Blueprint for Maryland's Future:

Implementation Plan Guidance Document

A Companion to the Initial Implementation Plan Template

Fall 2022

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

AIB Accountability &
Implementation
Board
BLUEPRINT FOR MARYLAND'S FUTURE

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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 Initial 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 Initial 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 Initial 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 Initial Blueprint Implementation Plan, each of which will be explained further in this guide:

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

Developing the Blueprint Implementation Plan

Each LEA must identify a group of individuals responsible for developing its Blueprint Implementation Plan. The level of planning and types of activities required to achieve the intended outcomes of the Blueprint impact the school system as a whole and often require collaboration that spans multiple Pillars. While an LEA may choose to establish individual working groups by pillar or objective given the subject-matter expertise needed to develop plans for a specific topic, it is recommended that the LEA establish a group responsible for the development of the Implementation Plan as a whole to ensure consistency in quality and stakeholder engagement across all Pillars.

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.

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Membership

Each LEA will determine how to recruit the individual members responsible for developing its Implementation Plan, including consideration of an individual's position, experience, expertise, or membership in a particular stakeholder group. Ideally this group will include a cross-section of stakeholders from key groups, most importantly teachers and principals. Below is a list of recommended positions and stakeholder groups.

- 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

The individuals responsible for developing the Blueprint Implementation Plan will develop a strategy to:

- Draft the Implementation Plan with relevant working groups and 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.

These individuals will also be responsible for attending the workshops and any other events hosted by MSDE, in collaboration with AIB, to support LEAs in developing and refining their Implementation Plans to ensure Plans are well developed, clearly articulated, and representative of the LEA's community and its needs. These workshops are explained in the "Support for LEAs" section of this guide.

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

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Evidence of Engagement

The individuals responsible for developing the Initial Blueprint Implementation Plan must collect evidence of its engagement with stakeholder groups. This evidence of engagement may be included in the LEA's Initial 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 should engage. This list is not exhaustive and may be added to as necessary. The individuals responsible for developing the Initial Blueprint Implementation Plan 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.

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- 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

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Implementation Plan Timeline

September 1, 2022

MSDE submits the proposed
Criteria for Success to AIB for
approval

October 2022

AIB releases the draft version of
the Comprehensive
Implementation Plan

October - November 2022

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

December 1, 2022

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

December 1, 2022

AIB adopts the Comprehensive
Implementation Plan

March 15, 2023

March 15, 2023

LEAs submit Blueprint
Implementation Plans

**Review and Revision
Process for Initial Approval**

June 2023

June 2023

MSDE recommends LEA Blueprint
Implementation Plans to AIB for approval

AIB approves LEA Blueprint
Implementation Plans

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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 three-year period that includes the 2021-22 through the 2023-24 school years. LEAs will then update their Implementation Plans for a second three-year period that extends through the 2026-27 school year. Terms of subsequent plans will be shared at a later date.

Submission and Review Process

Each LEA 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 Initial 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 three-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 all criteria listed in the Criteria for Success (available in the Appendix).

The Criteria for Success serves as a resource for an LEA 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 1-2	☐	☐	☐	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 overcome these challenges, and (if responding) increase participation among eligible Tier II students to foster socioeconomic diversity in prekindergarten classrooms.	
1.1.1 4-5 ◎	☐	☐	☐	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.	
1.1.3 6-7 ◎	☐	☐	☐	School system shows a distribution of public and private Pre-K slots that matches the annual targets set by the Blueprint or describes the barriers to meeting the established targets for private seats, 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.	

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Projections: Annual Progress Monitoring and Reporting

The Initial Blueprint Implementation Plan requires LEAs to provide baseline data and set projections based on statutory deadlines and other intended outcomes. LEAs should base their projections on anticipated results due to strategies that are being implemented and should consider adjusting these strategies to achieve greater results over time. MSDE will use the projections to review annual LEA progress and provide LEAs with necessary support to achieve the goals of the Blueprint.

AIB will consider these initial projections as it works with MSDE, LEAs, and other partners, including experts, to develop outcome measures and targets for measuring progress toward Blueprint implementation. The target-setting process will be completed in 2023 in advance of the March 2024 plan submissions.

While all projections 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 and project where it intends to be in one-year increments until the goals of the Blueprint are met and/or maintained.

Projections by Pillar

Pillar 1
1. Pre-K Enrollment Projections
2. Distribution of Public and Private Pre-K Slots Projections
3. Developing High-Quality ECE Staff Projections
4. Kindergarten Readiness Assessment Projections

Pillar 2
5. Teacher Diversity Projections
6. National Board Certified Teacher Projections
7. National Board Certified Teachers in Low-Performing Schools Projections
8. Phasing in the Career Ladder – Activity Projections
9. Mandatory 10% Teacher Salary Increases

Pillar 3
10. College and Career Readiness in English Language Arts Achievement Projections
11. Training Aligned to the Science of Reading for Early Literacy (Pre-K-3) Projections
12. HQIM - English Language Arts: Adoption Projections
13. College and Career Readiness in Mathematics Achievement Projections
14. HQIM – Mathematics: Adoption Projections
15. College and Career Readiness Projections
16. Freshmen on Track Projections

Pillar 4
17. Community Partnership Projections

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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 "ongoing" and should be set using an initial three-year term with the expectation that the goal will be extended for another three-year term. An example of an ongoing 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 three-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 projections, including how to make multi-year projections, will be provided during the workshop series hosted by MSDE, in collaboration with AIB.

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Navigating the Initial Implementation Plan Template

The Initial 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 Initial 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.
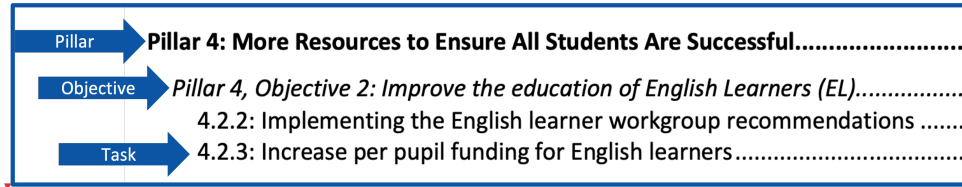
Organization

Mirroring the policy structure of The Blueprint, the Initial 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 objectives. Each objective is then divided into separate tasks. Questions are enumerated with sequential numbers throughout the document to ensure each question is assigned a unique number from 1 to 164.

Pillar	**Pillar 4: More Resources to Ensure All Students Are Successful**........................
Objective	*Pillar 4, Objective 2: Improve the education of English Learners (EL)*..................
	4.2.2: Implementing the English learner workgroup recommendations ....
Task	4.2.3: Increase per pupil funding for English learners..................................

The Initial 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.
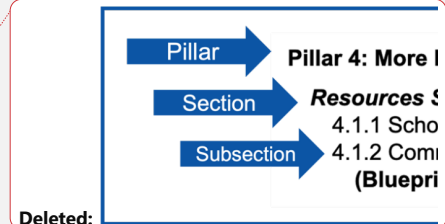
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Pillar	**Pillar 4: More**
Section	***Resources***
	4.1.1 Scho
Subsection	4.1.2 Comi
	(Bluepri

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Blueprint Requirement

Throughout the Initial Implementation Plan Template, there are a series of links labeled "Blueprint Requirement." Clicking on the link provides excerpts from the relevant statute that detail the legal requirements related to each initiative. See the image below for an example. The Blueprint Requirements are positioned at the beginning of a section or before the series of questions to which they apply.

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

Each Blueprint Requirement 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, 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.
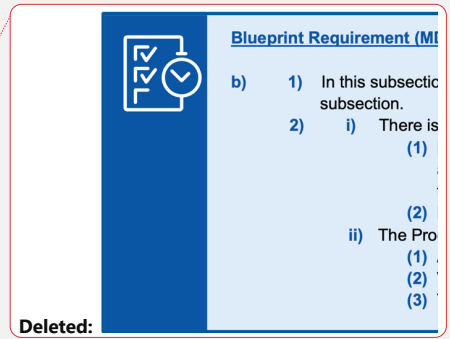
Statutes

Articles	Education - (ged)	
Sections	6-1008	
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Statutes Affected		

Blueprint Requirement (MI

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         subsection.
     2) i) There is
             (1)
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             (1)
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Projections

Also in the Implementation Plan Template are a number of questions that have a target icon and are labeled as "Projections." See below for an example. More information on Projections can be found in the "Projections" section of this guide.

32. 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.

Note: Use the data submitted from the 2022 diversity report submitted to AIB as a resource and linked artifact.

Demographic Comparison of Teaching Corps to Student Population

	2021-2022		2022-2023		2023-2024	
	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

Linked Artifacts:

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(Blueprint Miles

Use the table below to indicate the the school system, including the pe diversity of the school system's stu If no gaps exist, set projections to

Demographic

	2022-23	
	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

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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 is asked to not only consider how to increase enrollment in Pre-K, but to identify challenges and the strategies they plan to employ to overcome the challenges, one of which should be a plan for communication and outreach to families. 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.

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1. **Increasing Tier I Participation:** Describe how the school system will increase participation among eligible Tier I 3- and 4-year-olds in Pre-K so that all 4-year-old children and nearly all 3-year-old children from low-income families who wish to enroll in full-day Pre-K shall be served by FY 25 and FY 32, respectively. Identify the challenges that prevent families from enrolling students or the school system from meeting the enrollment need and the strategies the school system will utilize to overcome the identified challenges. Consider challenges associated with priority groups (children with disabilities, youth experiencing homelessness, and English learners) as well as those who require transportation.

   Response here…

   Linked Artifacts:

2. **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? When identifying strategies, consider how the school system will work with the following:

   - Local health and social services
   - Regional child care resource centers
   - Local Early Childhood Advisory Council

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C. **Communication and Outrea[c]** the opportunity to enroll in Pre- outreach efforts to ensure all fa options are available to them a system intentionally use to rec homelessness, and English lea

   Response here…

   Linked Artifacts:

D. **Family Experience and Supp** process meets the needs of fa system will use to understand registration process.

   Response here…

   Linked Artifacts:

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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 Initial 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.

14. **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.

Note: Include relevant enrollment policies and procedures, if applicable, as part of the March 2024 artifact submission.

Response here…

Linked Artifacts:

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A. **Enrollment Process, Policies,** with private providers, develop same for all schools and provid demographics of the enrolled st and timeline and how parents' school system will develop polic philosophical underpinnings tha common enrollment, consider tl

- A common timeline
- A common application
- A common selection pro
- Centrally managed proc promoting socioeconom practicable without exac different subgroup popu
- Comprehensive reposito application support, etc.

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21. 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? How will the LEA communicate these opportunities to current and prospective employees?

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:

1.2.5 Transition to Kinde

How will the LEA ensure that e K to kindergarten? Discuss the of information and experiences

Examples may include:
- *Kindergarten orientation school and hosted at Pi*
- *Collaboration between i determine the best-fit pi*
- *Knowledge transfer from portfolios, and other stu*

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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. Narrative responses may include multiple paragraphs, subheadings, bulleted lists, or other organizational elements to ensure clear and succinct responses.
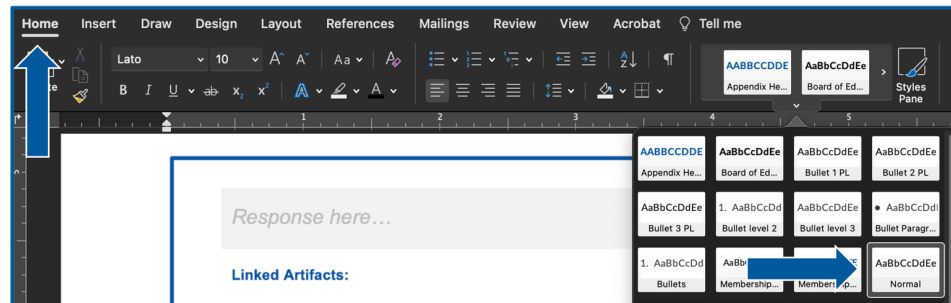
The second row of the table, labeled "Linked Artifacts," provides a space to hyperlink additional documentation that supports the LEA's narrative response. These artifacts do not replace the need for a narrative, but rather reinforce and expand on the given response. Responses that only include links without a supporting narrative will not be reviewed, nor will they be rated. Unless otherwise indicated in the template, linked artifacts are encouraged but not required.

Artifacts should be named appropriately and hyperlinked to the location where the file is stored. If providing multiple hyperlinked documents, present them in a list format. MSDE will email each LEA individually a link to a shared folder for document storage. The folder will only be accessible to an individual LEA, MSDE, and AIB.

> *Response here…*
>
> **Linked Artifacts:**
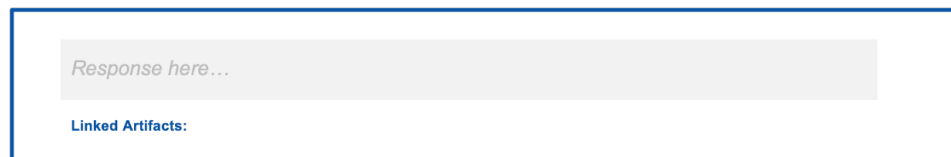
DEFINITIONS AND OTHER SUPPORTING INFORMATION

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.

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"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 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.

Workshops will include, but not be limited to, the following:

Introductory Sessions

Sessions will be designed to help LEAs develop a strategy to create, implement, and monitor their Blueprint Implementation Plans. The topics covered are applicable to all five of the Blueprint's Pillars and include:

- Overview of the Blueprint Implementation Plan Development Process
- Project Management and Facilitating Cross-Functional Teams
- Best Practices in Stakeholder Engagement
- Setting Projections
- Proposed Regulatory Revisions and Waivers

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Information and Collaboration Sessions by Pillar

Sessions will focus on Pillars within the Initial Implementation Plan Template and will provide LEAs with an in-depth review of each objective and task to ensure a common understanding exists around the purpose and intent of each question posed in the Template.

- Initial Implementation Plan Template: Pillar 1 - Early Childhood Education
- Initial Implementation Plan Template: Pillar 2 - High-Quality Diverse Teachers and Leaders
- Initial Implementation Plan Template: Pillar 3 - College and Career Readiness
- Initial Implementation Plan Template: Pillar 4 - More Resources to Ensure All Students are Successful
- Initial Implementation Plan Template: Pillar 5 - Governance and Accountability

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

- Pillar 1:
  - Facilitating Effective Public and Private Partnerships for Pre-K
- Pillar 2:
  - Developing Talent Pipelines
  - Hiring for Diversity
  - Induction and Mentoring Programs to Support and Retain New Teachers
  - Implementing the Career Ladder
- Pillar 3
  - Facilitating and Supporting Job-Embedded Professional Development
  - College and Career Readiness in English Language Arts
  - College and Career Readiness in Mathematics
  - Developing Support Pathways for College and Career Readiness
  - Student Support Teams and Individualized CCR Plans
  - Establishing a Career Counseling Program
  - Exploring and Developing Post-CCR Pathways
  - Cultivating Partnerships to Scale Apprenticeships and Earn Industry Credentials
- Pillar 4
  - Coordinating Community Partnerships
  - Supporting English Learners
  - Supporting Students with Disabilities
- Pillar 5
  - Leveraging State Aid and Creating Sustainable Funding Practices

Draft Implementation Plan Review Sessions by Pillar

Sessions will provide LEAs with the opportunity to collaborate with MSDE and AIB staff and their peers from other districts to develop and refine their draft responses in their Implementation Plans. This will ensure Implementation Plans are well developed, clearly communicated, and meet the established Criteria for Success for approval. Multiple sessions will be offered for each Pillar.

- Draft Implementation Plan Review Sessions: Pillar 1
- Draft Implementation Plan Review Sessions: Pillar 2
- Draft Implementation Plan Review Sessions: Pillar 3
- Draft Implementation Plan Review Sessions: Pillar 4
- Draft Implementation Plan Review Sessions: Pillar 5

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Workshops and Collaboration

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Office Hours

MSDE and AIB will host weekly office hours throughout the Implementation Plan development period. The Office Hour sessions will provide LEAs with a consistent, scheduled opportunity to meet with MSDE and AIB staff for thought partnership, clarification, and feedback. These sessions will be dedicated to individual LEAs and allow for differentiated support based on the LEA's individual needs.

Session Participation

Some sessions will require attendance by the individuals responsible for drafting an LEA's Blueprint Implementation Plan while others will be specific to a Pillar, Objective, or Task and may be optional or dependent upon the needs of the LEA. The schedule of sessions along with registration links will be emailed through the weekly superintendent's transmittal and directly to Blueprint coordinators.

Requesting Additional Support

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.

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 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.

MARYLAND STATE DEPARTMENT OF
EDUCATION
EQUITY AND EXCELLENCE

AIB
Accountability &
Implementation
Board
BLUEPRINT FOR MARYLAND'S FUTURE

Pillar 1: Early Childhood Education

Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
1.1.1 1-2	☐	☐	☐	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 overcome these challenges, and (if responding) increase participation among eligible Tier II students to foster socioeconomic diversity in prekindergarten classrooms.	
1.1.1 4-5 ◎	☐	☐	☐	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.	
1.1.3 6-7 ◎	☐	☐	☐	School system shows a distribution of public and private Pre-K slots that matches the annual targets set by the Blueprint or describes the barriers to meeting the established targets for private seats, 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.	
1.1.4 11-13	☐	☐	☐	School system provides comprehensive descriptions of how it will collaborate with private providers 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.	
1.1.4 14-15	☐	☐	☐	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 promote socioeconomic and racially diverse learning environments to the greatest extent practicable without exacerbating disproportionate concentrations of students from different subgroup populations within individual Pre-K programs.	

Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
1.1.4 **16**	☐	☐	☐	School system outlines detailed communications strategies with families and plans for stakeholder engagement 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.	
1.1.5 **19**	☐	☐	☐	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.	
1.1.5 **20-22** ◎	☐	☐	☐	School system includes baseline data and projections for developing high-quality early childhood education staff that matches projected enrollment outlined by the school system in Pillar 2 and includes initial plans to build teacher and teacher assistant pipelines that will serve public and private Pre-K programs.	
1.2.1 **24** ◎	☐	☐	☐	School system presents baseline data and an initial projection for the 2023-24 school year for the percentage of students meeting kindergarten readiness by demographic group.	
1.5.1 **25**	☐	☐	☐	School system provides a detailed description of the number of Judy Centers and families served by them, as well as if and how it intends to expand the number of Judy Centers according to the needs of the local community.	
Pillar 1: Stakeholder Engagement **27**	☐	☐	☐	School system provides a list of key stakeholder groups that it has or 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		
2.1.5 28-29	☐	☐	☐	School system shows a detailed understanding of historical hiring trends and subject areas that have been or will be difficult to staff, and demonstrates the ability to predict future vacancies.	
2.1.5 30-32 ◎	☐	☐	☐	School system identifies trends and gaps based on current data and projections for teacher diversity, presents early plans to improve or maintain the diversity of the teaching corps to match the diversity of its students, and describes current recruitment and hiring practices based on current data and presents an initial plan to eliminate opportunities for implicit bias.	
2.2.2 33	☐	☐	☐	School system provides detailed plans to partner with institutions of higher education and education preparation providers to increase the number of candidates in needed grades and subject areas and provide comprehensive support to ensure successful program completion and certification.	
2.2.2 34-35	☐	☐	☐	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.	
2.2.6 36	☐	☐	☐	School system provides detailed plans scale Grow Your Own initiatives to recruit staff that reflects the student population, increases the number of participants, provides comprehensive support to ensure successful program completion and certification, and utilizes strategic staffing for job placement among all listed applicant groups.	
2.4.1 37-40	☐	☐	☐	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.	
2.4.1 41-43 ◎	☐	☐	☐	School system sets initial goals for increasing the percentage of NBCTs by grade level, subject area, demographic group, and low-performing schools that address barriers to certification and include strategies for increasing the percentage of NBCTs from underrepresented groups.	

Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
2.4.2 **47** ◎	☐	☐	☐	School system outlines the essential activities of developing the Career Ladder (e.g., steps, potential pitfalls, efforts to engage key stakeholders, etc.) in a way that is specific and feasible.	
2.4.6 **48-51**	☐	☐	☐	The school system provides at least two years of projections related to the need for teachers with advanced degrees and which areas are of highest priority/most difficult to recruit for, as well as initial plans to increase the number of teachers with advanced degrees that includes collaborating with institutions of higher education, pathways for educators to become certified in teaching dual-enrollment courses, and progress monitoring to ensure success.	
2.5.4 **2.5.5** **53-54** ◎	☐	☐	☐	School system demonstrates that it will provide the required 10% salary increase for teachers by the 2023-24 school year and describes how it will meet the additional salary requirement set forth in Blueprint within the designated time frame.	
Pillar 2: Stakeholder Engagement **56**	☐	☐	☐	School system provides a list of key stakeholder groups that it has and 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		
3.1.3 (ELA) 57-58	☐	☐	☐	School system clearly articulates the mission, vision, and goals for literacy as well as a comprehensive plan for English language arts—or how such a plan will be developed—that is aligned to the science of reading, kindergarten readiness, third graders reading proficiently, and meaningful continued support for struggling readers in grades 4-5, and how such plan will be aligned to the Blueprint's intent.	
3.1.3 (ELA) 59 ◎	☐	☐	☐	School system identifies current achievement levels in English language arts for all designated groups by grade level and demographic and presents baseline data and an initial projection for the 2023-24 school year.	
3.1.3 (ELA) 60-61 ◎	☐	☐	☐	School system identifies how it will determine which employees need literacy training, the percentage of each employee group that has received science of reading training and shows the projected percentage for the 2023-24 school year.	
3.1.3 (ELA) 62-63 ◎	☐	☐	☐	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.	
3.1.3 (ELA) 64-65	☐	☐	☐	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 (ELA) 66-71 ◎	☐	☐	☐	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		
3.2.1 (ELA) 72-74	☐	☐	☐	School system describes 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 - 5 measures of success used to identify students in need of additional literacy support and intervention.	
3.2.1 (ELA) 75-81	☐	☐	☐	School system provides comprehensive plan for identification, provision, and graduation from Tier 2 and Tier 3 instruction in reading for grades PK - 5, with meaningful details related to how the system will support teachers in their implementation of interventions, when and how high-quality school-day tutoring has been and will be offered (including through the TSI program), how historically underserved groups that were disproportionately impacted by the pandemic have been and will be prioritized (including through the Concentration of Poverty grant), which assessment(s) will be used to assess students' progress as a result of the intervention(s), and how families will be included and engaged.	
3.1.3 (MATH) 82-83	☐	☐	☐	School system clearly articulates the mission, vision, and goals for mathematics as well as a comprehensive plan for mathematics—or how such a plan will be developed—that ensures students are ready for college-level credit-bearing coursework upon graduation and aligns to the Blueprint's intent.	
3.1.3 (MATH) 84 ◎	☐	☐	☐	School system identifies current achievement levels in mathematics for all designated groups by grade level and demographic and presents baseline data and an initial projection for the 2023-24 school year.	
3.1.3 (MATH) 85-87	☐	☐	☐	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.	
3.1.3 (MATH) 88-89	☐	☐	☐	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.	

Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
3.1.3 (MATH) 90-95 ◎	☐	☐	☐	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.	
3.2.1 (MATH) 96-98	☐	☐	☐	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 - 5 measures of success used to identify students at all grade levels in need of additional literacy support and intervention.	
3.2.1 (MATH) 99-105	☐	☐	☐	School system provides comprehensive plan for identification, provision, and graduation from Tier 2 and Tier 3 instruction in math for grades PK - 5, 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 (including through the TSI program), how historically underserved groups that were disproportionately impacted by the pandemic will be prioritized (including through the Concentration of Poverty grant), which assessment(s) will be used to assess students' progress as a result of the interventions, and how families will be included and engaged.	**Deleted:** all grade levels
3.2 CCR 106 ◎	☐	☐	☐	School system identifies the percentage of 10th-12th graders meeting the interim standard for college and career readiness in both English and math disaggregated by demographic and provides baseline data and an initial projection for improving the percentage considered college and career ready the 2023-24 school year.	
3.2.3 107-108 ◎	☐	☐	☐	School system identifies the percentage of 9th grade students on track to graduate, disaggregated by demographic and presents baseline data and an initial projection for improving on-track percentages in the 2023-24 school year.	

Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
3.3.1 109-111	☐	☐	☐	School system provides a comprehensive description of the services and supports provided to students who do not meet the interim 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 interim CCR standard.	
3.3.1 112	☐	☐	☐	School system identifies the organization(s)—particularly community colleges--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 an initial plan for how it will implement, evaluate, and revise partnerships to ensure student success.	
3.3.1 113-115	☐	☐	☐	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 any training or help provided to teachers developing the plans, 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.	
3.3.2[1] 118	☐	☐	☐	If applicable, school system provides an overview of the current and planned International Baccalaureate (IB) course offerings, a comprehensive list of the challenges anticipated with expanding or launching an IB program, and a feasible plan for overcoming the identified challenges.	Deleted: S
3.3.2[1] 119	☐	☐	☐	If applicable, school system provides an overview of the current and planned Cambridge AICE Diploma Program course offerings, a comprehensive list of the challenges anticipated with expanding or launching a Cambridge AICE Diploma program, and a feasible plan for overcoming the identified challenges.	Deleted: S
3.3.2[1] 120	☐	☐	☐	If applicable, school system provides an overview of the current and planned Advanced Placement (AP) course offerings and AP Capstone Diploma Program, a comprehensive list of the challenges anticipated with expanding or launching AP course and diploma options, and a feasible plan for overcoming the identified challenges.	Deleted: S

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[1] School systems must address at least one of the three college preparatory programs (IB, Cambridge, AP).

Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
3.3.2 **123**	☐	☐	☐	School system provides an overview of the current and planned dual enrollment programming, a comprehensive list of the challenges anticipated with expanding or launching dual enrollment options, and a feasible plan for overcoming the identified challenges.	
3.3.2 **124**	☐	☐	☐	School system provides an overview of the current and planned middle/early college programs, a comprehensive list of the challenges anticipated with expanding or launching such programs, and a feasible plan for overcoming the identified challenges.	
3.4.4 **128-129**	☐	☐	☐	School system provides an overview of the current and planned CTE programs, including how they align programs to industry needs and leverage resources to create more opportunities for students. LEA includes a comprehensive list of the challenges anticipated with expanding or launching such programs, and a feasible plan for overcoming the identified challenges.	
3.4.4 **130-131**	☐	☐	☐	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.	
Pillar 3: Equitable Access and Tracking **134**	☐	☐	☐	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.	
Pillar 3: Stakeholder Engagement **136**	☐	☐	☐	School system provides a list of key stakeholder groups that it has or 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 has or will contribute.	

Pillar 4: More Resources to Ensure all Students are Successful

Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
4.2.2 137	☐	☐	☐	School system produces specific strategies at both the school and school system level, including leveraging English language family coordinators, to engage and communicate with families of English learners.	
4.2.3 139	☐	☐	☐	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.	
4.3.1 140-141	☐	☐	☐	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, and outlines a comprehensive strategy for avoiding over- or under-identification of students that references all relevant demographic groups.	
4.3.1 142-143	☐	☐	☐	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.	
4.4.1 144-146	☐	☐	☐	School system accurately identifies the schools that currently meet the definition of "Community School" according to the Blueprint, inclusive of a full-time community schools coordinator and access to a health care practitioner, and identifies staffing and retention strategies to meet Community School staffing requirements moving forward.	
4.4.2 147 ◎	☐	☐	☐	School system's plan includes partnerships that align to the Community School needs assessment 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.	

Sections	Meets Criteria			Criteria for Success	Reviewers' Feedback
	Yes	Partially	No		
4.5.2 **151**	☐	☐	☐	School system identifies challenges to meet student behavioral health needs, including identifying their needs, and strategies that have already been implemented or will be implemented to address the challenges.	
Pillar 4 Stakeholder Engagement **157**	☐	☐	☐	School system provides a list of key stakeholder groups that it has or 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		
5.1.3 158-160	☐	☐	☐	School system outlines its process for identifying the individuals responsible for developing its Blueprint Implementation Plan, inclusive of the individuals' positions, experience, and expertise, and lists the requested information for individuals responsible for developing the Plan, identifies strategies for including teacher and principal voice, and outlines the support provided to ensure the plan is well developed, clearly articulated, and representative of the community and its needs.	
5.1.3 161	☐	☐	☐	School system identifies the methods and timeline for how the individuals responsible for writing the LEA's Blueprint Implementation Plan will engage with and receive feedback from community members representative of the students served and its local school board related to the development and execution of its Blueprint Implementation Plan.	
5.1.3 162	☐	☐	☐	School system lists the individuals who will be responsible for monitoring execution of the Blueprint Implementation Plan and provides a comprehensive description of the systems and structures supporting those individuals.	
5.4.2 164	☐	☐	☐	School system demonstrates it has a system for budget allocation and expenditure tracking at the school level or provides an initial plan and timeline for how such a system will be developed to ensure Blueprint formula funding aligns with the designated per pupil minimum school funding requirements.	

Deleted: detailed

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