groups. At a minimum, the team should include 11 people from the roles listed below. Additional members may be added at the discretion of the local superintendent.

- Local superintendent
- Blueprint Coordinator
- Three district-level leaders appointed by the local superintendent

- Three teachers, at least one of whom must be selected by the teachers' association, who represent all grade levels (Elementary, Middle, and High School)
- Three principals who represent all grade levels (Elementary, Middle, and High School)

### Responsibilities

Under the direction of the local superintendent, the Blueprint Implementation Plan Team will develop a strategy to:

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

This team will also be responsible for attending the workshops and any other events hosted by MSDE, in collaboration with AIB, to support LEAs in developing their Implementation Plans. These workshops are explained in the “Support for LEAs” section of this guide. The local superintendent may also add and further define the responsibilities of the team or its individual members.

The Blueprint Implementation Plan Team will create the meeting schedules and structures that will be most conducive to fulfilling the responsibilities as described above.

## Engaging the Community

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

### Key Engagement Activities

When planning engagement activities, LEAs should utilize strategies that will increase opportunities for participation, create environments where stakeholders are encouraged to share their ideas and feedback, and ensure continued partnership and collaboration. These may include:

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

### Evidence of Engagement

The Blueprint Implementation Plan Team must collect evidence of its engagement with stakeholder groups. This evidence of engagement may be included in the LEA's Blueprint Implementation Plan as a Linked Artifact in Pillar 5 or spread out throughout the Implementation Plan as needed.

---

Examples of evidence may include, but are not limited to:

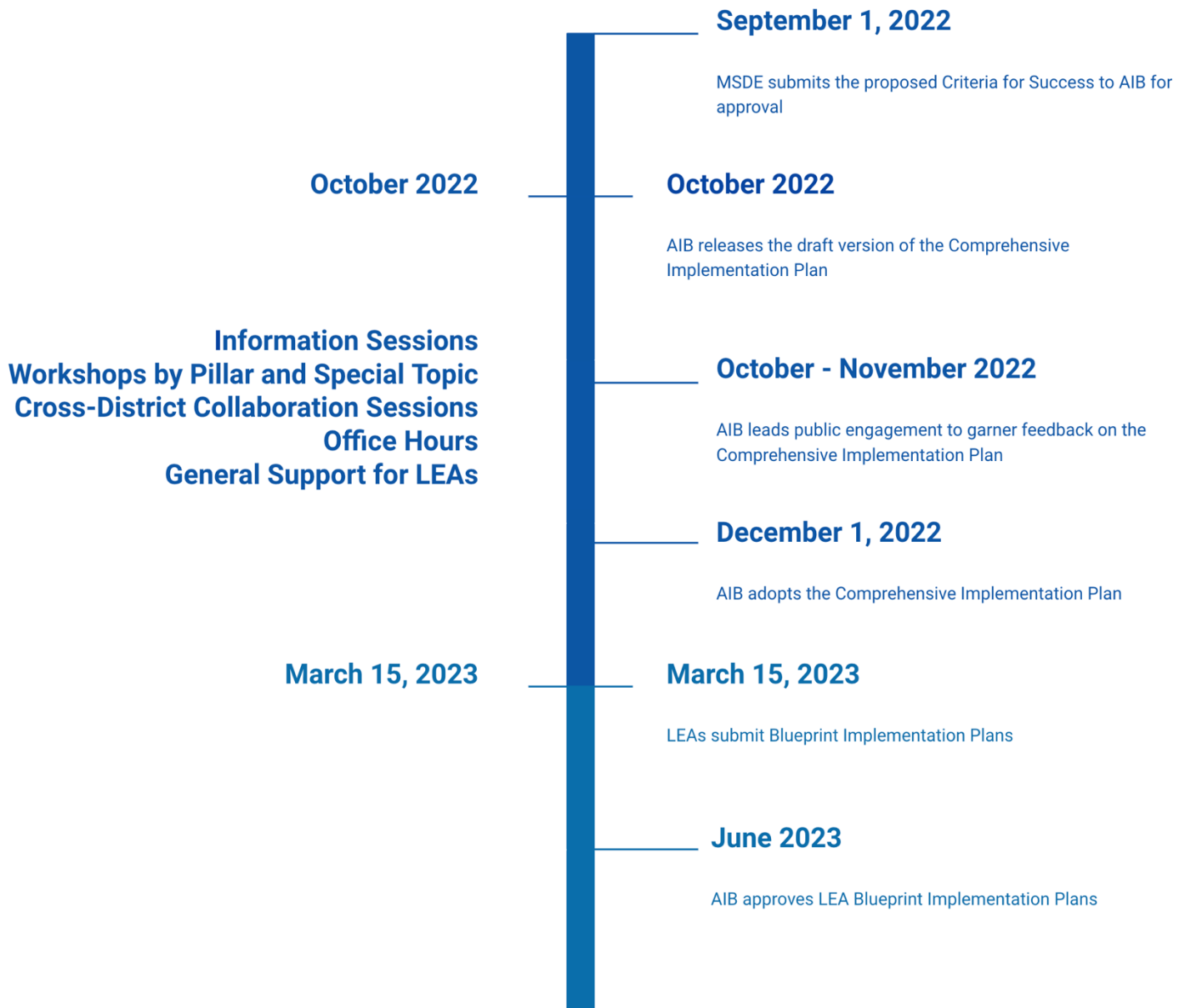
- Meeting agendas
- Survey results
- Screenshots of social media posts
- Summaries of engagement efforts and feedback

### Stakeholder Groups

The following list includes specific stakeholder groups that the LEA's Blueprint Implementation Plan Team must engage. This list is not exhaustive and may be added to as necessary. The Blueprint Implementation Plan Team should consider each of the five Blueprint Pillars individually when identifying additional stakeholder groups that will be critical to the development and execution of the Implementation Plan.

- Parents and guardians who are reflective of the student demographics served by the district
- Teachers (e.g., teachers at large, by content or subject, etc.)
- Principals (e.g., principals at large, by level or school model, etc.)
- Teachers' Association
- Principals' Association
- Other bargaining units
- Librarians
- Counselors
- Non-teaching professionals
- Education support professionals
- Local school board
- College and career readiness partners from industry and institutions of higher education
- Community partners (e.g., partners providing wraparound services)
- Early Childhood partners, private child care providers, and community members

# Implementation Plan Timeline



---

# Submission and Revision Process

---

## Time Period of the Implementation Plan

The Blueprint for Maryland's Future sets a ten-year period to fully implement all of its components. In consideration of the challenges associated with developing a ten-year plan which would span the entire implementation period defined by the Blueprint, the initial submission will be an Implementation Plan covering a five-year period that includes the 2022-23 through the 2026-27 school years. LEAs will then update their Implementation Plans for a second five-year period that extends through the 2031-32 school year.

## Submission and Review Process

Each Local Education Agency shall submit their completed Implementation Plan to the Accountability and Implementation Board and MSDE on or before March 15, 2023.

MSDE will facilitate a review process to evaluate each LEA Implementation Plan. Review teams will include three to four members and will consist of internal and external reviewers with relevant expertise and field experience to evaluate Blueprint Implementation Plans based on the Criteria for Success discussed in the next section. Reviewers will be selected from MSDE staff, MSDE's Expert Review Team, and leading education experts and practitioners.

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

Based on the review and feedback of the review teams, MSDE will recommend approval or disapproval of the submitted Implementation Plan to the AIB. Following MSDE's recommendation, the AIB will evaluate all plans for formal approval or require revisions until the plans can be approved.

## Revisions for Initial Approval

Prior to the submission deadline, MSDE will host a series of workshops in collaboration with the AIB to support LEAs in developing and writing their plans to align with the Criteria for Success. These workshops are detailed below in the "Support for LEAs" section. Although the workshops and other support should minimize the need for revisions after the submission deadline, an LEA whose Implementation Plan does not meet all criteria upon initial review will receive actionable feedback and a timeline within which to submit revisions.

## Annual Amendments

The LEA must review its Implementation Plan annually to track its progress and ensure the fidelity of its implementation. While there will be an opportunity for an extended review and revision after the first five-year period, there will also be an annual opportunity for an LEA to propose amendments as needed.

# Criteria for Success: Initial Plan Approval

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

The Criteria for Success serves as a resource for LEAs to complete its Implementation Plan. Each row of the Criteria for Success pairs with one question or a set of questions within the Implementation Plan. Each row will receive a rating of “Meets All Criteria,” “Partially Meets Criteria,” or “Does Not Meet Criteria,” as well as feedback on responses when appropriate.

LEAs should use the Criteria for Success as a guide for completing each question found in the Implementation Plan, including by having the Criteria for Success readily available for reference while developing responses. To obtain a rating of “Meets All Criteria,” school systems must:

- Provide detailed and specific answers to every aspect of the Implementation Plan question,
- Present responses in a logical sequence and with coherence, and
- Provide activities and goals that are both ambitious and feasible.

The following table is a sample excerpt of the Criteria for Success. The full Criteria for Success can be found in the Appendix.

Pillar 1: Early Childhood Education					
Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
1.1.1 A-B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system shows a detailed understanding of the challenges that prevent families from enrolling eligible Tier I students--especially those from the priority groups listed--in Pre-K and outlines a comprehensive set of strategies to both overcome these challenges and increase participation among eligible Tier II students to foster socioeconomic diversity in prekindergarten classrooms.	
1.1.1 C-D Ⓢ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system clearly identifies the broad range of operational changes required to support the expansion of Pre-K, includes a comprehensive explanation of how Pre-K expansion will be incorporated into short and long-term planning, and lists the current and projected Pre-K enrollment slots cut by age, tier, and demographics.	
1.1.2 A-B Ⓢ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system shows a distribution of public and private Pre-K slots through 2026-2027 that matches the annual targets set by the Blueprint, provides concrete strategies for meeting the targets, and detailed and reasonable explanations to address barriers that may prevent the school system from meeting the Blueprint target.	

# Blueprint Milestones:

## Annual Progress Monitoring and Reporting

---

Blueprint Milestones are embedded throughout the Blueprint Implementation Plan and require LEAs to set goals based on statutory deadlines and other intended outcomes. MSDE will use the Blueprint Milestones to review annual LEA progress and assess whether LEAs are on-track to meet goals and whether MSDE should make recommendations (e.g., interventions, withholding funding, etc.) to the AIB. Each year, the LEA should evaluate its progress towards meeting these Blueprint Milestones. As necessary, the LEA should also update the targets within the Blueprint Milestones through annual progress monitoring. Any amendments to a district's Blueprint Milestones may be resubmitted for consideration through the revision submission process, to be shared at a later date.

While all milestones are presented in the format of a table, some require the LEA to list qualitative and programmatic information such as essential activities, whereas others require the LEA to assess its current state, set quantitative goals, and then project where it intends to be in one-year increments until the goal is met and/or maintained.

### Time Bound vs. Timeless Goals

Instances where the Blueprint clearly identifies a date by which an activity must happen should be considered “time bound.” An example of a time bound activity is the Blueprint’s requirement that the minimum teacher salary must be at least \$60,000 on or before July 1, 2026.

All goals that do not have a specific completion date specified in statute will be considered “timeless” and should be set using an initial five-year term with the expectation that the goal will be extended for another five-year term. An example of a timeless goal would be to ensure the diversity of the teaching corps matches that of the student population. If these figures do not currently match, the LEA will project goals to achieve a match over the course of the five-year term. If the LEA already meets the goal, it will project goals to ensure the diversity of the teacher workforce remains a match to the student population, particularly if the community’s demographics change.

Support for developing responses to the Blueprint Milestones, including how to make projections, will be provided during the workshop series hosted by MSDE, in collaboration with AIB.

### Blueprint Milestones by Pillar

#### Pillar 1

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

#### Pillar 2

6. Teacher Diversity Projections
7. Principal Diversity Projections
8. Phasing in the Career Ladder
9. Projecting National Board Certified Teacher Needs
10. National Board Certified Teachers in Low-Performing Schools
11. Mandatory 10% Teacher Salary Increases
12. Starting Teacher Salary of \$60,000

**Pillar 3**

13. Achievement Metrics for College and Career Readiness in English Language Arts
14. Training Aligned to the Science of Reading
15. Adoption of HQIM - English Language Arts
16. Achievement Metrics for College and Career Readiness in Mathematics
17. Adoption of HQIM - Mathematics
18. Middle School Enrollment in Algebra I
19. Freshmen on Track Indicator
20. College and Career Ready at the End of 10th Grade
21. IB Diploma Programme Course Offerings
22. Student Participation in IB Diploma Programme Courses
23. Completion of the IB Diploma Programme
24. Cambridge AICE Diploma Program Course Offerings
25. Student Participation in Cambridge AICE Diploma Program Courses
26. Completion of the Cambridge AICE Diploma Program
27. Advanced Placement Course Offerings
28. Student Participation in Advanced Placement Courses
29. Completion of the Advanced Placement Capstone Diploma Program
30. Dual Credit Course Offerings
31. Student Participation in Dual Credit Courses
32. Middle and Early College High School Course Offerings
33. Student Participation in Middle and Early College High School Programs
34. CTE Course Offerings
35. Student Participation in CTE Courses
36. Students Completing Apprenticeships and Earning Industry Credentials

**Pillar 4**

37. Community Partnerships

## Navigating the Implementation Plan Template

---

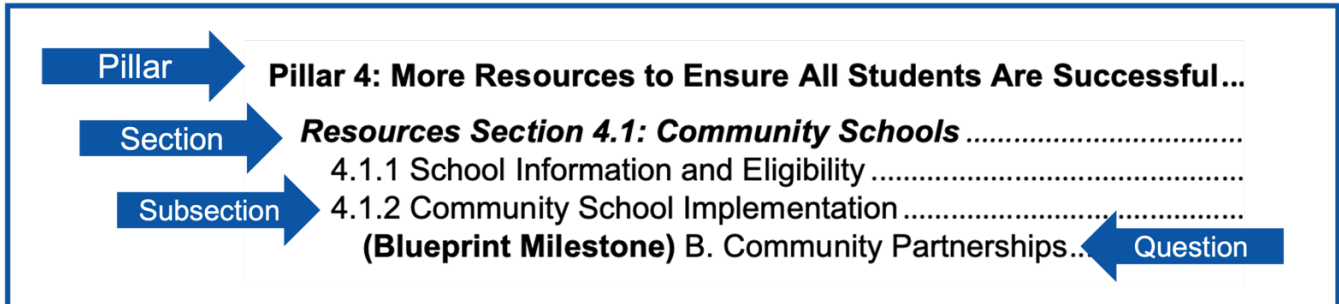
The Implementation Plan Template is the main document where each LEA will complete the given prompts to develop the school district's plan to implement various components included in The Blueprint for Maryland's Future. The Implementation Plan Template consists of a series of questions that the LEA should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

### Organization

Mirroring the policy structure of The Blueprint, the Implementation Plan Template is organized into five Pillars:

- Early Childhood Education
- High-Quality and Diverse Teachers & Leaders
- College and Career Readiness
- More Resources to Ensure All Students are Successful
- Governance & Accountability

Within each Pillar, there are a series of numbered and labeled sections. Each section is then divided into separate subsections. The subsections may then be further divided into separate questions that are enumerated with sequential letters. This results in a numbering system where a question can be identified as “4.1.2 B.” As demonstrated in the image below, the Table of Contents also includes those questions that are considered Blueprint Milestones for easy reference.



The Implementation Plan Template provides supporting information through several different tools, each described in detail below. These tools include Blueprint Requirements, Scaffolding Questions, and Examples and Considerations. When drafting the response to each question, the LEA should read through all information in the section before writing any responses. In addition to the supporting information, many sections include Scaffolding Questions that will help the school district consider all aspects and other implications of implementing different strategies.

### Blueprint Requirement

Throughout the Implementation Plan Template, there are a series of blue boxes labeled “Blueprint Requirement.” These are excerpts from the relevant statute that detail the legal requirements related to each initiative. See the image below for an example.

The image shows a blue box containing a checklist icon on the left and a statute excerpt on the right. The statute is titled "Blueprint Requirement (MD Code, Educ §6-1008)" and is labeled as a "Statute Section".

**Blueprint Requirement (MD Code, Educ §6-1008)** ← Statute Section

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.

Each Blueprint Requirement box also has the specific statute section number of where that excerpt was taken from. To see more context of the excerpt, go to [mgaleg.maryland.gov/mgawebsite/Laws/Statutes](http://mgaleg.maryland.gov/mgawebsite/Laws/Statutes), then select “Education - (ged)” in the “Articles” field, select the section number listed from the “Sections” field, and then click the red magnifying glass. This will pull up the full statutory language.

### Statutes

Articles

Q

Sections

Q

HTML  PDF

Statutes Affected

Q

### Blueprint Milestone

Also in the Implementation Plan Template are a number of questions that have a target icon and are labeled as “Blueprint Milestone.” See below for an example. These milestones offer the LEA an opportunity to list quantitative and qualitative goals that will be monitored annually by the LEA, MSDE, and AIB. More information on Blueprint Milestones can be found in the “Blueprint Milestones” section of this guide.

## (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

## Scaffolding Questions

Some questions in the Implementation Plan Template ask for responses that are not explicitly requested in the Blueprint statutes. These scaffolding questions are included in the Template to provide each LEA the opportunity to consider all implications of implementing a specific initiative. In the image below, the LEA should consider not just what rules have to change to expand opportunities to enroll in Pre-K, but how families are actually supported to apply and what the process is from their perspective. Thoughtful answers to these scaffolding questions will aid the LEA in developing its plan to achieve the intended outcomes for each Pillar of the Blueprint.

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

*Response here...*

**Linked Artifacts:**


- D. Family Experience and Support:** How will the school system ensure that the enrollment process meets the needs of families? Describe the strategies, tools, and resources the school system will use to understand families' needs and support them through the application and registration process.

*Response here...*

**Linked Artifacts:**

## Examples and Considerations

Many questions include lists of components that should be included in a strong response to the question. These are provided to help the LEA develop a strong plan for implementing a specific program. Within the Blueprint Implementation Plan Template, how the list is introduced will signal whether the LEA should include in their response every item listed, or whether the LEA may consider if each item listed is relevant to them. If a list of components is preceded by “Consider the following” or “How will the LEA ensure,” then the LEA response should address all items listed. If a list of components is labeled “Examples may include,” then the LEA response may address some or all the examples in the italicized list and any other components not included in the list of examples.

**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.

### 1.2.5 Transition to Kindergarten

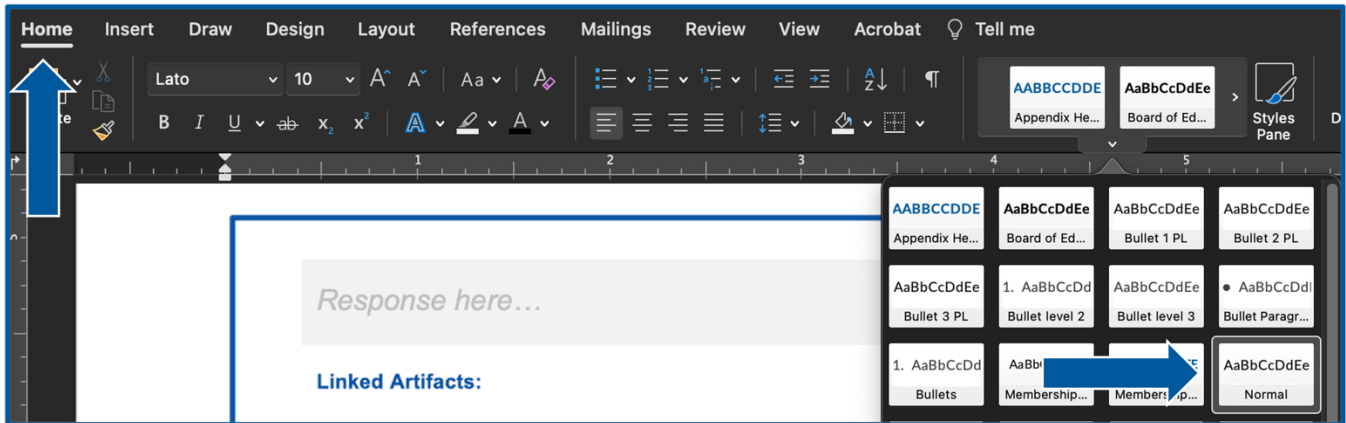
How will the LEA ensure that eligible students and families are supported in the transition from Pre-K to kindergarten? Discuss the support provided for public and private programs. Consider the types of information and experiences that will be most helpful to schools and families during this transition.

*Examples may include:* 

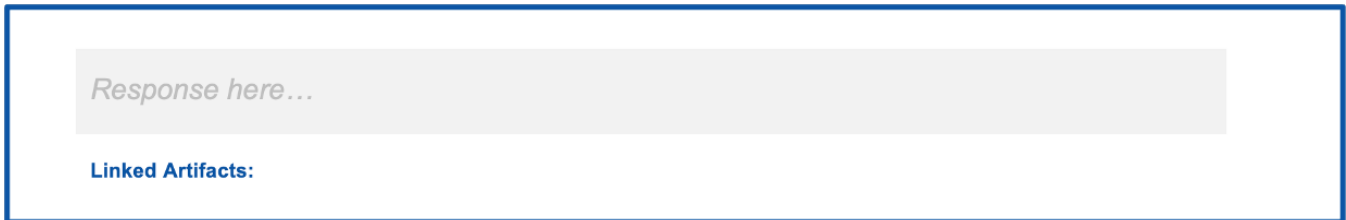
- *Kindergarten orientation for students/parents/guardians well in advance of the first day of school and hosted at Pre-K sites*
- *Collaboration between Pre-K and kindergarten teachers to discuss student needs and determine the best-fit placements*
- *Knowledge transfer from PreK teachers to kindergarten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

### Answering a Prompt

Each question that requires a narrative response is followed by a table with two rows to complete. The first row is filled with a gray color and includes the phrase “Response here...” in a gray colored font. Before entering information into this field, navigate to the “Home” tab in Microsoft Word and change the font style to “Normal” to reset the formatting. Use this field to enter the narrative response to the prompt.



The second row of the table, labeled “Linked Artifacts,” provides a space to hyperlink additional documentation that supports the LEA’s narrative response. These artifacts do not replace the need for a narrative, but rather reinforce and expand on the given response. Responses that only include links without a supporting narrative will not be reviewed, nor will they be rated. Artifacts should be named appropriately and hyperlinked to the location where the file is stored. If providing multiple documents, present them in a list format.



### DEFINITIONS AND OTHER SUPPORTING INFORMATION

Within the Implementation Plan Template, some terms have specific definitions that will differ from common usage.

#### Early Childhood Education Tiers (MD Code, Educ § 7-1A-01)

Within the Early Childhood Education Pillar, eligibility for full-day prekindergarten is prioritized by “Tiers,” each of which have a specific definition.

#### “Tier I child” means a child:

- Who is 3 or 4 years old;
- Whose family income is less than or equal to 300% of the federal poverty level; and
- Whose family chooses to enroll the child in full-day prekindergarten.

**“Tier II child” means a child:**

- Who is 4 years old;
- Whose family income is more than 300% but not more than 600% of the federal poverty level; and
- Whose family chooses to enroll the child in full-day prekindergarten.

**“Tier III child” means a child:**

- Who is 4 years old;
- Whose family income is more than 600% of the federal poverty level; and
- Whose family chooses to enroll the child in full-day prekindergarten.

**Low-Performing Schools**

Within the High-Quality and Diverse Teachers and Leaders Pillar, the term “Low-Performing Schools” has a specific definition when referring to placement of National Board Certified Teachers and the corresponding salary increases. For all other contexts, the term low-performing schools may be interpreted more broadly as appropriate. When referring to “Low-Performing Schools” related to placement of National Board Certified Teachers, the definition is provided in the State’s Framework for National Board Certified Teachers and Low-Performing Schools (Framework 1.0), which identifies schools eligible for the program. This framework includes the following methodology:

- The use of multiple years of data improves the identification process to ensure that low-performing schools over multiple years are identified.
- Elementary, Middle and High schools earning a 1- or 2-star rating for two years meet the state definition and must be included in the program. LEAs that have more than 10 percent of total schools meeting the state definition of low-performing cannot use the local flexibility option to include additional schools.
- Under the local flexibility option, 10 percent of eligible schools is based on the total number of schools in each LEA.

Full details on this methodology and the current list of Low-Performing Schools is available at

<https://www.marylandpublicschools.org/Blueprint/Pages/NBCTProgram/index.aspx>.

## Support for Local Education Agencies

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

Workshop topics will include, but not be limited to, the following:

- Orientation and overview of the Implementation Plan Template
- Detailed implementation discussions of each Pillar
- How to make sophisticated projections on enrollment, achievement, and other Blueprint Milestones
- Collaboration sessions related to problems of practice, including:
  - Best practices to collaborate with early childhood private providers
  - Build flexible schedules to support apprenticeship pathways
  - Stakeholder engagement with historically underserved communities

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

The chart above demonstrates how support will be scheduled in the coming months and leading up to the submission deadline in March. While most sessions will be organized by Pillar, there are some sessions that may apply to more than one Pillar and others that are intended to provide general information. Additional session topics may be added and differentiated to meet the needs of individual LEAs. To request a topic for a session, please email: [blueprint.implementation@maryland.gov](mailto:blueprint.implementation@maryland.gov).

Some sessions will require attendance from each LEA’s Blueprint Implementation Plan Team while others will be optional and dependent upon the needs of the LEA. Below is the proposed schedule of sessions. Additional sessions and updates to this schedule will be emailed through the weekly superintendent’s transmittal and directly to Blueprint coordinators.

Outside of these scheduled sessions, LEAs may reach out to MSDE at any point for any questions, support, or other information by emailing [blueprint.implementation@maryland.gov](mailto:blueprint.implementation@maryland.gov) or calling (410) 767-0642.

## Appendix: Criteria for Success

The Criteria for Success is included in the Appendix which begins on the next page. It is formatted and numbered so that it can be printed as a standalone document.



# Blueprint Implementation Plan: Criteria for Success

## Meets All Criteria

The response answers the question in its entirety, includes detailed and specific examples, is presented in a logical sequence with coherence, and is both ambitious and feasible.

## Partially Meets Criteria

The response does not address all parts of the question, lacks detail or specific examples, is presented in such a way that it is difficult to understand, and either lacks ambition or is not feasible.

## Does Not Meet Criteria

The response does not address the question, or no response is included.



## Pillar 1: Early Childhood Education

Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
1.1.1 A-B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system shows a detailed understanding of the challenges that prevent families from enrolling eligible Tier I students--especially those from the priority groups listed--in Pre-K and outlines a comprehensive set of strategies to both overcome these challenges and increase participation among eligible Tier II students to foster socioeconomic diversity in prekindergarten classrooms.	
1.1.1 C-D 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system clearly identifies the broad range of operational changes required to support the expansion of Pre-K, includes a comprehensive explanation of how Pre-K expansion will be incorporated into short and long-term planning, and lists the current and projected Pre-K enrollment slots cut by age, tier, and demographics.	
1.1.2 A-B 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system shows a distribution of public and private Pre-K slots through 2026-2027 that matches the annual targets set by the Blueprint, provides concrete strategies for meeting the targets, and detailed and reasonable explanations to address barriers that may prevent the school system from meeting the Blueprint target.	
1.1.3 A-B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system articulates the details and timeline for how staff will work with stakeholders to develop and codify a common enrollment system for prekindergarten students that is likely to cause an increase in racial and socioeconomic diversity to the greatest extent practicable without exacerbating disproportionate concentrations of students from different subgroup populations within individual Pre-K programs.	
1.1.3 C-D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system outlines detailed communications strategies with families related to Pre-K enrollment that incorporate timelines, frequency of communications, methods, and outreach efforts as well as strategies for ensuring that the school system understands families' needs, including historically disadvantaged and Tier I families, and supports parents through the application and registration process.	



Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
1.2.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system outlines how it will collaborate with private prekindergarten providers to provide training for all employee groups and clearly articulates how participants' mastery of content will be assessed, how implementation of training will be monitored and assessed, and how data will be used to inform professional development.	
1.2.3 A-C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system provides comprehensive descriptions of how it will collaborate with private partners to serve students with disabilities, students experiencing homelessness, and English Learners, including the training and support provided to staff to meet the individualized needs of students, information related to compliance with federal law and strategies for recruiting students and communicating with families.	
1.2.4 A-C Ⓢ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system presents ambitious and feasible projections for the percentage of students meeting kindergarten readiness by demographic group, including a detailed explanation of how they will collaborate with private providers to monitor implementation of the instructional program, cultivate Pre-K-2 vertical articulation, and ensure that students in public and private settings are successful.	
1.2.4 D-E Ⓢ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system presents ambitious and feasible projections for increasing the number of high-quality programs at both the individual school level and across the county and provides a comprehensive overview of how the LEA will collaborate with private providers to improve ratings of early childhood programs as determined by Maryland EXCELS.	
1.3.1 - 1.3.3 Ⓢ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system includes projections for developing high-quality early childhood education staff that matches projected enrollment and includes comprehensive plans building teacher and teacher assistant pipelines that will serve public and private Pre-K programs.	
1.4.1 - 1.4.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system clearly identifies opportunities for collaboration and shared challenges, presents detailed strategies for maximizing resources and overcoming those challenges, and outlines methods for data and information sharing between public and private providers.	



Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
1.5.1 A-C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system provides a detailed description of how it intends to expand the number of Judy Centers and families served by them, strategies for increasing family participation and engagement, and ensuring academic alignment between Judy Centers and the system's core instructional program.	
1.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(Optional) If the school system needs any waivers or revisions from the Code of Maryland Regulations (COMAR), the request contains adequate citations, is reasonable to implement, and a comprehensive explanation of how the existing regulation will impede the school system in implementing the Blueprint.	
1.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system provides a list of key stakeholder groups that it will engage with to develop and support its implementation plans related to Early Childhood Education, including private child care providers, local governmental entities, and community partners, and provides comprehensive details on how each group will contribute.	



## Pillar 2: High Quality and Diverse Teachers and Leaders

Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
2.1.1 A-B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system shows a detailed understanding of historical hiring trends and has a coherent and detailed plan to increase the number of candidates in grade levels and subject areas that have been difficult to staff.	
2.1.1 C-D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system provides detailed plans to partner with institutions of higher education and education preparation providers or launch or scale Grow Your Own initiatives to recruit staff that reflects the student population, increases the number of participants, provides comprehensive support to ensure successful completion and certification, and utilizes strategic staffing for job placement and increased retention among all listed applicant groups.	
2.1.1 E-F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system can clearly identify individual schools with diverse populations, supportive environments that can be used for observations and practica, and a selection and support process that will lead to highly successful mentoring.	
2.1.2 A-C Ⓢ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Annual projections for teacher diversity are ambitious, feasible, and will lead to the diversity of a school system's teaching corps matching the diversity of its students.	
2.1.3 A-C Ⓢ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Annual projections for principal diversity are ambitious, feasible, and will lead to the diversity of a school system's principals matching the diversity of its students.	
2.1.4 A-B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system has a coherent, detailed, and measurable plan to build a pipeline of diverse candidates and ensure that hiring practices mitigate and/or eliminate opportunities for implicit bias.	
2.2.1 A-E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system identifies a continuum of support for new teachers that includes highly qualified and diverse mentor teachers, comprehensive professional learning for mentor teachers and mentees that will lead to successful outcomes for students, and meaningful assessments and processes for assessing the effectiveness of programming.	



Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
2.2.2 A-E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system identifies a continuum of support for new principals that includes highly qualified and diverse mentor leaders, comprehensive professional learning for mentor principals and mentees that will lead to successful outcomes for students, and meaningful assessments and processes for assessing the effectiveness of programming.	
2.2.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system lists a wide array of strategies for retaining teachers, including strategies specifically focused on retaining a diverse workforce, and identifies how those strategies will be communicated, promoted, and measured.	
2.3.2 A ©	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system outlines the essential activities of implementing the Career Ladder in a way that is specific, feasible, and likely to lead to success.	
2.3.3 A-K	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system has a detailed process to develop, recruit, and evaluate diverse cohorts of Lead Teachers, Distinguished Teachers, and Professor Distinguished Teachers, with sample responsibilities for all positions that allow them to spend the statutorily-required amount of time during the day supporting struggling students, mentoring other teachers, and supporting the implementation of a robust curriculum and instructional program promoting college and career readiness through participating and leading professional development opportunities.	
2.3.3 L-N	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system has a detailed process to develop, recruit, and evaluate diverse cohorts of Licensed Principals and Distinguished principals, responsible for managing the administrative functions of schools as well as spending a portion of the workday teaching, including organizing and managing a school in a way that incentivizes and supports teachers to do their best work; helping students, parents, and teachers embrace the goal for all students to achieve internationally competitive standards; and mentoring and supporting other principals.	
2.3.4 A-C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system clearly articulates how their implementation of the Career Ladder will ensure strategic staffing to support low performing schools, create more planning time and job-embedded professional learning opportunities for new teachers, and evolve systems and structures and maximize resources to increase time in teachers' days for essential activities outside of classroom teaching.	



Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
2.3.5 A-D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school system outlines a detailed and coherent plan to increase the number of teachers with advanced degrees that includes meaningful collaboration with institutions of higher education, pathways for educators to become certified in teaching dual-enrollment courses, and progress monitoring to ensure success.	
2.3.6 A-D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school system identifies a dedicated National Board Certification coordinator and has a comprehensive plan for increasing the number of NBCTs, and incentivizes all teachers--especially those historically underrepresented in the profession--to pursue NBCT.	
2.3.6 E-F Ⓢ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system sets rigorous goals for increasing the percentage of NBCTs by grade level, subject area, and demographic, that spans at least five years, addresses barriers to certification, and includes strategies for addressing disproportionalities.	
2.3.6 G Ⓢ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system sets rigorous goals to increase the percentage of NBCTs in low-performing schools that span at least five years.	
2.3.7 A-C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system includes comprehensive explanations of how it will support system-level leaders in ensuring professional learning experiences are high-quality, the systems in place to support professional learning and peer collaboration, and a detailed accounting of the opportunities teachers and staff have for professional learning and peer collaboration.	
2.3.8 A-G	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school system details plans to use a teacher evaluation system that fully aligns to the Blueprint requirements (MD Code, Educ §6-1010), including a robust plan to train teachers and evaluators and collaboration with key stakeholders to ensure highly effective implementation.	
2.4.2 A-B Ⓢ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system sets realistic goals for ensuring all teachers meet the salary requirements set forth in Blueprint within the designated time frame.	
2.5	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(Optional) School system needs no waivers from the Code of Maryland Regulations (COMAR), OR school system identifies specific regulations, with appropriate citations, and includes a detailed, reasonable, and compelling explanation for the necessity of the waiver to achieve its goals.	



Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
2.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system provides a list of key stakeholder groups that it will engage with to develop and support its implementation plans related to High-Quality Diverse Teachers and Leaders, including the local teachers' organization in negotiating the development of the Career Ladder, and provides comprehensive details on how each group will contribute.	



## Pillar 3: College and Career Readiness

Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
3.1.1 A-B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system clearly articulates the mission, vision, and goals for literacy as well as a comprehensive plan for English language arts that is aligned to the science of reading and incorporates kindergarten readiness, third graders reading proficiently, and meaningful continued support for struggling readers in grades 4-12	
3.1.1 C 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system identifies current achievement levels in English language arts for all designated groups by grade level and demographic and establishes ambitious and feasible projections for the next five academic years.	
3.1.2 B 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system identifies the percentage of each employee group that has received science of reading training and shows the projected percentages to get to 100% of staff trained within three years and maintained in subsequent years.	
3.1.2 C-D 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system outlines the initial and ongoing literacy training for all employee groups and clearly articulates how participants' mastery of content will be assessed, how implementation of trainings will be monitored and assessed, and how data will be used to inform professional development.	
3.1.2 E-F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system provides a coherent plan inclusive of the talent, time, and resources necessary for providing ongoing, high-quality, job-embedded professional development for support staff and staff responsible for reading instruction and intervention.	
3.1.3 A-E 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system identifies high-quality, content-rich, and culturally responsive instructional materials aligned to all five areas of the science of reading for all grade levels, clearly articulates an inclusive and rigorous process used to select the materials, and presents a detailed plan for providing ongoing professional development and instructional support.	



Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
3.1.4 A-C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system describes detailed and rigorous systems to monitor student progress in reading at each grade level, identifies the universal screeners and other assessments administered to students and their purpose, and clearly articulates Pre-K - 12 measures of success used to identify students at all grade levels in need of additional literacy support and intervention.	
3.1.5 A-E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system provides comprehensive plan for identification, provision, and graduation from Tier 2 and Tier 3 instruction in reading for all grade levels, with meaningful details related to how the system will support teachers in their implementation of interventions, when and how high-quality school-day tutoring will be offered, how historically underserved groups that were disproportionately impacted by the pandemic will be prioritized, and how families will be included and engaged.	
3.2.1 A-B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system clearly articulates the mission, vision, and goals for mathematics at all grade levels and identifies a comprehensive plan to ensure students are ready for college-level credit-bearing coursework upon graduation.	
3.2.1 C 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system identifies current achievement levels in mathematics for all designated groups by grade level and demographic and establishes ambitious and feasible projections for the next five academic years.	
3.2.2 A-C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system outlines the initial and ongoing mathematics training for all employee groups and clearly articulates how participants' mastery of content will be assessed, how implementation of training will be monitored and assessed, and how data will be used to inform professional development.	
3.2.2 D-E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system provides a coherent plan inclusive of the talent, time, and resources necessary for providing ongoing, high-quality, job-embedded professional development for support staff and staff responsible for mathematics instruction and intervention.	
3.2.3 A-E 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system identifies high-quality, content-rich, and culturally responsive instructional materials for all grade levels in math, clearly articulates an inclusive and rigorous process used to select the materials, and presents a detailed plan for providing ongoing professional development and instructional support.	



Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
3.2.4 A-C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system describes detailed and rigorous systems to monitor student progress in math at each grade level, identifies the universal screeners and other assessments administered to students and their purpose, and clearly articulates Pre-K - 12 measures of success used to identify students at all grade levels in need of additional literacy support and intervention.	
3.2.5 A-E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system provides comprehensive plan for identification, provision, and graduation from Tier 2 and Tier 3 instruction in math for all grade levels, with meaningful details related to how the system will support teachers in their implementation of interventions, when and how high-quality school-day tutoring will be offered, how historically underserved groups that were disproportionately impacted by the pandemic will be prioritized, and how families will be included and engaged.	
3.2.6 A-D Ⓢ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system details how it will prepare all students at the middle and high school level for success in Algebra I, provide equitable access and increase the number of students from all subgroups in the course, and support students as they complete a coherent course sequence in secondary math to become college and career ready.	
3.3.1 A-C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system provides a detailed overview of the process for identifying students for Gifted and Talented that includes multiple opportunities for identification throughout a student's academic career, a comprehensive plan for reducing and eliminating gaps in identification for historically underserved populations, and a description of the accelerated pathways available to students to achieve college and career readiness before the end of 10th grade.	
3.3.2 A-D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system defines the criteria for subject matter readiness, identifies the percentage of students from all groups considered subject matter ready currently, and provides a detailed overview of how all eligible students, including historically underserved populations, can access and enroll in the most rigorous coursework available to them.	
3.3.3 A-B Ⓢ	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system identifies the percentage of 9th grade students on track to graduate, disaggregated by demographic and the average Grade Point Average (GPA) for 10th - 12th graders, and provides ambitious and feasible projections for improving both on-track percentages and average GPAs.	



Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
3.3.3 C 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system identifies the percentage of 10th - 12th grade meeting the interim standard for college and career readiness in both English and math disaggregated by demographic and provides ambitious and feasible projections for improving the percentage considered college and career ready.	
3.4.1 A-C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system provides a comprehensive description of the services and supports provided to students who do not meet the CCR standard on time, reassessment opportunities for students in 11th and 12th grade, and how the school system will provide student support pathways for students who do not meet the CCR standard in at least one subject area as well as those participating in post-CCR pathways while still working to meet the CCR standard.	
3.4.1 D	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system identifies the organization(s) with whom it will partner to develop a program of study for 11th and 12th grade students who do not meet CCR requirements by the end of 10th grade and includes a detailed plan for how it will implement, evaluate, and revise partnerships to ensure student success.	
3.4.2 A-C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	The school system outlines how it will develop detailed, coherent, and individualized plans for students who are not CCR ready by the end of 10th grade, including how family members will be engaged as well as the stakeholders responsible for monitoring the implementation and revision of the individualized plans based on student need.	
3.5.2 B-D 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system provides an overview of the current and planned International Baccalaureate course offerings, the current and projected IB student participation and diplomat completion rates, and detailed, ambitious, and feasible plans to improve those rates and ensure the composition of students enrolled in IB course offerings reflects the composition of the overall student population.	
3.5.2 F-H 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system provides an overview of the current and planned Cambridge AICE Diploma Program course offerings, the current and projected AICE student participation and diploma completion rates, and detailed, ambitious, and feasible plans to improve those rates and ensure the composition of students enrolled in AICE course offerings reflects the composition of the overall student population.	




Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
3.5.2 I-L 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system provides an overview of the current and planned Advanced Placement course offerings, the current and projected AP student participation and diploma completion rates, and detailed, ambitious, and feasible plans to improve those rates and ensure the composition of students enrolled in AP course offerings reflects the composition of the overall student population.	
3.5.3 B-C 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system identifies the current and planned dual credit offerings in detail, and provides comprehensive, ambitious, and feasible projections to increase participation and ensure students enrolled in dual credit offerings reflect the composition of the overall student population.	
3.5.3 E 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system provides a detailed overview of all current and planned early college high school programs, the institutions of higher education with whom the school system is partnering, and the number of schools within the system where the programs are offered.	
3.5.3 F-G 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system identifies the current and planned early college high school offerings in detail, and provides comprehensive, ambitious, and feasible projections to increase participation and ensure students enrolled in early college high school course offerings reflect the composition of the overall student population.	
3.5.4 C-D 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system identifies the current and planned CTE course offerings in detail, and provides comprehensive, ambitious, and feasible projections to increase participation and ensure students enrolled in CTE offerings reflect the composition of the overall student population.	
3.5.4 E-F	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system identifies the CTE Programs with the highest need for increased industry-recognized credentials and apprenticeship opportunities, as well as the challenges to and solutions for recruiting industry partners to create work-based learning opportunities for students.	
3.5.4 G-I 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system identifies the current and projected number of students participating in apprenticeships and earning industry-based credentials, as well as comprehensive, ambitious, and feasible plans for recruiting and enrolling students in career and technical education courses.	



Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
3.6	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system provides a detailed, reasonable explanation of the safeguards that will be implemented to mitigate and eliminate occurrences of tracking as well as a summary of how the system will continually monitor data to ensure students are not subjected to tracking.	
3.7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(Optional) If the school system needs any waivers or revisions from the Code of Maryland Regulations (COMAR), the request contains adequate citations, is reasonable to implement, and a comprehensive explanation of how the existing regulation will impede the school system in implementing the Blueprint.	
3.8	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system provides a list of key stakeholder groups that it will engage with to develop and support its implementation plans related to College and Career Readiness, including industry partners to scale apprenticeships and institutions of higher education to expand dual credit offerings for students, and provides comprehensive details on how each group will contribute.	



## Pillar 4: More Resources to Ensure all Students are Successful

Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
4.1.1 A-B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system accurately identifies the schools that currently meet the definition of "Community School" according to the Blueprint and makes reasonable predictions for those schools that will become eligible within the next five years.	
4.1.2 A-B 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system produces detailed and unique areas of greatest need for each school that qualifies for the Concentration of Poverty grant and creates a comprehensive list of the meaningful strategic partnerships that are or will be available to students and families in the areas of academics, health and social services, youth and community development, and family and community engagement. Note: Districts with ten or more community schools may provide a consolidated list of the five greatest needs.	
4.2.1 A-B	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system produces specific and comprehensive examples of how it will increase its investments and reallocate or realign its use of talent, time, and resources to better support English learners, as well as the strategies that staff will use to engage and communicate with families of English learners.	
4.2.1 C-E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system exhibits a detailed understanding of trends related to its English learner population and provides specific strategies that will lead to an expansion of two-way immersion and dual language programming where enrollment allows, an increase in the number of students eligible for reclassification, and accurate and appropriate placement and services for all English learners, particularly at the secondary level.	
4.2.2 A-C	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system produces specific and comprehensive examples of how it will increase its investments and reallocate or realign its use of talent, time, and resources to better support students with disabilities, outlines a comprehensive strategy for avoiding over- or under-identification of students that references all relevant demographic groups, and provides a detailed description of the systems, models, and strategies used to place and support students in appropriate instructional settings that are inclusive with differentiated instruction based on student need.	



Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
4.2.2 D-E	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system presents a detailed plan for developing all teachers in improving instruction for students with disabilities as well as a comprehensive description of the policies, procedures, systems, and data that will be incorporated to mitigate discriminatory discipline practices for special education students.	
4.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	(Optional) If the school system needs any waivers or revisions from the Code of Maryland Regulations (COMAR), the request contains adequate citations, is reasonable to implement, and a comprehensive explanation of how the existing regulation will impede the school system in implementing the Blueprint.	
4.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system provides a list of key stakeholder groups that it will engage with to develop and support its implementation plans to leverage More Resources to Ensure Students are Successful and provides comprehensive details on how each group will contribute.	



## Pillar 5: Governance and Accountability

Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
5.1.1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system outlines its process for developing its Blueprint Implementation Plan, identifies the major responsibilities of the members of the Blueprint Implementation Plan Team, as well as the group and individual responsibilities assigned to team members.	
5.1.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system identifies the methods and timeline for how the Blueprint Implementation Team will engage with and receive feedback from community members and its local school board related to the execution of its Blueprint Implementation Plan.	
5.1.3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system lists the individuals who will establish the Blueprint Implementation Team and outlines the strategies used for recruiting individuals with variations in expertise, experience, and position that matches the diversity of the district's student population.	
5.1.4	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system outlines the membership of a Blueprint Implementation Team that represents a wide array of stakeholders capable of addressing all Pillars, includes teachers and principals from elementary, middle, and high schools, and adequately matches the diversity of the district's student population.	
5.2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School system demonstrates it has an existing system for budget allocation and expenditure tracking at the school level or provides a detailed plan for how such a system will be developed to ensure State aid funding aligns with the designated per pupil percentages.	