



Blueprint for Maryland's Future

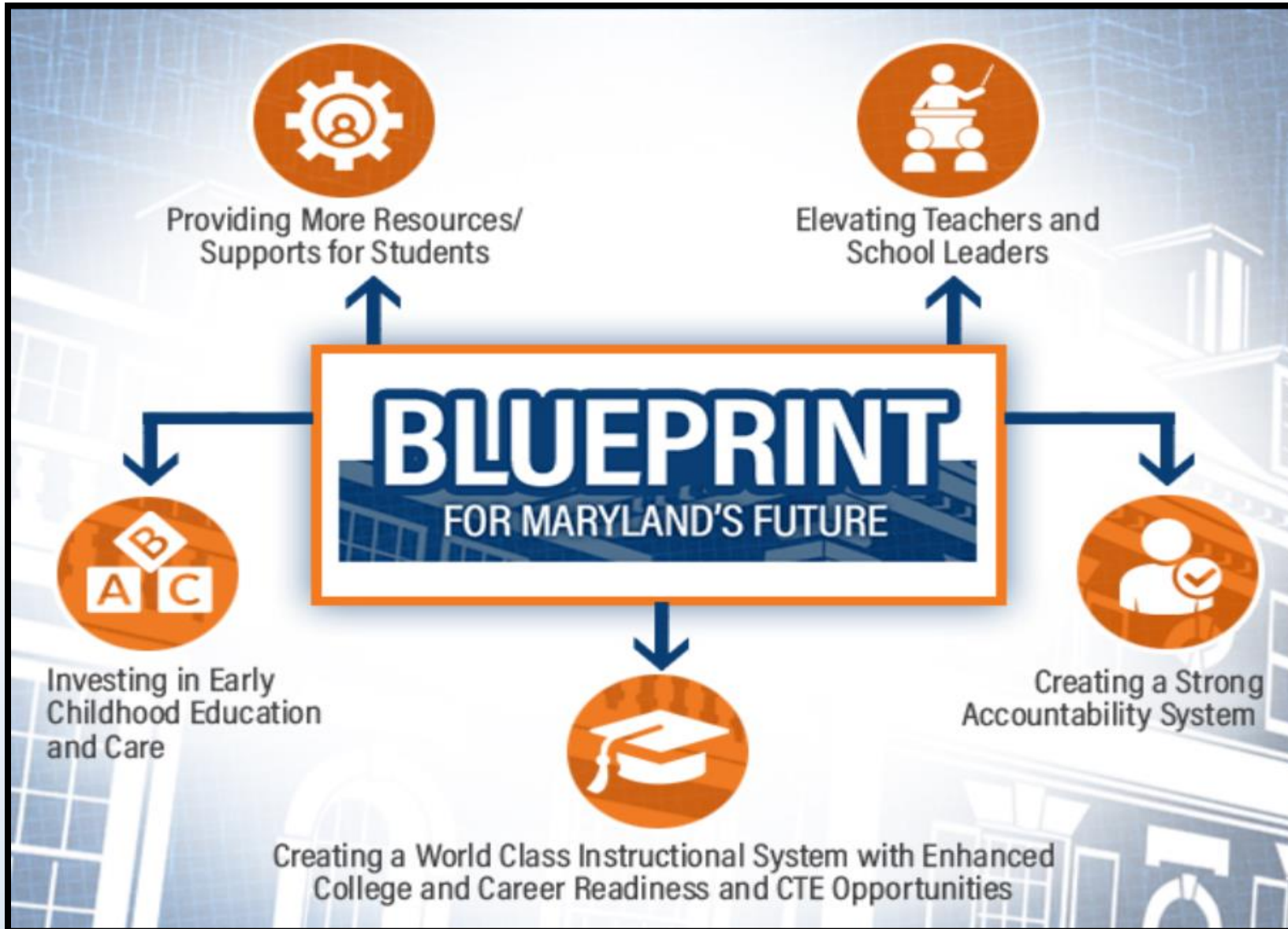
Southeast Advisory – February 27, 2023

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Department of Academic Services





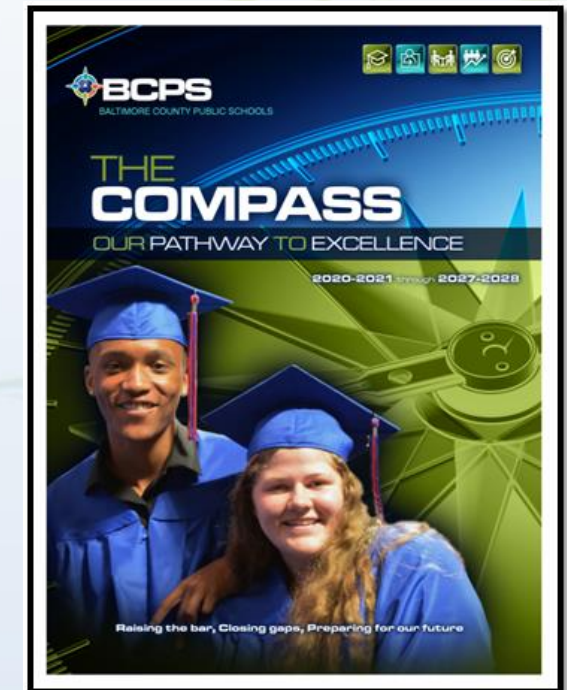
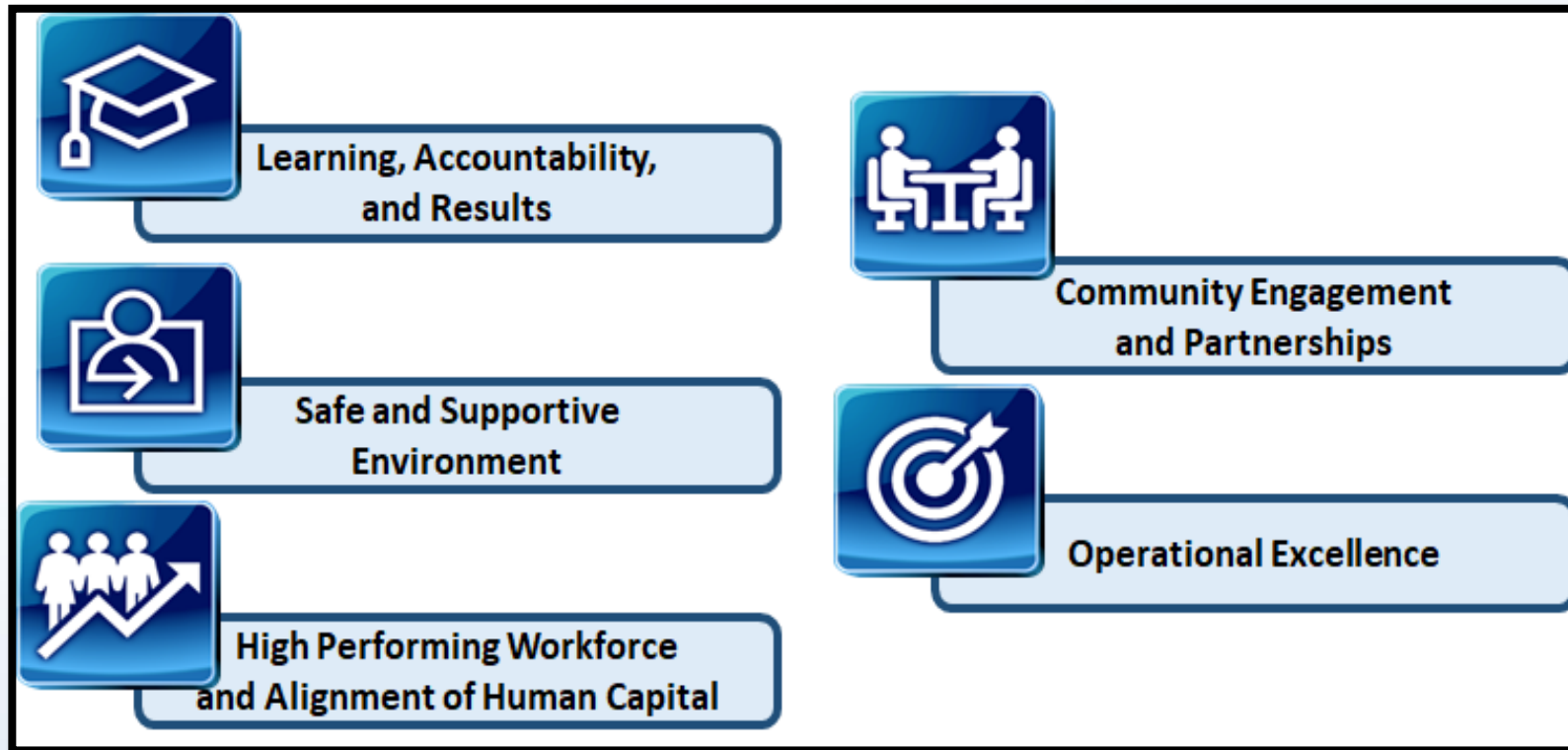
Blueprint Pillars





Strategic Plan Alignment

The Compass: Our Pathway to Excellence





BCPS Implementation Plan - Pillar I

Pillar 1 – Early Childhood Education

The Implementation Plan describes delivery of high-quality and publicly funded full-day prekindergarten. It includes how Baltimore County Public Schools (BCPS) will expand access to full-day prekindergarten for Tier I three and four year-old children and Tier II four year-old children, and implement a high-quality mixed-delivery (public and private) prekindergarten system. BCPS has entered a memorandum of understanding (MOU) with the Maryland State Department of Education (MSDE), each eligible private provider participating in a publicly funded prekindergarten in Baltimore County, and other applicable government agencies. The plan outlines how MSDE requires public and private providers to meet high-quality standards to receive public funding and how BCPS meets that requirement. BCPS administers an unbiased Kindergarten Readiness Assessment to all incoming kindergarten students, as required by the legislation, and will expand family supports to include an expansion of Judy Centers. Finally, this section must list stakeholder engagement responses.

The full Early Childhood Education section of the Implementation Plan is [here](#).



Early Childhood Education

- Full day Prekindergarten Expansion
- Partnership with Private Providers
- Administering the Kindergarten Readiness Assessment
- Expansion of Judy Centers
- Stakeholder Engagement





BCPS Implementation Plan - Pillar 2

Pillar 2 – High-Quality and Diverse Teachers and Leaders

The Implementation Plan describes how BCPS will recruit and support high-quality and diverse teachers to meet system needs. This includes how BCPS will monitor the quality and diversity of teacher candidates and the existing teacher workforce; increase rigor of teacher preparation programs and licensure requirements; revise teacher preparation programs to meet new requirements; and develop and implement pathways for paraprofessionals to become certified teachers. The legislation establishes a new statewide educator career ladder and professional development system. BCPS will be required to implement a new program to support and encourage teachers to obtain and maintain National Board Certification, particularly teachers from historically underrepresented populations. BCPS will implement an educator career ladder on or before July 1, 2024. BCPS will encourage teachers to obtain Master's degrees in fields that require special expertise and in fields where there are not enough teachers. BCPS will implement an initial 10% salary increase for teachers by June 30, 2024. By July 1, 2026, BCPS must implement a minimum \$60,000 starting teacher salary. Finally, this section must list stakeholder engagement responses.

The full High-Quality and Diverse Teachers and Leaders section of the Implementation Plan is [here](#).



High-Quality and Diverse Teachers and Leaders

- Teacher Prep Programs
- Recruiting and Maintaining High-Quality and Diverse Staff
- Career Ladder
- Nationally Board Certified Teachers
- Increase of Salary Scale by June 2024
- Minimum Salary for Teachers by July 2026
- Stakeholder Engagement





BCPS Implementation Plan - Pillar 3

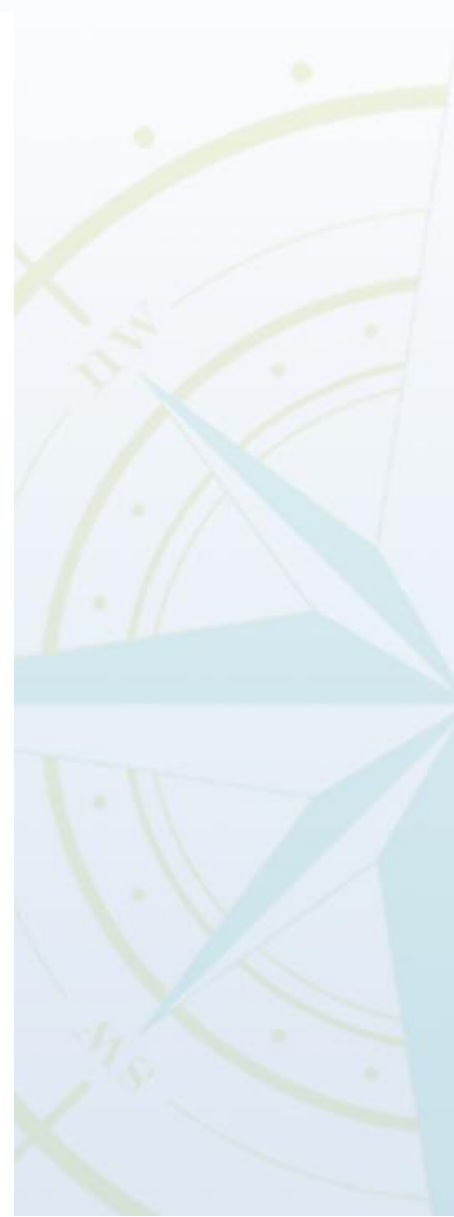
Pillar 3 – College and Career Readiness

The Implementation Plan describes how BCPS ensures that students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate in English Language Arts and mathematics. BCPS must implement a fully-aligned instructional system in consultation with experienced and highly effective teachers, employing high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence in English Language Arts and mathematics. This includes a comprehensive plan, a training and professional development plan, and the use of high-quality, content-rich instructional materials.

BCPS will be required to keep students on track to meet CCR in English Language Arts and mathematics. The plan shows how BCPS provides intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade. Additionally, BCPS will create and implement for MSDE a 9th grade student tracker system to measure progress toward on-time graduation.

BCPS must implement CCR pathways for students by providing a CCR support pathway that allows all students who are not CCR by the end of 10th grade to graduate high school CCR. This includes intervention programming and supports, individualized College and Career Readiness plans, ensuring each high school offers post-CCR pathways to all CCR students in grades 11 and 12 to earn early college credits and career and technical education (CTE) credentials at no cost to the student or the student's parents. This includes exploring Post-CCR Pathways, College Preparatory Programs, Middle/Early College and Dual Enrollment Programs, and aligns State Aid Funding to CCR pathway costs. BCPS must provide high-quality career counseling and CTE programs by offering a robust set of CTE programs that allow students to earn an industry-recognized credential or postsecondary certificate or complete the high school level of a registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor. Finally, this section must list stakeholder engagement responses.

The full College and Career Readiness section of the Implementation Plan is [here](#).





College and Career Readiness

- CCR for Math and ELA
- Curricular Supports and Interventions
- On Track for Grade 9
- Career Counseling
- Individualized CCR Plans
- CCR Pathways
- Stakeholder Engagement





BCPS Implementation Plan - Pillar 4

Pillar 4 – More Resources to Ensure All Students are Successful

The Implementation plan describes how BCPS will improve the education of English Learners (EL) to include implementing the English learner workgroup recommendations and increase per pupil funding for English learners. It also describes how BCPS will improve education for students with disabilities by using the increased per pupil funding.

BCPS is required to provide supports for students attending schools with a high concentration of students from low-income households. Personnel grants will be awarded to schools where at least 55% of students are eligible for Free and Reduced Meals. Community school coordinators shall establish a community school and conduct school-level needs assessments in partnership with local entities/agencies. This includes providing enhanced student health services by employing behavioral health coordinators and developing a plan to enhance and expand school behavioral health supports. Finally, this section must list stakeholder engagement responses.

The full More Resources to Ensure All Students are Successful section of the Implementation Plan is [here](#).



More Resources to Ensure All Students are Successful

- English Learners
- Special Education
- Concentration of Poverty
- Behavioral Health Supports
- Stakeholder Engagement





BCPS Implementation Plan- Pillar 5

Pillar 5 – Governance and Accountability

The Implementation Plan describes how BCPS will support Blueprint implementation planning. The Accountability and Implementation Board (AIB) and MSDE will review BCPS' implementation plans and approve or disapprove them. This section lists overall stakeholder engagement and the planning committee which drafted the Implementation Plan. BCPS is required to monitor Blueprint outcomes and report them to MSDE and the AIB. Finally, this section must list stakeholder engagement responses.

The full Governance and Accountability section of the Implementation Plan is [here](#).



Governance and Accountability

- Overall Stakeholder Engagement
- Blueprint Implementation Planning Committee
- Structures and Accountability of Plan
- Use of Blueprint Funding





Implementation Planning

Implementation
Planning Team

Stakeholder
Feedback Sessions

Narrative
responses, data
charts, linked
artifacts

Posting of Plan

Criteria of Success



Two Submissions



**Report #1-
School Years
2021-2024**



**Report #2-
School Years
2024-2027**





Thank You



Baltimore County Public Schools

Raising the bar, Closing gaps, Preparing for our future

