

Blueprint for Maryland's Future: Initial Implementation Plan

Baltimore County Public Schools

March 2023

Maryland State Department of Education

Mohammed Choudhury

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

We Moore

Governor

Maryland State Board of Education

Clarence C. Crawford

President

Susan J. Getty, Ed.D.

Vice President

Shawn D. Bartley, Esq.

Gail Bates

Chuen-Chin Bianca Chang

Charles R. Dashiell, Jr., Esq.

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

Accountability and Implementation Board

Isiah (Ike) Leggett, Esq.

Chair

William E. (Brit) Kirwan, Ph.D.

Vice Chair

Fagan Harris

Jennifer M. Lynch, Ph.D.

Joseph Manko

Laura M. Stapleton, Ph.D.

Mara R. Doss, Ed.D.

Rachel H. Hise

Executive Director

Table of Contents

Table of Contents	3
Pillar 1: Early Childhood Education	5
<i>Pillar 1, Objective 1: Expand high-quality and publicly funded full-day Pre-K</i>	<i>6</i>
1.1.1 and 1.1.2: Expand access to full-day pre-K for Tier I 3- and 4-year-old children and Tier II 4-year-old children..	6
1.1.3: Implement a high-quality mixed-delivery (public and private) Pre-K system.....	12
1.1.4: LEAs shall enter into a memorandum of understanding (MOU) with MSDE, each eligible private provider participating in a publicly funded Pre-K in the county, and other applicable government agencies	15
1.1.5: MSDE shall require public and private providers to meet high-quality standards to receive public funding ...	22
1.2.1: Administer an unbiased Kindergarten Readiness Assessment to all incoming kindergarten students	27
<i>Pillar 1, Objective 3: Expand family supports.....</i>	<i>30</i>
1.5.1: Judy Centers.....	30
<i>Pillar 1: (OPTIONAL) Proposed Regulatory Revisions and Waivers</i>	<i>31</i>
<i>Pillar 1: Stakeholder Engagement.....</i>	<i>31</i>
Pillar 2: High-Quality and Diverse Teachers and Leaders	33
<i>Pillar 2, Objective 1: Recruit and support high-quality and diverse teachers to meet workforce needs.....</i>	<i>34</i>
2.1.5: Monitor the quality and diversity of State teacher candidates and existing teacher workforce	34
<i>Pillar 2, Objective 2: Increase rigor of teacher preparation programs and licensure requirement</i>	<i>38</i>
2.2.2: Revise teacher prep programs to meet new requirements	38
2.2.6: Develop and implement pathways for paraprofessionals to become certified teachers.....	42
<i>Pillar 2, Objective 3: Establish new statewide educator career ladder and professional development system</i>	<i>44</i>
2.4.1: LEAs and MSDE shall implement a new program to support and encourage teachers to obtain and maintain NBC, particularly teachers from historically underrepresented populations.....	44
2.4.2: LEAs shall implement an educator career ladder on or before 7/1/24	56
2.4.6: LEAs shall encourage teachers to obtain Master's degrees in fields that require special expertise, have shortage areas, and enhance the teacher's professional skills and qualifications so that teachers are able to teach dual-enrollment courses as adjunct faculty at postsecondary institutions, including by providing additional compensation as appropriate and through collective bargaining	59
2.5.4: Implement initial 10% salary increase for teachers by 6/30/24	63
2.5.5: Implement minimum \$60,000 starting teacher salary by 7/1/26	64
<i>Pillar 2: (OPTIONAL) Proposed Regulatory Revisions and Waivers</i>	<i>64</i>
<i>Pillar 2: Stakeholder Engagement.....</i>	<i>64</i>
Pillar 3: College and Career Readiness	66
<i>Pillar 3, Objective 1 (English Language Arts): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate</i>	<i>67</i>
3.1.3 (English Language Arts): LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence	67
Comprehensive Literacy Plan for English Language Arts	67
Literacy Training and Professional Development	74
High-Quality, Content-Rich Instructional Materials for English Language Arts	80
<i>Pillar 3, Objective 2 (English Language Arts): Keep students on track to meet CCR</i>	<i>84</i>

3.2.1 (English Language Arts): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade	84
Progress Monitoring in English Language Arts	84
Intervention in English Language Arts	86
<i>Pillar 3, Objective 1 (Math): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate</i>	<i>92</i>
3.1.3 (Math): LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence	92
Comprehensive Plan for Mathematics	92
Mathematics Training and Professional Development.....	96
High-Quality, Content-Rich Instructional Materials for Mathematics	100
<i>Pillar 3, Objective 2 (Math): Keep students on track to meet CCR</i>	<i>104</i>
3.2.1 (Math): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade	104
Progress Monitoring in Math.....	104
Intervention in Mathematics	107
<i>Pillar 3, Objective 2: Keep students on track to meet CCR.....</i>	<i>114</i>
3.2.3: LEAs shall create and implement a 9th grade student tracker system to measure progress toward on-time graduation and report data annually to MSDE.....	116
<i>Pillar 3, Objective 3: Implement CCR pathways</i>	<i>119</i>
3.3.1: LEAs provide a CCR support pathway that allows all students who are not CCR by the end of 10th grade to graduate high school CCR	119
Intervention Programming and Support	119
Individualized College and Career Readiness Plans	122
3.3.2: 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, including the cost of any fees	125
Exploring Post-CCR Pathways	125
College Preparatory Programs	127
Middle/Early College and Dual Enrollment Programs	130
Aligning State Aid Funding to CCR Pathway Costs	132
<i>Pillar 3, Objective 4: Provide high-quality career counseling and CTE programs</i>	<i>133</i>
3.4.4: LEAs offer 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	133
<i>Pillar 3: Equitable Access and Tracking.....</i>	<i>141</i>
<i>Pillar 3: (OPTIONAL) Proposed Regulatory Revisions and Waivers</i>	<i>142</i>
<i>Pillar 3: Stakeholder Engagement.....</i>	<i>142</i>
Pillar 4: More Resources to Ensure All Students Are Successful	144
<i>Pillar 4, Objective 2: Improve the education of English Learners (EL)</i>	<i>145</i>
4.2.2: Implementing the English learner workgroup recommendations.....	145
4.2.3: Increase per pupil funding for English learners	147
<i>Pillar 4, Objective 3: Improve education for students with disabilities</i>	<i>148</i>
4.3.1: Improve education for students with disabilities using the increased per pupil funding	148
<i>Pillar 4, Objective 4: Provide supports for students attending schools with a high concentration of students from low-income households</i>	<i>154</i>

4.4.1: Personnel grants awarded to schools where at least 55% of students are eligible for FRPM (185% FPL)..... 154

4.4.2: Community school coordinators shall establish a community school and conduct a school-level needs assessments in partnership with local entities/agencies 157

Pillar 4, Objective 5: Enhance student health services..... 164

4.5.1: LEAs shall employ behavioral health coordinators..... 164

4.5.2: Each local school system develops a plan to enhance and expand school behavioral health supports 165

4.5.3: As part of required annual training, behavioral health coordinators in LEAs teach school staff to recognize behavioral health issues in students 169

Pillar 4: (OPTIONAL) Proposed Regulatory Revisions and Waivers..... 169

Pillar 4: Stakeholder Engagement..... 170

Pillar 5: Governance and Accountability 171

Pillar 5, Objective 1: Support Blueprint implementation planning 172

5.1.3: AIB and MSDE review implementation plans submitted by LEAs; AIB approves/disapproves plans (plans subject to periodic updates) 172

Pillar 5, Objective 4: Monitor Blueprint outcomes..... 177

5.4.2: AIB monitors and analyzes availability and use of Blueprint funding..... 177

Document History		
Version	Date	Summary of Changes
1	December 1, 2022	Document Creation
2	December 28, 2022	Minor technical updates. Details listed at the end of this document.

The Maryland State Department of Education (MSDE) and the Accountability and Implementation Board (AIB) are jointly releasing a template and a Criteria for Success that each local education agency (LEA) will use to develop and submit its initial Blueprint Implementation Plan. As LEAs are utilizing this template, it is important to note:

1. Responses should address the planning and implementation work that began in 2021-22 and ends with 2023-24.
2. The initial submission is due March 15, 2023.
3. A second submission of LEA Blueprint Implementation Plans is tentatively scheduled for March 2024 and will address 2024-25, 2025-26, and 2026-27. This submission will require new information as well as updates to the initial plan.
4. When reporting data, an LEA should only report data for groups of 10 or more to ensure that it does not reveal personally identifiable information about an individual student.
5. LEAs may link artifacts to reinforce and/or expand on any part of their response to a question in the template. Artifacts do not replace the need for a response and are encouraged but not required unless otherwise indicated in the template.



Pillar 1: Early Childhood Education



Pillar 1, Objective 1: Expand high-quality and publicly funded full-day Pre-K

1.1.1 and 1.1.2: Expand access to full-day pre-K for Tier I 3- and 4-year-old children and Tier II 4-year-old children

Blueprint Requirement (MD Code, Educ §7-1A-06)

- 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 26 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.

Beginning in Fall 2021, Baltimore County Public Schools (BCPS) planned and implemented several strategies to increase participation of Tier 1 three- and four-year-olds wishing to enroll in full-day prekindergarten. Identified challenges to be addressed included accessing space in schools, meeting personnel credentials, recruiting staff members and funding. BCPS created a multi-departmental *Prekindergarten Expansion Committee* that included representation from the Departments of Budget, Facilities Management and Strategic Planning, Division of Schools, Human Resources, and the Department of Special Education. This committee was charged with identifying the projected number of students who would potentially enroll in full-day prekindergarten by FY 2025 and create plans to ensure other state implementation requirements would be in place by appropriate deadlines. First year results included the following: identifying projections of the number of potential prekindergarten students by FY 2025; completing an inventory of the number of BCPS classrooms and private spaces necessary to meet the needs; identification of schools that included space that meet the educational specification for prekindergarten classrooms; initial planning for structured inclusion of children with disabilities; and the identification of private partners who would participate in the prekindergarten expansion (artifact 1.1.1. and 1.1.2.question 1.Tier 1 Participation-Slideshow). In addition, Baltimore County's Early Childhood Advisory Council (BCECAC) created a strategic plan that included as their priority "expanding equitable access to affordable, high-quality, early learning and care." (artifact 1.1.1.and 1.1.2.question 1.Tier 1 Participation-BCECAC) The BCECAC members include representatives from the Departments of Health and Social Services, community childcare and private preschool sectors, Judy Centers, Infants and Toddlers, Early Childhood Programs, BCPS Homeless Education Programs and the BCPS Office of English for Speakers of Other Languages (ESOL) program. In 2022 – 2023, 113 PreK 4 full day seats were added to BCPS schools, and 77 Prekindergarten-3 seats were added through private providers. The *Prekindergarten Expansion Committee* continues addressing facility and space issues through capital budget planning and requests and initiates planning to integrate current prekindergarten sessions with current special education four-year-old sessions to ensure the inclusion of children with disabilities within all expansion efforts. A proposed plan to add an additional 510 Tier 1 for PreK 4 students has been created for 2023 – 2024, and BCPS leadership teams will work BCECAC to



identify private providers willing to participate in the mixed service delivery system. BCPS has identified transportation as a barrier to access for families who may be placed out of their home school communities or who may be accessing private services through the mixed delivery system. The *Prekindergarten Expansion Committee* will identify strategies to address this challenge during summer 2023 planning.

Linked Artifacts:

[1.1.1.and 1.1.2.question 1.Tier 1 Participation- Slideshow](#)

[1.1.1. and 1.1.2.question 1.Tier 1 Participation-BCECAC](#)

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

As in past years, BCPS will utilize outreach and public awareness strategies that have proven effective in recruiting Tier 1 students for prekindergarten. Strategies include school-based year-round enrollment opportunities and school-specific targeted events held during the spring. Annually, the Departments of Social Services and Health receive a comprehensive list of schools that offer prekindergarten opportunities. The Office of Early Childhood Programs works collaboratively with the BCPS Office of Communications to disseminate information through press releases, including announcements on the BCPS website and distribution of information the Office of Family and Community Engagement (FACE) events. Beginning this spring, BCPS Early Childhood (EC) leaders will share information and resources with community partners and other child serving agencies through the BCECAC, Local Interagency Coordinating Council (LICCC) (artifact 1.1.1 and 1.1.2.question 2.Community Outreach-LICCC), Judy Center Advisory Board (artifact 1.1.1 and 1.1.2.question 2.Community Outreach-Advisory Board) and the Special Education Citizens' Advisory Committee (SECAC). System EC leaders work to ensure that families, including children with disabilities, children who are experiencing homelessness, and English language learners have timely and specific information regarding prekindergarten and expansion sites. Strategies include distributing a comprehensive list of all public and private prekindergarten sessions available to three- and four-year-old children to Infants and Toddlers service coordinators and Child Find Assessment Center team members. Families of children with disabilities will receive information specific to their child's options through Extended Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) meetings. The Office of Early Childhood Programs worked with the FACE team to create a video in multiple languages that provides an overview of prekindergarten and the registration process. This will be shared with families who are registering older students through the ESOL Welcome Center and



posted on the BCPS website (artifact 1.1.1 and 1.1.2.question 2.Community Outreach-Multilingual Videos). Coordinators will work specifically with the specialist for Homeless Education to ensure that information is presented to every family. Finally, EC leaders will ensure that all community school liaisons have the full list of public and private prekindergarten opportunities and eligibility information to share with their community members. All public awareness and engagement strategies will be reviewed annually to identify successful strategies and areas that may need additional efforts.

Challenges for families that hinder a family from enrolling may include:

- limited English proficiency
- a family's access to technology
- transportation
- easy access to information regarding the enrollment process and location of full day opportunities
- lack of before and/or after care resources available to accommodate family work schedules
- lack of transportation for families that live outside of the BCPS transportation area.

BCPS is implementing the following strategies to address these barriers:

- partnering with the BCPS Welcome Center staff to identify and facilitate enrollment for new families, particularly dual language families
- opportunities for in-person registration at the community school and/or alternative community locations as well as the ability to register at the home school on school computers. Computers are also available on mobile libraries that meet families in their communities
- posting registration information on the BCPS homepage as well as in school offices and school websites. Registration information is available on the mobile libraries that reach the communities
- partner with Title I Community facilitators to help advertise and recruit families during their summer outreach
- partnering with the Infants and Toddlers program to facilitate enrollment for families with IEPs
- direct placement for families entering through the initial IEP process (Child Find)
- providing links to multilanguage videos for families via the BCPS and Baltimore County Government
- partner with additional daycare providers such as Head Start and Sweet Potato Kids to expand the number of before and after day care sites for families with PreK students
- explore opportunities to increase the number of daycares that are housed in schools to provide before and after care for PreK families
- work with the Title I office to ensure access to transportation for students who are experiencing homelessness
engage in problem solving meetings with BCPS transportation department to identify possible solutions to transportation barriers

Linked Artifacts:

[1.1.1 and 1.1.2.question 2.Community Outreach-LICC](#)



[1.1.1 and 1.1.2.question 2.Community Outreach-Advisory Board](#)

[1.1.1 and 1.1.2.question 2.Community Outreach-Multilingual Videos](#)

- 3. Expanding Participation to Tier II:** Describe how the school system will increase participation and meet the enrollment demand among eligible Tier II students beginning with the 2024-25 school year and foster socioeconomic diversity in prekindergarten classrooms. How will the school system recruit Tier II students for participation in Pre-K while ensuring priority for Tier I students as described above?

Note: This question is optional for the March 2023 submission and applicable only to those school systems prepared to address it at the time.

BCPS will address this in the 2023-2024 planning.

Linked Artifacts:

- 4. Operationalizing the Expansion of Pre-K:** What operational changes is the school system planning to make to support the expansion of Pre-K? Consider the impact of the expansion related to operating systems, schedules, talent pipelines, physical space and facilities, resource allocation, etc. How will the school system include the Pre-K expansion in its short and long-term planning?

BCPS is making numerous operational system changes to support successful prekindergarten expansion including merging early childhood general and special education sessions to eliminate parallel instructional models and best utilize space and human resources to serve children. BCPS includes special education staffing requests in prekindergarten expansion budget request. Appropriate Board policies and rules will be reviewed to ensure that the needs of three- and four-year old students are addressed. Transportation routes, equipment and staffing will be modified to address full-day programs. New prekindergarten curriculum is being piloted in school year 2022 – 23. Guidelines for scheduling, particularly for special areas (arts/physical education/music/etc.) will be shared with school-based leaders and teachers to ensure consistency across full-day programs. BCPS will support current staff members in their efforts to obtain the Child Development Associate (CDA) or Associate degree, allowing those individuals to apply for paraeducators positions. New partnerships and cohorts are being formed with local colleges and universities to support “grow our own” efforts to increase the number of qualified staff members. (artifact 1.1.1 and 1.1.2.question 4.Expansion of Prekindergarten-Grow Your Own) The Department of Strategic Planning, including has inventoried physical space available for expansion. Future needs will be addressed through capital projects. Blueprint funding resources will support salary and



fringe, classroom furniture and instructional supplies, professional learning, and curriculum. BCPS will continue to collaborate with County Government to address operating and capital requests for new facilities and existing facility modification to meet the expansion needs (artifact 1.1.1 and 1.1.2.question 4.Expansion of Prekindergarten-County Government).

The *Prekindergarten Expansion Committee*, including representation from the Departments of Schools, Budget, Facilities Management and Strategic Planning, Human Resources, and Special Education will begin planning for expansion of full-day options for three-year-old students in 2023-2024. Currently, BCPS has 66 half-day sessions for three-year-old students. These are a mix of structured inclusion and self-contained sessions to support students with and without disabilities. The committee has preliminarily discussed the need to plan for future integration of some special education half-day sessions of three-year-olds into planned public school full-day programs and the utilization of private providers within the mixed service delivery system as resources to support expansion efforts.

Linked Artifacts:

[1.1.1 and 1.1.2.question 4.Expansion of PreK-Grow Your Own](#)

[1.1.1 and 1.1.2.question 4.Expansion of PreK-County Government](#)



5. Pre-K Enrollment Projections

Use the tables below to indicate the current and projected enrollment of three- and four-year-old students. The first table includes demographic categories for gender and race/ethnicity. The second table includes Pre-K eligibility tiers, the definitions of which are available in the guidance document for reference.

Table 1: Current and Projected Pre-K Enrollment with Demographic Distribution

	2021-2022			2022-2023			2023-2024		
	3	4	All	3	4	All	3	4	All
All Students (Number)	n/a	160	160	n/a	269	269	0	820	820
All Students (Percentage)	n/a	n/a	100	n/a	n/a	100	n/a	n/a	100
% Female	n/a	50.00%	50.00%	n/a	49.44%	49.44%	n/a	49.65%	49.65%
% Male	n/a	50.00%	50.00%	n/a	50.56%	50.56%	n/a	50.35%	50.35%
% Nonbinary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% American Indian/Alaska Native	n/a	0.63%	0.63%	n/a	0.00%	0.00%	n/a	0.23%	0.23%
% Asian	n/a	2.50%	2.50%	n/a	2.23%	2.23%	n/a	2.33%	2.33%
% Black/African American	n/a	60.00%	60.00%	n/a	45.35%	45.35%	n/a	50.82%	50.82%
% Hispanic/Latino	n/a	16.25%	16.25%	n/a	26.39%	26.39%	n/a	22.61%	22.61%
% Native Hawaiian/Pacific Islander	n/a	0.63%	0.63%	n/a	0.00%	0.00%	n/a	0.23%	0.23%
% Two or More	n/a	7.50%	7.50%	n/a	8.92%	8.92%	n/a	8.39%	8.39%
% White	n/a	12.50%	12.50%	n/a	15.24%	15.24%	n/a	14.22%	14.22%
% English Learners	n/a	0.00%	0.00%	n/a	0.00%	0.00%	n/a	0.00%	0.00%
% Special Education	n/a	9.38%	9.38%	n/a	13.75%	13.75%	n/a	12.12%	12.12%
% Homeless	n/a	0.63%	0.63%	n/a	1.12%	1.12%	n/a	0.93%	0.93%

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

	2021-2022			2022-2023			2023-2024		
	3	4	All	3	4	All	3	4	All
All Students (Number)	n/a	269	160	n/a	269	269	0	820	820
All Students (Percentage)	n/a	100	100	n/a	100	100	n/a	100	100
% Tier I	n/a	n/a	Not Available	n/a	n/a	Not Available	n/a	n/a	Not Available
% Tier II	n/a	n/a	Not Available	n/a	n/a	Not Available	n/a	n/a	Not Available
% Tier III	n/a	n/a	Not Available	n/a	n/a	Not Available	n/a	n/a	Not Available

Linked Artifacts:



1.1.3: Implement a high-quality mixed-delivery (public and private) Pre-K system

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

- 6. Meeting the Blueprint's Targets for Pre-K:** Describe the strategies the school system will employ to meet the targets for the distribution of public and private Pre-K slots set forth by the Blueprint beginning with SY 2022-23 and beyond. If the school system anticipates any barriers that may prevent it from meeting the established targets for private slots, describe each barrier individually and the strategy(s) the school system will use to overcome it, including regional efforts.

There are very few Baltimore County private providers who have expressed interest participating in the provision of private prekindergarten slots as part of the Blueprint, creating a challenge to meeting the mixed service delivery requirements. Local providers indicate difficulty meeting the specific requirements established by MSDE for their participation. Currently, the EC Coordinator meets with each private provider to develop a Memorandum of Understanding (MOU) and oversees the enrollment process for prekindergarten (artifact 1.1.3.question 6.Blueprint's Targets for PreK-MOU). Beginning in Summer 2023, BCPS will collaborate with BCECAC membership and specifically the Abilities Network, Inc., Baltimore County's Child Resource Center for Baltimore County, and the Judy Center Partners to identify strategies to support private providers in their participation of the mixed service delivery system. Additionally, BCPS will request specific technical assistance from MSDE specific to expanding private provider participation.

Private providers have indicated the following challenges and concerns regarding meeting the mixed service delivery requirements. These barriers include:

- difficulties obtaining the PreK Expansion grant information
- receiving information on the Blueprint for Maryland's Future
- difficulties writing the prekindergarten expansion grant
- meeting participation requirements established by MSDE
- and recruitment of qualified staffing

BCPS collaborates with the Baltimore County ECAC and Judy Centers to address these challenges in the following ways:

- broadly communicating and disseminating grant information; and resources, including MSDE technical assistance opportunities provided by MSDE; to current and future private providers
- presenting the Blueprint Implementation Plan at BCPS Board meetings. The Blueprint plan was posted on the BCPS website and Community Engagement Forums were held in each section of the district
- connecting interested providers with the Family Child Care Alliance for grant writing support
- and partnering private providers with BCPS Human Resources to recruit qualified staff members.

[Linked Artifacts:](#)



[1.1.3.question 6.Blueprint's Targets for PreK-MOU](#)



7. Distribution of Public and Private Pre-K Slot Projections

Use the table below to indicate the percentage of Pre-K slots that are operated by the public school system and eligible private providers, including the criteria identified in each row for the applicable school year. For projected percentage of Pre-K slots, project the number of public and private slots, including instances where it may not meet the Blueprint target.

Current and Projected Pre-K Slots with Distribution of Public and Private Providers

	2021-2022				2022-2023				2023-2024			
	Public		Private		Public		Private		Public		Private	
	#	%	#	%	#	%	#	%	#	%	#	%
Blueprint target percentage of Pre-K slots	0	70	0	30	0	65	0	35	0	55	0	45
Projected Pre-K slots	180	100%	0	0	300	66%	157	34%	820	76%	197	24%
Actual Pre-K slots	180	100%	0	0	300	66%	157	34%	820	81%	157	19%
Difference between actual and projected Pre-K slots	0	0	0	0	0	0	0	0	0	2%	40	3%
Actual Pre-K slots minus Tier I 3-year-olds	180	100%	0	0	300	67%	99	33%	820	85%	119	15%
Actual Pre-K slots minus Tier I 3- AND 4-year-olds	180	100%	0	0	300	66%	157	34%	820	100%	0	0%
Actual enrolled students (filled in annually with the 9/30 enrollment count data)	160	76%	0	0	269	68%	128	82%	820	84%	197	16%

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §7-1A-03\)](#)

8. Requesting a Waiver: Based on the data in the table above, identify whether the school system needs a waiver from the requirements set forth by the Blueprint for the distribution of public and private Pre-K slots for school year 2022-23 and 2023-24. Include a list of the LEA's schools as



well as the private providers in the county (provided by MSDE) with the number of Pre-K slots for each and link it as an artifact.

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

BCPS is anticipating a request for a waiver based on the capacity of private providers (artifact 1.1.3.question 8.High Quality Mixed Delivery PreK System).

Linked Artifacts:

[1.1.3.question 8.High Quality Mixed Delivery PreK System](#)

- 9. Leveraging Resources:** How will the LEA collaborate with private providers to maximize resources and overcome challenges? Identify the challenges and describe how the partnership may provide a solution. Consider the challenges facing the LEA and the private providers.

Examples may include:

Shared staffing where certified teachers employed by the school system are assigned to Pre-K classrooms with private providers
Utilizing classroom space as a shared resource to expand Pre-K for both the LEA and the private providers to increase slots
Maximizing economy of scale by purchasing materials or scheduling professional development together

BCPS EC leaders will work closely with private providers to maximize resources to support young learners. Specifically, the system will continue to collaborate to provide infants and toddlers and special education services in community settings and focus on expanding collaborative professional development opportunities to private providers. Existing partnerships established through BCECAC, LICC and Judy Centers provide ongoing opportunities for collaborative long-term planning and work (artifacts 1.1.1 and 1.1.2.question 1.Tier 1 Participation-BCECAC, 1.1.1 and 1.1.2.question 2.Community Outreach-LICC, and 1.1.1 and 1.1.2.question 2.Community Outreach- Advisory Board) Immediate sharing of resources will include joint professional learning opportunities to address the challenge of hiring teachers and assistants with the appropriate credentials. BCPS will extend opportunities for private providers to access professional learning opportunities, including enhancing virtual learning opportunities for providers to access training outside of traditional work hours. BCPS will continue to direct Judy Center resources to private providers by supporting recertification requirements and Core of Knowledge (COK) training opportunities in the areas of curriculum, health, safety, and nutrition, special education.

Linked Artifacts:



[1.1.1. and 1.1.2.question 1.Tier 1 Participation-BCECAC](#)

[1.1.1 and 1.1.2. Question 2. Community Outreach-LICC](#)

[1.1.1 and 1.1.2. Question 2. Community Outreach- Advisory Board](#)

10. Data and Information Sharing: Discuss how the LEA will collaborate with private providers to create systems for data and information sharing. Consider student data related to enrollment, grade reporting, assessments, progress monitoring, IEPs, etc. in addition to instructional resources and system communications.

Currently, BCPS has a system in place for students who receive special education services (through an IEP or “Service Plan”) in a community setting that allows the student to enroll at the student’s home school and allows the family to access BCPS systems to support the child’s learning. BCPS special educators can share paper copies of a child’s IEP or IFSP with private providers as long as the parent or guardian provides consent. This system will be reviewed to determine if it might be expanded to allow for more advanced data-sharing with private providers for general education prekindergarten students. A subcommittee of the *BCPS Prekindergarten Expansion Committee*, with the addition of members from the Office of Information Technology, will begin to review current systems and create a strategic plan that will allow for information sharing. The Office of Early Childhood Programs generated a Google document in which the private providers share enrollment numbers and the number of available seats. This allows BCPS to provide private and public options for families.

Linked Artifacts:

1.1.4: LEAs shall enter into a memorandum of understanding (MOU) with MSDE, each eligible private provider participating in a publicly funded Pre-K in the county, and other applicable government agencies

[Blueprint Requirement \(MD Code, Educ §7-1A-05\)](#)

11. Students with Disabilities: Describe how the school system will collaborate with private providers to serve students with disabilities. How will the LEA ensure:

- Students receive services consistent with the placement and requirements under the Individuals with Disabilities Education Act (IDEA) and corresponding State law,
- Private providers receive training and support in the delivery of services and programmatic support described in students’ Extended Individual Family Service Plan (IFSP) or Individualized Education Program (IEP), and
- Private providers are included in developing the Extended IFSP or Preschool IEP?



Per IDEA and COMAR, BCPS is responsible for serving children who are eligible for IFSP services in the “natural environment” and eligible students who receive IEP services in the least restrictive environment (LRE). The interagency Baltimore County Infants and Toddlers Program (BCITP) has and will continue to meet children in their homes and communities, including childcare, private preschools, Head Start and other child serving programs, as defined through the IFSP process. For students with IEPs, “placement” is determined through the IEP team process. BCPS has an Early Childhood Community-Based Instruction team to provide special education services to children in community early childhood settings as part of the LRE continuum. This infrastructure will expand as the number of eligible children accessing community prekindergarten increases. Families may invite any member of the private provider team to participate in the IFSP or IEP team meeting to support the development of the IEP. BCPS and BCITP will collaborate with Abilities Network, Inc. and the BCECAC to offer annual professional learning opportunities to private providers regarding the referral, eligibility and service delivery aspects of each program. Individual, child-specific consultation and support occurs through the immediate IFSP or IEP team members and the private prekindergarten providers as part of the service delivery models.

BCPS has entered into a MOU with private providers and will collaborate with private providers who participate in the mixed service delivery system to support students with disabilities in the following ways:

- providing IEP and IFSP services for students in community early childhood settings
- offering individual, child-specific consultation and early childhood reflective coaching opportunities to community providers
- providing semi-annual professional learning opportunities to ensure that providers understand the referral and eligibility process for the Baltimore County Infants and Toddlers Program and BCPS Child Find

Linked Artifacts:

12. Students Experiencing Homelessness: Describe how the school system will collaborate with private providers to serve students experiencing homelessness. How will the LEA ensure:

- Students and families experiencing homelessness are equitably engaged and supported through coordinated wraparound services and
- Public and private providers fulfill the educational rights of children under the McKinney-Vento Act?

BCPS students and families who are experiencing homelessness are referred to a Pupil Personnel Worker. The Pupil Personnel Worker provides an immediate special enrollment that includes federal rights and services to facilitate school engagement. These rights and services include but are not limited to confidentiality, immediate enrollment, school of origin, dispute resolution, free meals, and transportation. Students and families are referred to continuum of care services by various school stakeholders: pupil personnel worker, school counselor and school social workers.



The Homeless Education Office from BCPS is a member of the Homeless Roundtable for Baltimore County and the Homeless Education liaison participates in continued collaboration with Baltimore County Government Department of Planning Homeless Services. During the collaboration with the Roundtable and HUD, the Homeless Liaison presents professional development about homeless rights and services. Baltimore County Government department of planning has a Governance Charter of the Baltimore County Continuum of Care Roundtable, and the Homeless Liaison is a voting member of the executive committee for this charter. The charter clearly outlines how all continuum of care homeless services will support federal rights and services. The BCPS Homeless Education liaison participates Baltimore County LICC and the Judy Center Advisory Boards and, when appropriate, provides updates to members, which include private providers and those agencies who serve them.

BCPS will collaborate with private providers who are part of the mixed service delivery system to support students who are experiencing homelessness in the following ways:

- ensuring that students experiencing homelessness are identified at Tier 1 status designation, without barriers are given automatic placement into a prekindergarten program
- ensuring that every participating private provider has information regarding on how to access the BCPS Homeless Liaison and Pupil Personnel Worker who can support screening and ensure that staff understand the rights of the students regarding enrollment procedures, attending the school of origin with transportation (when in the best interest of the child); access to special education services, if needed
- providing federally funded resources such as access to transportation; free meals, hot spots, funds for school supplies; and
- working collaboratively with families and private providers to ensure that families are connected to housing and continuum of care resources and supports
- using the Judy Centers to actively communicate with families and private providers and coordinate the need for wraparound services; and
- partnering with the Department of Social Services to support and assist families in locating permanent housing

Linked Artifacts:

13. English Learners: Describe how the school system will collaborate with private providers to serve all English learners. How will the LEA ensure:

- English learners are accurately identified to inform educational programming that takes into account language experience, environment, and learning needs;
- Students receive services appropriate for their placement; and
- Families of English learners are equitably engaged and supported, including providing translation services?



Currently, BCPS does not formally identify English Learners until kindergarten, as a part of the registration screening process. BCPS ESOL team members and enrollment secretaries utilize questions from the Maryland Home Language Survey to determine if younger students **may** be identified in the student's kindergarten the following school year. In addition to the Maryland Home Language Survey, BCPS staff will engage with families, caregivers and providers to obtain information regarding the child's language and pre-literacy skills. This process will be shared with mixed delivery system partners through collaborative meetings and professional learning. The process will be utilized until Maryland develops the specific process for identifying and supporting prekindergarten English learners referenced in MSDE's Frequently Asked Questions guidance 1/06/2023. In securing new curriculum for prekindergarten, BCPS will ensure assets-based, language focused, high quality prekindergarten curriculum will be selected.

Beginning in May 2023, BCPS will utilize Title III funds to support two-day workshops for all pre-kindergarten teachers in Baltimore County on Linguistically Responsive Teaching. Follow up professional learning will occur through asynchronous sessions, including but not limited to the creation of online modules. BCPS will make these professional learning sessions available to private providers. This will support prekindergarten teachers to develop strategies to support both the language development and the academic achievement of young dual language learners.

Linked Artifacts:

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.



Currently, BCPS uses a systemwide in-person and/or online unified enrollment process for families wishing to enroll in a BCPS prekindergarten program that includes sharing information with families about both public and private prekindergarten options. This process initiates annually, March through October of the following school year. In March, the Early Childhood Programs Coordinator offers required enrollment training to all front office staff. During the trainings, MSDE and BCPS processes and requirements are reviewed. BCPS offers continuous enrollment throughout the school year. Each school hosts enrollment events during the months of April and May specifically for PreK students in the spring. Prekindergarten seats are held specifically for students who meet the automatic eligibility criteria, families are up to 185% of the Federal Poverty Line, families who are experiencing homelessness and students who have IEPs that require instruction in the classroom. If a school does not have a PreK program or if the enrollment is at capacity at a school that does have a PreK program and the child meets the automatic eligibility criteria, the enrollment secretaries at the school submit the student information to the Office of Early Childhood Programs and the child will be placed at a nearby school. Additionally, each school will have access to the full list of private providers, offering families the opportunity to choose private or public options when private options exist. If the students who are automatically eligible have seats and the school has remaining seats, BCPS follows a waitlist system. In order to ensure a selection process for the waitlist is fair, transparent, and equitable each school that has a PreK program creates a wait list for students who are 186% and above the poverty guidelines that has been determined by the school system. If the Total household income exceeds 185% of Federal Poverty Line but falls at or under the 300% income level. The wait list follows the following guidelines:

- Household Income 186%-300%
- English Language Learner (ELL)
- Exhibits a need based upon *Prekindergarten Language/Literacy Screening* results.
- Receives Related Services (*OT, PT, Speech*).
- Exhibits emergency home or health circumstances (ex. Is a Foster Child)

BCPS has created a Google Document that the private providers and the school system shares. The document allows BCPS to assist families in locating and registering their children in full day options with the private providers if it is unavailable with the school system. During the Spring of 2023, BCPS will meet with the private providers to discuss the enrollment process with the goal of establishing a common enrollment process that is the same for schools and private providers that focuses of providing an early childhood experience to those families that would otherwise not have access to public or private providers. BCPS will share all enrollment processes, policies and procedures. (artifact 1.1.4.question 14.Enrollment Process – Registration Guidelines).

In addition, the BCPS Office of Early Childhood Programs is collaborating with the BCPS Office of Information Technology to explore ways of dually enrolling full-day prekindergarten students who access services through private providers. This will provide a system for sharing information between the private and public school system.



BCPS is collaborating with MSDE approved private providers and stakeholders such as parent, other early care and education providers, and other public and private partners as part of the initial planning by soliciting feedback through the LICC, ECAC and Judy Center Advisory groups.

This information has been used to inform initial planning with the BCPS Department of Information Technology to begin developing a common enrollment application that can be used by all partners. Once a framework has been created, BCPS will facilitate focus groups to solicit feedback from all stakeholder groups.

BCPS will meet with representatives from Head Start and Abilities Network in addition to private providers to define initial strategies for aligning timelines and enrollment for families. Additionally, BCPS will work with the Baltimore County ECAC to jointly publicize enrollment processes in the 2023 -2024 school year.

Through ongoing collaboration with private providers meetings will be held inclusive of all participating providers to discuss and adjust the enrollment process with the goal of establishing a common enrollment process that is the same for schools and private providers that focuses of providing an early childhood experience to families that would otherwise not have access to public or private providers.

Linked Artifacts:

[1.1.4.question 14.Enrollment Process – Registration Guidelines](#)

15. Racial and Socioeconomic Diversity: Discuss the enrollment practices and recruiting strategies the school system will use to ensure students with the greatest needs are enrolled in Pre-K. How will the school system ensure racial and socioeconomic diversity to the greatest extent practicable while preventing disproportionate concentrations of students of the same race, ethnicity, disability status, and income from developing or expanding within an individual Pre-K program, in specific geographic areas, or across the system? Consider how the unified enrollment system discussed in the previous question will support creating diverse learning environments.

EC leaders work collaboratively with ECAC members, LICC members and Judy Center Advisory Board team members to ensure that those children with the greatest needs are enrolled in prekindergarten BCPS will specifically target pediatricians, Health Clinics, DSS, libraries, the BCPS ESOL Welcome Center staff, Infants and Toddlers and Child Find to ensure that families as well as those individuals who support families have comprehensive information regarding all public and private prekindergarten sessions available to three- and four-year-old children and eligibility requirements.

The Office of Early Childhood Programs worked with the Family and Community Engagement (FACE) team to create a video in multiple languages that provides an overview of prekindergarten and the registration process (artifact 1.1.1 and 1.1.2.question 2.Community Outreach-Multilingual Videos). This will be shared with families who are registering older students



through the ESOL Welcome Center and posted on the BCPS website. EC leaders will collaborate with the specialist for Homeless Education to ensure that information is presented to every potentially eligible family. Most Baltimore County neighborhoods are not racially and economically diverse. BCPS has put into place a process to collect socioeconomic status and demographics from all children registering. BCPS will use baseline data from this system to inform future strategies to diversify disproportionate concentrations of students. BCPS is integrating general and special education service delivery models to ensure that children fully have access to full day programs in their home schools to ensure natural proportions of students with disabilities in classes.

Linked Artifacts:

[1.1.1 and 1.1.2.question 2.Community Outreach-Multilingual Videos](#)

16. 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. Consider the needs of families of Tier 1 and priority group students (students with disabilities, youth experiencing homelessness, and English learners).

BCPS provides annual training to school staff including front office secretaries to ensure that all BCPS team members have the information that they need to support families through the enrollment process. Beginning in 2023, professional learning will be extended to support Infants and Toddlers staff members, Child Find Assessment Center staff members, ESOL team members, Community Schools liaisons and community partners to ensure that those individuals who support families of young children across the county, regardless of individual programs, will be able to support families to register for prekindergarten. Additionally, BCPS ESOL office worked collaboratively with the Office of Early Childhood Programs and FACE team to create an informational video to be shared with families and/or accessed through the BCPS website in seven languages, offering an overview of the benefits of prekindergarten, the eligibility requirements for enrollment, and the registration process and where to access to support to register their child (artifact 1.1.1 and 1.1.2.question 2.Community Outreach-Multilingual Videos).

BCPS annually follows the below communication and stakeholder engagement timeline:

- March/April-Multiple professional development opportunities are available to train infants and toddlers service coordinators, school staff, and Title I community school facilitators to assist families in the registration process
- September -June- BCPS staff meet with LICC and Judy Centers to share registration process
- May – BCPS schools advertise to families
- May – BCPS staff share with PTA council
- May – BCPS Department of Communication Community Outreach circulates information via social media, newsletters, and flyers
- May – Department of Communication Community Outreach disseminates flyers to distribute to families and post in locations families frequent such as libraries,



- laundromats, grocery stores, leasing offices, and convenient stores
- September – BCPS holds a gradual entry schedule for prekindergarten families. During this time, teachers and school staff have the opportunity to hold individual parent conferences. Schools develop strategies and resources to meet the needs of prekindergarten students
- September – Judy Centers distributes a parent survey
- July/August – Community School Facilitators survey the community to create programming to meet the needs of the school community

Linked Artifacts:

[1.1.1 and 1.1.2.question 2.Community Outreach-Multilingual Videos](#)

17. Administrative Costs: Describe any administrative costs agreed upon by the school system and private providers in the implementation of the mixed delivery system for Pre-K.

At this time, BCPS and private providers have not currently agreed upon “administrative” costs associated with the implementation of a mixed delivery system. BCPS anticipates administrative costs associated with implementing prekindergarten expansion to include the hiring of administrative staff to support accreditation, professional learning, enrollment support for community providers; staff to support associated budget, legal and purchasing activities; staff to develop and implement a unified enrollment system that includes private providers, public awareness and training materials, and transportation. Additional costs for the public system, which may not be considered “administrative costs,” would include classroom staffing, special area staffing, and food services staffing support. (artifacts 1.1.1 and 1.1.2.question 2.Community Outreach-Multilingual Videos and 1.1.4.question 14.Enrollment Process-Registration Guidelines)

Linked Artifacts:

[1.1.1 and 1.1.2.question 2.Community Outreach-Multilingual Videos](#)
[1.1.4.question 14.Enrollment Process-Registration Guidelines](#)

1.1.5: MSDE shall require public and private providers to meet high-quality standards to receive public funding

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

[Blueprint Requirement \(MD Code, Educ §7-1A-04\)](#)



18. Comprehensive Services for Students and Families: Describe how the LEA will collaborate with private providers to ensure students and their families have access to comprehensive services (e.g., vision screenings, school psychologists, etc.), including services offered on-site or through community partnerships.

BCPS EC Leaders will meet annually with private providers prior to the school year to share school and community resources to support each student's physical and emotional wellness. Representatives from the Office of Student Support Services as well as representatives from Community Schools will be included in these meetings. Additionally, private providers will be invited to participate in ECAC, LICC and Judy Center Advisory Board meetings and added to those distribution lists to receive up to date resources throughout the year. (artifacts 1.1.5.question 18.Services for Students-Care Coordination, 1.1.5.question 18.Services for Students-Referral Form, 1.1.5.question 18.Services for Students-ABA Provider List)

Linked Artifacts:

[1.1.5.question 18.Services for Students-Care Coordination](#)

[1.1.5.question 18.Services for Students-Referral Form](#)

[1.1.5.question 18.Services for Students-ABA Provider List](#)

19. Training and Professional Development: Pillar 3: College and Career Readiness, Sections 3.1.3 (English Language Arts) and 3.1.3 (Math) require the school system to describe its training and professional development plans in English language arts and math for grade levels Pre-K-12, including the following:

- Identifying training needs
- Types of training provided
- Fidelity of implementation
- Ongoing, job-embedded professional development
- Organizational structures and support

For this question, describe the school system's early plans to collaborate with private providers and ensure all employees responsible for Pre-K instruction (e.g., teachers, teaching assistants, etc.) receive training and professional development related to the implementation of the instructional program, including high-quality instructional materials, in Pre-K as outlined in Pillar 3. Discuss the school system's initial plans to include private providers in the development and implementation of its training and professional development plans. Consider professional development models, resources and materials, logistical factors, and any other relevant information.

To determine which trainings are offered to private providers, the Early Childhood staff, including Judy Center staff, collaborate with partnered providers to determine the most effective trainings for- the community of providers. During this collaboration, an annual training plan is created. Throughout the year, the training plan is reviewed to make sure the needs of the private providers are being met. Private providers are invited to these trainings. Topics include Conscious Discipline, social emotional development, family and caregiver support, and emergent literacy. These trainings are offered in-person and virtually in the evenings since private



providers support children and families during the daytime hours. Recommendations around high-quality curriculum are provided and evening trainings around some of the curriculum used is offered through the Judy Center grants and programs. Mastery of content for participants will be assessed within each professional learning opportunity through online surveys. Additionally, BCPS staff members are observed a minimum of two times annually by school-based leadership. The Judy Center has purchased curriculum for private providers in the Judy Center catchment area and has maintained and curriculum library should additional curriculum kits are needed due to expansion. Recordings of the trainings will also be accessible to private providers as a resource.

BCPS will collaborate with private providers to ensure that private providers in the mixed service delivery system have access to professional learning in the following ways:

- recommending that private providers set up their calendars to align with BCPS professional development days
- collaborating with private providers in the selection and adoption of instructional materials that align with BCPS curriculum

Mastery of content will be assessed through professional development evaluation feedback, analyzing student data, teacher feedback regarding their practice; and jointly reviewing and analyzing data such as KRA and ELA data.

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §7-1A-04\)](#)

20. Teacher Pipelines: Pillar 2: High-Quality and Diverse Teachers and Leaders, Subsection 2.4.1 requires school systems to describe their plans to build teacher pipelines for all grade levels, and includes the following:

- Teacher hiring data
- Hiring trends and needs
- Partnerships with institutions of higher education and educator preparation programs
- Grow your own programs
- Diverse environments for observations and practica
- Mentor teacher assignments for observations and practica

Considering the school system's plans discussed in Pillar 2, how will the school system initially work with private providers and educator preparation programs in developing early plans to build teacher pipelines for early childhood teachers that will serve both public and private Pre-K programs? How will the LEA communicate these opportunities to current and prospective employees?



As of the 2022-2023 school year, all general education prekindergarten classroom teacher positions have been filled, however, teacher shortages may impact hiring for general and special educators in both public and private settings for future years as additional classrooms are added locally and across the state. Information and recruiting sessions will continue to be offered to help recruit internal and external staff for early childhood positions and are advertised through systemwide communication for internal employees. BCPS also includes up-to-date information regarding recruitment and hiring opportunities through its website and social media platforms.

BCPS will support current staff members in their efforts to obtain the Child Development Associate (CDA) or Associate of Arts (AA) degree allowing those individuals to apply for paraeducators positions, and new partnerships and cohorts for current para-educators to obtain teacher certification are being formed with local colleges and universities to support “grow our own” efforts to increase the number of qualified staff members (artifact 1.1.1 and 1.1.2.question 4.Expansion of Prekindergarten-Grow Your Own). BCPS currently offer Teacher Academy of Maryland as a CTE program of study in 13 high schools with a 5-year expansion plan to all BCPS high schools. Students in this program work to complete either the Praxis or ParaPro credential Exam. BCPS early childhood leaders will collaborate with the BCPS Office of Human Resources and representatives of Institutions of Higher Education and Community Colleges to identify potential resources to support early childhood teacher candidates in their efforts to become certified or highly qualified in early childhood education.

Through the Maryland Leads grant, we have worked to expand our existing Educators Rising (a CTSO) Chapters to 27 with the intent to grow this program of future educators each year that can serve both the public and private sectors.

BCPS has begun discussions with Institutes of Higher Education to explore pathways for teacher pipelines to serve both public and private prekindergarten programs. If space were available, teachers who work at participating private providers may be invited to participate in these pathways. However, if private teachers and paraprofessionals are enrolled in these shared pathways, they will not have access to BCPS employee benefits such as reduced tuition, waived fees, supplied resources, and tuition reimbursement.

As teacher interns are considered for school placements, collaboration between school administrators and universities will occur to ensure that prekindergarten programs are fully staffed in both public and private providers.

Linked Artifacts:

[1.1.1 and 1.1.2.question 4.Expansion of PreK-Grow Your Own](#)

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

BCPS has requested 104 paraeducators in the FY 2024 Operating Budget to convert current classroom assistant positions to paraeducators. BCPS will support current staff to obtain the staff credentials by establishing cohorts with local community colleges and universities and exploring strategies to support staff members to complete the Associate of Arts (AA) or Child Development Associate (CDA) coursework. EC leaders will collaborate with the Office of Leadership Development to determine if BCPS can access federal Title II A non-public funding to support nonpublic, private providers in these efforts. (artifact 1.1.5.question 21.Developing Teaching Assistants-Timeline)

BCPS will begin partnering with the Community College of Baltimore County to enroll paraprofessionals in coursework and monitor their progress. Both institutions will work collaboratively to define and institutionalize structures that monitor progress and respond to staff needs. BCPS will continue to align these efforts to its current para to teacher pathway programs and future iterations for those staff who wish to matriculate.

BCPS provides future early childhood educators the opportunity to gain valuable experience through placement in BCPS prekindergarten classrooms and a pathway to employment with BCPS in the early childhood setting. The Industry Certification for ParaPro in place for students currently taking coursework through the Teacher Academy of Maryland through CTE. Once they've earned their CDA or AAT, BCPS graduates will be able to apply to work as prekindergarten paraprofessionals, and if desired, pursue additional teacher pathways.

A 10-month position is being converted to a 12-month position in the Office of Early Childhood Programs using special education grant funds to support collaboration with private providers.

Linked Artifacts:

[1.1.5.question 21.Developing Teaching Assistants-Timeline](#)



22. Developing High-Quality ECE Staff Projections

Use the information from “Pre-K Enrollment Projections” to complete the first row of each of the tables below. Using the student enrollment numbers, complete Table 1 to identify the hiring needs for teaching assistants and Table 2 to identify the hiring needs for teachers based on an expansion of Pre-K. For each table, disaggregate the data by provider type.

Table 1: Current and Projected Number of Pre-K Teaching Assistants (TA)

	2021-2022		2022-2023		2023-2024	
	Public	Private	Public	Private	Public	Private
Student Enrollment	160	Not Available	269	169	820	329
Total TA Positions	9	8	15	8	41	8
Filled TA Positions	9	7	15	7	41	8
Vacant TA Positions	0	1	0	1	0	0

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

	2021-2022		2022-2023		2023-2024	
	Public	Private	Public	Private	Public	Private
Student Enrollment	160	Not Available	269	169	820	329
Total Teacher Positions	9	14	15	13	41	16
Filled Teacher Positions	9	14	15	13	41	16
Vacant Teacher Positions	0	0	0	0	0	0

Linked Artifacts:

1.2.1: Administer an unbiased Kindergarten Readiness Assessment to all incoming kindergarten students

23. Administration of the Kindergarten Readiness Assessment (KRA): Discuss how the LEA consults with kindergarten teachers in developing guidelines and training to ensure an unbiased administration of the KRA. How does the LEA ensure staff responsible for administering the KRA receive the training?

Baltimore County Public Schools began conducting census administration of the KRA in 2021. Teachers are required to complete KRA training prior to administering the KRA. To ensure completion of the training



teachers submit their certificate of completion and a non-disclosure form to their School Testing Coordinator (STC), who then uploads the certificate into a Smart Sheet maintained by the Office of Early Childhood Programs. STCs cannot distribute a KRA kit until teachers have submitted their certificate of completion as the KRA is a secure test. The KRA training includes a module about minimizing bias in assessment and implicit bias in education, along with recommendations for Universally Designed Allowances for all students.

The Office of Early Childhood Programs offers coaching sessions for kindergarten teachers during the KRA administration window. The Office of Early Childhood Programs has also provided equity training using the National Association for the Education of Young Children (NAEYC) book, *Each and Every Child*. During this training bias and its impact on the earliest learners was a focus of discussion.

Linked Artifacts:



24. Kindergarten Readiness Assessment Projections

Use the tables below to indicate current and projected levels of kindergarten readiness using the Kindergarten Readiness Assessment (KRA). Use the first table to disaggregate overall readiness by level (emerging, approaching, and demonstrating) for each of the demographic and service groups listed. Use the second table to provide the average scale score by individual domain.

Table 1: Current and Projected KRA Levels with Demographic Distribution

	2021-2022			2022-2023			2023-2024		
	ER	AR	DR	ER	AR	DR	ER	AR	DR
All Students (Number)	2,202	2,368	2,614	2,122	2,449	2,844	2,200	2,866	3,356
All Students (Percentage)	30.65	32.96	36.39	28.62	33.03	38.35	26.12	34.03	39.85
% Female	26.00	32.83	41.16	23.25	32.39	44.36	20.75	33.39	45.86
% Male	35.00	33.06	31.93	33.84	33.63	32.54	31.34	34.63	34.04
% Nonbinary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% American Indian/Alaska Native	44.00	36.00	20.00	42.86	32.14	25.00	40.36%	33.14%	26.50
% Asian	26.46	33.16	40.39	22.80	33.61	43.59	20.30	34.61	45.09
% Black/African American	33.16	36.41	30.42	30.53	37.76	31.71	28.03	38.76	33.21
% Hispanic/Latino	54.61	28.69	16.69	49.23	30.32	20.44	46.73	31.32	21.94
% Native Hawaiian/Pacific Islander	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Two or More	26.98	34.88	38.14	27.22	35.08	37.70	24.72	36.08	39.20
% White	17.81	31.11	51.08	17.00	29.11	53.89	14.50	30.11	55.39
% Economically Disadvantaged	37.60	38.67	23.73	29.86	38.10	32.04	27.36	39.10	33.54
% English Learner	66.52	24.84	8.64	60.13	29.25	10.61	57.63	30.25	12.11
% Special Education	55.57	28.01	16.42	61.67	24.06	14.27	59.17	25.06	15.77

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

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

Domain	2021-2022	2022-2023	2023-2024
Language and Literacy	263.48	264.22	265.19
Mathematics	264.46	264.33	265.30
Social Foundations	268.51	270.10	271.07
Physical Well-being and Motor Development	270.68	272.36	273.33



Pillar 1, Objective 3: Expand family supports

1.5.1: Judy Centers

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

25. Expanding Access for Families: Describe the LEA's plans for expanding support for families through Judy Centers. Include the current number of centers and the number of families served as well as the community's need and whether additional centers are needed. Consider the geographic distribution of centers to meet the needs of the community.

In FY 2022, Baltimore County Public Schools had 2 Judy Centers (Campfield Early Learning Center Judy Center on the West side of Baltimore County and Hawthorne Elementary School Judy Center on the East side of Baltimore County). These two sites served 468 families (Hawthorne 283 and Campfield 185) Both sites are in the lowest social variability index for socioeconomic status and household characteristics according to the CDC.

In FY 2023, MSDE approved 2 new Judy Center sites for Baltimore County Public Schools (Sandalwood on the East side of Baltimore County and Featherbed Lane on the West side of Baltimore County) in partnership with Baltimore County. The Featherbed Lane Judy Center will become fully operational in the Spring of 2023. Human Resources is currently in the process of hiring staff for this center. The three sites that are fully operational (Campfield Early Learning Center, Hawthorne Elementary School, and Sandalwood Elementary School), has so far served 494 families. (Campfield 211 families, Hawthorne 242 families and Sandalwood 41 families) during FY 23. These numbers are expected to increase as families move into the catchment areas. Each of these sites are labeled or continue to be labeled in the lowest social variability index for socioeconomic status and household characteristics according to the CDC.

In the future, Baltimore County Public Schools will continue to measure the impact the Judy Centers are having on improving school readiness and meeting family needs equitably. Baltimore County Public Schools will continue to look for grant opportunities and partnerships to expand Judy Centers to the remaining 57 Title I Schools. New Judy Center locations will be prioritized using data from Kindergarten Readiness Assessments, FARMS, Healthy Babies Collaborative, and school capacity.

All four BCPS Judy Centers survey families at the beginning of the school year and when families are new to the Judy Center. Programming, materials and referrals to community agencies are planned to meet the needs identified by families. Based on the parent surveys and interaction, the Judy Centers tailor programming to meet the needs of the communities (artifact 1.5.1.question 25.Expanding Access to Families-Judy Center Needs by Site).

Examples include:

- Campfield Judy Center community has needs for food, clothing and household items. This need is met through the use of the Maryland Food Bank (monthly pantry days), Baltimore Hunger (weekend backpack program), Baltimore Hunger household items



(weekly donations) and community members.

- Campfield Judy Center community has many children with IFSP's. These needs are met through a strong partnership with Infants and Toddlers. Judy Center staff and Infant and Toddler's staff work collaboratively to meet the needs of all children and families.
- Hawthorne Judy Center conducts early intervention screenings for all of the identified 4- and 5-year-olds within the community. These screenings allow the Judy Center to meet the individual needs of the children and families.
- Featherbed and Sandalwood Judy Centers are in the first year. They are working to identify families with children birth to three years old in order to increase serving this population. Outreach has been conducted at school and community events.

Linked Artifacts:

[1.5.1.question 25.Expanding Access to Families-Judy Center Needs by Site](#)

Pillar 1: (OPTIONAL) Proposed Regulatory Revisions and Waivers

26. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

No proposed regulatory revisions or waivers are requested at this time.

Linked Artifacts:

Pillar 1: Stakeholder Engagement

27. Identify the key stakeholder groups that the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the Early Childhood Education Pillar. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Examples may include:

- County-based governmental offices such as Health, Human Services, Housing, etc.
- Local Early Childhood Advisory Council (ECAC)
- Organizations supporting specific student groups such as multilingual learners

Stakeholder Group

Contributions

Frequency of Engagement



<p>Baltimore County Local Interagency Coordinating Council (LICC)</p>	<p>Ensure access and support of interagency partners (Health and Social Services); collaborate to ensure consideration of resources necessary to include young children with disabilities in all aspects of prekindergarten planning and pillar 1 activities; membership includes Homeless Education liaison, ESOL specialist, Family and Community Engagement (FACE) Office</p>	<p>September November January March June</p>
<p>BCPS Judy Center Steering Committee</p>	<p>Early childhood partners guide the development of the Judy Center by completing an ongoing needs assessment, securing/coordinating partnerships to serve students and families and coordinate the implantation and monitoring of services.</p>	<p>Monthly Meetings</p>
<p>Baltimore County Early Childhood Advisory Council (ECAC)</p>	<p>Coordinate efforts among early care and education programs. The BC ECAC recently conducted a needs assessment and created a strategic plan.</p>	<p>Monthly Meetings</p>

Linked Artifacts:

- [1.1.1. and 1.1.2.question 2.Community Outreach-LICC](#)
- [1.1.5.question 27.Stakeholder Engagement - Judy Centers Steering Committee](#)
- [1.1.1. and 1.1.2.question 1.Tier 1 Participation-BCECAC](#)
- [1.1.5.question 27.Stakeholder Engagement -BCECAC Strategic Roadmap](#)



Pillar 2: High-Quality and Diverse Teachers and Leaders



Pillar 2, Objective 1: Recruit and support high-quality and diverse teachers to meet workforce needs

2.1.5: Monitor the quality and diversity of State teacher candidates and existing teacher workforce

28. Teacher Hiring Data: Use historical hiring data to identify the number of new teachers the LEA will need going into future years by grade band and subject area.

Grade Band	Certification	2021-2022	2022-2023	2023-2024
Pre-K - 5th Grade	Early Childhood	20	63	61
	Elementary	167	276	284
	World Languages	5	2	2
	Physical Education	7	8	7
	Health	0	0	0
	Fine Arts	29	28	28
	Career and Technical Education	0	0	0
	Special Education	41	75	70
	ESOL	5	9	15
	Other	11	2	0
6th - 8th Grade	Math	15	24	25
	English Language Arts	31	42	40
	Science	19	31	33
	Social Studies	16	26	25
	World Languages	11	24	22
	Physical Education	10	15	16
	Health	0	4	6
	Fine Arts	23	39	35
	Career and Technical Education	4	5	5
	Special Education	28	59	60
9th - 12th Grade	Math	16	22	24
	English Language Arts	22	38	40
	Science	22	29	30
	ESOL	2	7	10
	Other	0	0	0



Social Studies	19	25	26
World Languages	16	15	15
Physical Education	3	9	9
Health	0	9	15
Fine Arts	18	24	25
Career and Technical Education	21	24	24
Special Education	46	51	52
ESOL	7	8	15
Other	0	0	0

Linked Artifacts:

29. Hiring Trends and Needs: Using historical hiring data and additional relevant context, in what grade levels and subject areas has the school system struggled to recruit prospective teachers? Discuss the challenges associated with hiring for these areas.

Baltimore County Public Schools has historically had challenges with recruiting and hiring teachers in the critical need areas to include special education, mathematics, science, technology education, world languages (Spanish), and English Speakers of Other Languages (ESOL). Recently, Baltimore County Public Schools has added elementary education, early childhood, English, and social studies to the critical need areas. Hiring at all levels has been a challenge; however, the challenges are more prevalent at the middle school level.

Each year, BCPS has hired more conditionally certified teachers in these critical shortage areas. In addition, there has been a national decline in the number of teacher candidates enrolled and graduating from teacher education programs.

Challenges include identifying candidates who meet statewide certification requirements, recruiting staff from a limited candidate pool, and hiring candidates within a competitive public school statewide market. There is a relatively low number of students in colleges of education that are electing to become certified in these harder-to-fill content areas. As a result, BCPS has implemented internal teacher pipeline programs. These recruitment initiatives reach as far back as high school students and paraeducators seeking to earn their bachelor's degrees. Future educators will not complete certification requirements for several years; therefore, filling vacancies immediately will continue to be a challenge while program participants matriculate through these pipelines.

Linked Artifacts:

[Blueprint Requirement \(Section 5 of Chapter 36\)](#)

30. Recruiting and Hiring a Diverse Workforce: What challenges exist for the LEA in hiring staff that matches the diversity of its student population? Describe the strategies the school



system will use to recruit and hire diverse teachers and leaders. How will the school system ensure:

- Recruitment practices intentionally build a pipeline of diverse candidates that represent the demographics of the student population and
- Hiring practices include interview protocols, questions, and performance tasks that reveal candidates' knowledge, strengths, and experience while mitigating and eliminating opportunities for implicit bias?

Note: Utilize and reference the data and information shared in the annual diversity report submitted to AIB and link the report as an artifact.

Baltimore County Public Schools (BCPS) is a large urban/suburban school system that employs over 9,000 teachers of which approximately 7,000 are assigned to the classroom and approximately 2,000 are support teachers. Of the approximately 7,000 classroom teachers within BCPS, there are over 5,000 eligible for National Board Certification. Although the student body is diverse (majority minority student enrollment), the teacher workforce remains predominantly white and female. Therefore, Baltimore County Public Schools will continue to implement strategies to recruit and hire diverse teacher and leaders (artifact 2.1.5.question 30.Recruiting and Hiring a Diverse Workforce_Baltimore County - Hiring and Diversity report 2022) by:

1. Partnering with Historically Black Colleges and Universities (HBCUs) and other colleges and universities across the country to participate in their college and career fairs virtually and in person.
2. Conducting classroom visits at the colleges and universities where BCPS built relationships with the faculty and staff, particularly HBCUs. This would include non-education majors (I.e., mathematics, science, and English majors).
3. Utilizing Handshake, one of the online recruitment tools, allows BCPS Human Resources to target specific majors at colleges and universities, particularly at HBCUs. The Handshake features allow us to proactively recruit at specific institutions of higher education, especially when enrollment in various colleges and schools of education has significantly declined over the last decade.
4. Expanding professional development school partnerships with the local HBCUs to recruit and attract teachers of color during their internships.
5. Reviewing the teacher screening tool annually to eliminate any unintended, implicit biases and providing administrators with interview training.
6. Increased and targeted focus on recruiting current BCPS students (Teacher Academy of Maryland) and BCPS paraeducators (Grow Our Own).

The Hiring Practices and Diversity report that was submitted to the AIB in June 2022.

Linked Artifacts:

[2.1.5.question 30.Recruiting and Hiring a Diverse Workforce Baltimore County - Hiring and Diversity report 2022](#)

31. Evaluation of Recruiting and Hiring Practices: How will the school system and board of education evaluate its hiring practices and recommend changes to ensure teachers and leaders match the diversity of the student population?

The Division of Human Resources, Recruitment and Staffing and the Department of Organizational Development and Leadership will continue its partnership in developing a professional learning plan which is geared to interrupting inequitable employment practices and redesign hiring processes grounded in equity. This group will work to address disparities in



recruitment, retention, staffing standards, and promotional pathways. The action teams, or subcommittees, will be committed to understanding and improving recruitment and staffing outcomes by:

- Analyzing teacher turnover data;
- Continuing to analyze exit survey and stay interview data and then providing feedback to the appropriate divisions and principals; and,
- Analyzing teacher recruitment efforts

Linked Artifacts:



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)	111,120	7,175	111,083	7,142	112,078	7,185
% Female	48.79%	76.61%	48.80%	76.00%	48.66%	76.00%
% Male	51.20%	23.39%	51.19%	24.00%	51.33%	24.00%
% Nonbinary	*	*	*	*	*	*
% American Indian/Alaska Native	*	*	*	*	*	*
% Asian	7.07%	*	7.13%	*	7.10%	*
% Black/African American	40.37%	13.07%	40.16%	15.39%	39.99%	15.72%
% Hispanic/Latino	13.96%	*	15.30%	*	16.22%	*
% Native Hawaiian/Pacific Islander	*	*	*	*	*	*
% Two or More	5.24%	*	5.34%	*	5.38%	*
% White	32.80%	80.88%	31.50%	78.13%	30.75%	77.61%

S = Student Population, T = Teacher Population

Linked Artifacts:

[2.1.5.question 30.Recruiting and Hiring a Diverse Workforce Baltimore County - Hiring and Diversity report 2022](#)

Pillar 2, Objective 2: Increase rigor of teacher preparation programs and licensure requirement

2.2.2: Revise teacher prep programs to meet new requirements

33. Partnerships with Institutions of Higher Education and Educator Preparation

Programs: How do you intend to partner with institutions of higher education and educator preparation program(s) to increase the number of candidates in the subject areas and/or



grade bands previously identified? How will the school system collaborate with institutions of higher education and educator preparation programs to ensure:

- Students recruited into teaching programs obtain certifications in the subjects and grade levels the school system needs and
- Standards and practices students are taught in teaching programs align with the standards and practices they will be responsible for implementing as teachers in the LEA's classrooms?

Baltimore County Public Schools (BCPS) maintains a robust Professional Development School (PDS) network through partnerships with local institutions of higher education (IHE). Currently, 82 schools in BCPS are in partnership with eight colleges and universities. College and university partnerships include Coppin State University, Goucher College, Loyola University Maryland, Morgan State University, Notre Dame of Maryland University, Stevenson University, Towson University, and University of Maryland Baltimore County. Through these partnerships, as well as through relationships with additional colleges and universities, BCPS hosts over 300 interns each semester.

BCPS leads PDS partnership meetings four times per year to review partnership data, and during these meetings, school system leaders share system priorities with IHE leaders to leverage partnership work in support of employee development and student learning needs. For example, BCPS Human Resources leaders share information about hiring priority areas as well as opportunities for educators to attend recruitment events in the school system. Through these meetings and continued dialogue, BCPS has communicated needs for more educators in all certification areas, and particularly for more educators of color, special educators, and secondary certified educators. The newest PDS partnerships reflect this focus on increasing the diversity of the BCPS workforce: Rossville Elementary and Stoneleigh Elementary have partnered with Morgan State University, and Campfield Early Learning Center and Randallstown Elementary are partnering with Coppin State University. Towson University added a partnership with Randallstown High School to prepare secondary educators. A goal in the strategic plan for the school system is to increase partnerships with historically black colleges and universities (HBCU) to prepare more teachers of color, and BCPS staff are engaged in ongoing conversations with Bowie State University to initiate a partnership for the clinical preparation of educators.

Shared governance, focus on mutual accountability for student learning goals, and collaboration are strategies partnerships rely upon to ensure that the standards and practices teacher candidates are taught in teaching programs align to the standards and practices they will be responsible for implementing in classrooms. For example, the BCPS Peer Assistance and Review (PAR) Program provides an annual report to the IHE partners about new teacher performance patterns and trends aligned to the Danielson Framework for Teaching. Each college or university receives a customized report with the patterns and trends in teacher performance as assessed by PAR Consulting Teachers. Colleges and universities use this data to continuously improve their programs and to document the effectiveness of their programs during program accreditation. Additionally, BCPS provides interns with technology accounts so that they can access BCPS curriculum and assessments, enabling interns to prepare for the performance assessments and to prepare daily and long-range plans in alignment to content standards and benchmark assessments. Finally, BCPS and IHE partners exchange professional learning through a number of opportunities. IHE faculty contribute their expertise by providing professional learning at the partnership level and consulting with curriculum offices. BCPS educators teach courses at colleges and universities and consult with IHE faculty regarding course and curriculum design. The BCPS PDS liaison serves as the co-chair of the Towson



University PDS Council and is currently collaborating with UMBC (University of Maryland, Baltimore County), Loyola University Maryland, and Goucher College on projects designed to support BCPS students and educators. The BCPS PDS network uses the MSDE (Maryland State Department of Education) PDS Implementation Framework and PDS standards to guide the work at the local partnership and system level.

Comprehensive support is provided for interns to monitor program completion and certification and to plan for needed support. Partners review college and university data in order to continuously improve mentor teacher training and support. Each PDS partnership designs and implements an annual strategic plan including professional learning for interns, mentor teachers, and school faculty aligned to identified partnership needs. Mentor teachers and interns are surveyed annually to learn of their perceptions of partnerships and their learning needs so that professional learning can be responsively planned. Placements and course work are aligned to school system curricula and calendar so that interns move from IHE campuses to P-12 campuses with minimal dissonance between preparation and expectations for performance. Site leaders, including school administrators and teacher leaders, participate in professional learning on PDS standards and educator preparation programs to support effective collaboration with higher education faculty. Regular communication between school system and IHE leaders sustains partnerships and ensures that interventions can be collaboratively determined and promptly implemented when additional support is needed for success.

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §6–120\)](#)

34. Diverse Learning Environments for Observations and Practica: Discuss the LEA's process for identifying schools with diverse populations and supportive school environments for teacher candidates to complete observations and practica. Include a description of the characteristics of a supportive school environment and the criteria the school system uses to identify a school as having a diverse student population.

Baltimore County Public Schools (BCPS) has 82 schools in professional development school (PDS) partnership with eight institutions of higher education (IHE) as explained in question 33. PDS sites are identified through a collaborative process involving school system and IHE leadership. PDS sites are assessed to ensure that the student population will provide teacher candidates with opportunities to work with diverse learners, and that the programs offered by the school provide opportunities aligned to the certification areas of the teacher candidates. Also, PDS sites should be geographically proximate to the IHE to minimize transportation issues for students completing observation and practica. All BCPS PDS sites identified since 2009 have been selected to ensure that learner diversity, programmatic offerings, and mentor capacity are sufficient to support the preparation of teacher candidates in the site. When a school or an IHE expresses interest in forming a new partnership, school and IHE leaders meet to review school data, including learner diversity and the number of tenured, effective, and recommended mentor teachers at the school. Prospective PDS are designated as Title I or high need schools within the school system with at least five tenured, effective, and recommended mentor teachers certified in the preparation areas of the proposed partner IHE.

A supportive school environment starts with the willingness to collaborate with an IHE to form a partnership to prepare future educators and exchange professional learning intended to improve



outcomes for students and educators at both the school site and the IHE. School system leaders provide professional learning for site leaders about strategic planning, shared governance, accountability structures, mentor teacher identification and support, and data analysis in order to support partnerships in determining and working toward shared goals. Mentor teachers and site leaders are expected to be reflective practitioners with a commitment to educator growth and skills in having coaching conversations. Supportive school environments also provide time and resources for collaborative planning, professional learning, and shared accountability for student achievement. School system leaders participate in professional learning about the PDS program to support the development of a positive school culture and the selection and support of effective mentors.

Linked Artifacts:

35. Mentor Teacher Assignments for Observations and Practica: Describe how teacher candidates will be assigned highly effective teacher mentors to supervise them during their observations and practica. Discuss the selection process for teacher mentors, including the data sources for classifying teachers as highly effective, the process for matching teacher mentors to teaching candidates, and how the school system supports teacher mentors in effective mentor practices.

Baltimore County Public Schools uses principal and curriculum office recommendations to create a pool of tenured, effective teachers to serve as mentor teachers for interns and observation/participation students. Principals use information from the BCPS Teacher Evaluation System to identify tenured and effective teachers to recommend as mentor teachers, and this pool is used to match interns and mentor teachers when requests for placement arrive from colleges and universities. Curriculum offices collaborate with principals and IHE faculty to provide input into the selection of mentor teachers. Mentors of interns completing the first, part-time semester of the yearlong internship receive one MSDE CPD credit for *Mentoring the Preservice Intern*, and mentors of interns completing the second, full-time semester of the yearlong internship receive three MSDE CPD credits for *Mentoring the Preservice Intern* as well as a stipend for mentoring (\$50/week) from the school system in addition to any stipend provided by the college or university. Being an effective or highly effective teacher does not guarantee that the teacher will also be a highly effective mentor. Therefore, mentor teachers are strongly encouraged to complete one or more MSDE (Maryland State Department of Education) Continuing Professional Development (CPD) courses, *Mentoring the New Teacher Part I* and *Mentoring the New Teacher Part II*, prior to serving as a mentor teacher. These courses, written and taught by BCPS teacher leaders, provide mentor teachers with an understanding of the needs and developmental stages of preservice and beginning teachers as well as strategies for collaborative planning, co-teaching, co-assessment, and reflective conversations. Further, it is expected that the IHE faculty supervisor will collaborate with the BCPS mentor teacher to supervise the intern. BCPS mentor teachers work closely with IHE faculty to co-supervise interns, and this job-embedded triadic model of supervision increases alignment between IHE and school system expectations for interns and reduces the likelihood that interns will be overwhelmed with conflicting advice or expectations. Finally, PDS resources are provided so that IHE faculty can provide site-based mentor professional learning opportunities so that the mentor teachers receive program-specific training and the opportunity to ask questions and provide feedback. Surveys completed by mentor teachers and interns produce data that is used to assess the perceived quality of mentoring provided to continuously improve mentor training and decide, when data indicates, to discontinue assigning interns to a particular mentor teacher. The collaborative and



ongoing communication between and among PDS partners—IHE faculty, school leaders, mentor teachers, and central office staff—is essential to the recruitment, selection, training, and assessment of mentors in BCPS partnership.

[Linked Artifacts:](#)

2.2.6: Develop and implement pathways for paraprofessionals to become certified teachers

36. Grow Your Own and Alternative Preparation Programs: What types of programs or initiatives does the school system currently have or plan to launch to leverage Grow Your Own strategies and Alternative Preparation Programs to expand the teacher pipeline? Discuss each of the individual groups below.

- **High School Students**

BCPS currently has 13 Teacher Academy of Maryland (TAM) high school sites across the district. An amended Program of Study submitted to MSDE would add one site at Sparrows Point High School for the 2023-2024 school year. Implementation of TAM has been part of a Grow Our Own initiative among the Office of Career and Technical Education (CTE), Department of Human Resources Recruitment and Staffing, and Department of Equity and Cultural Proficiency. The Technical Skills Assessment for TAM is either the ParaPro Exam or the Praxis Core Exam. BCPS has offered the Praxis Core previously, but SY 22-23 students will be offered the ParaPro with the hopes that they qualify to work for BCPS in Para-educator positions.

Additionally, BCPS will provide students with a pipeline into working for BCPS through the youth apprenticeship program. In this program, BCPS is able to have students serve as apprentice para-educators in classrooms. Currently a grant through CTE pays youth apprentices who are working in BCPS. This initiative provides a pathway available in all high schools either through TAM or Educators Rising.

Educators Rising was implemented in 18-19 to encourage students to consider and learn more about careers in education. Educators Rising is now recognized by the state as a CTSO, Career and Technical Student Organization, which makes it co-curricular for the TAM program. BCPS has been working to expand Educators Rising to all middle and high schools with the hopes of building a pipeline for students into TAM programs as well as into employment in BCPS. Educators Rising offers opportunities for students where TAM programs are not available. Through the program, learning opportunities and conferences are offered to students at both the local and state levels where BCPS has partnered with post-secondary education programs to mentor and support future educators. Students also participate in education-related competitions offered at the state level and can qualify to compete at the national level.

Each year the Baltimore County Public Schools (BCPS) Scholarship Loan Program funds \$40,000 to help support ten (10) BCPS graduates in preparing for professional careers in K-12 education. Graduates can choose BCPS as the place to grow into an exciting and rewarding career as an educator. Through the BCPS Scholarship Loan Program, BCPS students can apply for a loan scholarship worth \$4,000 per year for up to four years. After earning a degree from an



approved Maryland teacher education program, former BCPS students will return to BCPS as teachers and role models for students.

Linked Artifacts:

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

The Education Support Professionals of Baltimore County (ESPBC) negotiated master agreement includes the option for represented staff to request tuition reimbursement. Reimbursement can include coursework in any areas leading to promotional opportunities and/or professional growth within BCPS. However, BCPS has defined key initiatives for preparing paraeducators to enter the classroom. The Grow our Own Steering Committee was formed February 2020 in response to the BCPS The Compass, Focus Area 3: High Performing Workforce and alignment of Human Capital. The committee was charged with developing certification programs tailored specifically for BCPS paraeducators interested in completing a teacher preparation program and obtaining a teaching position with BCPS upon completion of all certification requirements. A tiered approach to accommodate employees at various educational levels was implemented starting with post-baccalaureate programs. In Spring 2023, BCPS in partnership with Bowie State University will launch its first baccalaureate program in Early Childhood/Special Education for paraeducators.

In addition to sponsoring an undergraduate program, BCPS will support paraeducators enrolled in either final teacher internship phase. Historically, paraeducators completing teacher preparation programs are required to apply for unpaid leave when entering their internship. Often this is not a viable option for this employee group. This is an obstacle that prevents paraeducators from beginning a teaching career with BCPS. Using Maryland LEADs grant funds, the Teacher Fellow position will be piloted from SY 2023 thru 2025. The grant will support eight (8) paid internship positions for paraeducators enrolled in their final semester of a teacher preparation program. The first internship experiences are scheduled to start Spring 2023. Teacher Fellows will assist and lead various classroom functions to include implementing instructional programs and assessing student performance as required for internship. A Teacher Fellow will be mentored by a BCPS teacher. Upon completion of internship and graduation, a commitment of employment as a contracted BCPS teacher is required.

Linked Artifacts:

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

Post-baccalaureate programs specifically targeting paraeducators with conferred bachelor's degrees were launched in SY 2022. The content areas included ESOL, Elementary Education, and Secondary Special Education. Paraeducators were given the option to remain in their current positions or accept a Conditional teacher position. All participants received a commitment of employment as a contracted BCPS teacher upon successful completion of the program.



As of SY 2023, BCPS has twelve (12) certification cohort programs for Conditional teachers which will run through SY 2025-2026. College and university partnerships include the Community College of Baltimore County, Morgan State University, Notre Dame of Maryland University, and Stevenson University. Program content areas include Secondary Education and Special Areas, Special Education- Elementary as well as Special Education – Secondary. Programs options include course by course, accelerated certificate track, and Master of Arts in Teaching degrees. Offering a mixture of program tracks allows teachers of various educational backgrounds and experience to identify the best program route. Teachers are provided guidance and support to select the appropriate program to ensure successful completion of certification requirements by regulated state timelines.

Linked Artifacts:

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

Grow Our Own teacher programs and initiatives help address teacher shortages, retention issues, and teacher diversity. Hiring internal candidates who are already living and working in Baltimore County is a great way to ensure quality educators are working in BCPS schools. Motivated, well-qualified candidates are among the BCPS paraprofessional workforce. Similarly, the same opportunity exists with current BCPS students. Identifying various initiatives will support efforts to increase an educator workforce that is representative of the student population BCPS serves as well as promote employee growth and development.

The Office of Certification collaborates with various internal and external partners to create various pathways for potential students and teachers of color to enter a teaching career with BCPS in a manner that best fits their trajectory.

Linked Artifacts:

Pillar 2, Objective 3: Establish new statewide educator career ladder and professional development system

Note: When developing plans in this section, LEAs should consider requirements related to collective bargaining.

2.4.1: LEAs and MSDE shall implement a new program to support and encourage teachers to obtain and maintain NBC, particularly teachers from historically underrepresented populations

Note: The NBC data requested in this section is for reporting purposes and to allow MSDE and AIB to track Blueprint implementation progress related to NBC areas of the career ladder. These data may not tie to or reflect final counts used in career ladder State Aid calculations. LEAs will continue to work with MSDE for annual NBC data submissions specifically for the purposes of State aid calculations.



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

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

Name	Position	Responsibilities
Jordan Birnbaum	Manager of Workforce Development	<p>Coordinate National Board Certification support program by helping to create and facilitate professional learning opportunities for existing candidates through support sessions, working cohorts, and coaching opportunities. The Coordinator is also responsible for the organization and facilitation of a lead team of support staff that consists of BCPS NBC Facilitators and Lead PLFs.</p> <p>Further, the Coordinator will manage the development and implementation of recruiting National Board candidates through various platforms, including the primary communication system known as the News Hub, by communicating directly with Principals through their weekly bulletins, by working collaboratively with the TABCO teacher’s union, by communicating through a teacher informational portal through Schoology, the LMS, and by creating and facilitating Information Sessions consistently throughout the year for those seeking to learn about the process.</p> <p>Additionally, the coordinator will maintain ongoing and accurate records of candidate data, including demographics and status through the duration of the process.</p> <p>Finally, the coordinator will recruit, organize, and establish a group of PLFs that will support existing candidates. As part of this, the coordinator will ensure that PLFs maintain up to date understanding of any changes to the program, as well as engage in professional learning to maintain and expand their coaching craft.</p>

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

38. National Board Certification Program: Describe how the school system’s NBC Coordinator will develop and implement a program that encourages and supports candidates pursuing National Board Certification. Discuss both virtual and in-person opportunities and how the school system will train and support National Board Facilitators as well as National Board Candidates.

Advertising and obtaining new candidates

The National Board Certified (NCB) Leadership team began the 2022-23 school year by hosting multiple information sessions to potential candidates for the upcoming incentive program and general candidacy. This team consists of two NBC Facilitators, two Lead PLFs, and the NBC Coordinator. Additionally, input from additional and current PLFs are used to ensure all decision making related to National Board support programs are informed with multiple perspectives. During these meetings, Professional Learning Facilitators (PLFs) and NBC leadership (NBC Coordinator, NBC Facilitator, and Lead PLFs) outlined the following key components:



- What to expect throughout the process (from registering to completion)
- Process for becoming an official candidate
- Immediate process of obtaining necessary documentation and submitting for candidacy
- Process for certification
- Eligibility for incentive program
- Overview of support for candidates throughout the NBC journey

The information sessions also provided opportunities for potential candidates to ask general questions and receive answers pertaining to all things NBC. This included, but was not limited to, questions regarding component completion, timelines, and incentive requirements.

In order to garner the interest of as many potential candidates as possible, members of the NBC team (includes NBC Facilitators, NBC Coordinator, and Lead PLFs) advertised through multiple platforms. These platforms included the internal News Hub that is accessible to all BCPS employees, internal Principal's Bulletins, and various staff-based groups on Schoology, the learning management system. Additionally, members of the NBC team reached out to individual Principals and BCPS utilized both PLFs and current NBC teachers by having them share information out at their current schools.

As BCPS staff continue with ongoing efforts to obtain new candidates, and in addition to current methods of engagement, members of the NBC leadership team (NBC Coordinator, NBC Facilitators, and 'Lead' PLFs) will be visiting schools in person in order to present the benefits of achieving certification. Presentations to schools will be focused and intentional. The purpose of the presentations will be to outline external and internal benefits, support available throughout the process, and to provide clear and concise information/support on how to begin their candidacy. Further, there will be specific emphasis on targeting schools with diverse student and staff populations, as well as on "low performing schools" to increase teacher capacity in areas of high need. Beyond visiting schools and advertising through the aforementioned platforms/avenues, staff will be visiting department chair and content office meetings in order to broaden exposure.

Supporting Candidates Through Application Process

In order to set up candidates for success through the application process, which can be burdensome for many, the NBC leadership team consisting of two NBC Facilitators, 'Lead' PLFs, and NBC Coordinator created and facilitated multiple sessions outlining requirements, logistics, and up to date information. During these sessions, staff also provided additional group guidance on the entirety of the application process. In addition to whole group support, the PLFs and leadership team conducted 1:1 meetings/sessions for those requiring additional guidance and/or personalized support.

To supplement the whole group and individualized support sessions, staff provided ongoing announcements via the numerous digital platforms available to us, including those already listed and personalized emails to interested candidates.

Support for Existing Candidates

Since the very beginning of the school year, PLFs and NBC leadership team have facilitated monthly support sessions on specific components. Following each session, recordings and supplementary materials have been posted to a customized Schoology group page for future reference and constant access for candidates. Additional information sessions have been conducted throughout the year to ensure the understanding of logistics, ensure progress in the process for continuing candidacy, and to provide a live platform to answer ongoing questions that naturally arise for candidates.

Beyond the content-based support sessions and the information sessions, BCPS staff have hosted open office hours for candidates that provide a space for them to seek guidance on all things NBC from a host of PLFs and leadership team members. Furthermore, staff continue to host in person candidate workshops to create opportunities for candidates to work in the presence of PLFs in order for them to have access to support as they are working in a safe, supportive environment.



An additional method of support offered has been the encouragement of candidates to work in content-related cohorts with others seeking candidacy. As BCPS expands on support efforts, staff will be seeking to create internal workshop cohorts for candidates that is designed to be facilitated by the PLFs and NBC leadership team members (NBC Facilitators, 'Lead' PLFs, and NBC Coordinator). In addition to internal options for cohorts, staff are currently brainstorming with other districts for the potential to create cross-district cohorts for candidates. Further, staff are looking into the efficacy and tenability of creating internal cohort groups of candidates who will work together through the entirety of the NBC process. To do this, candidates would commit to a specific timeframe of completion and will be supported by a specific group of internal support personnel.

[Linked Artifacts:](#)

39. Recruiting from the Existing Teaching Corps: Describe how the school system will encourage and incentivize current teachers to pursue National Board Certification, including teachers from groups historically underrepresented in the teaching profession.

Using current school and teacher demographic data, the NBC leadership team will be targeting schools with diverse teaching staff and students by conducting face-to-face meetings and information sessions. In conjunction with creating support systems for candidates through the likes of the aforementioned cohorts, it is a belief that BCPS can increase the diversity of the candidate pool.

BCPS will continue to work with Principals and content offices in order to explicitly outline the goals for increasing candidacy and support for candidates throughout the process. This includes sharing current data and collaboratively developing plans to increase diversity across the system.

Additionally, it is imperative that BCPS continue to advertise and encourage participation through multiple platforms and determine additional methods for delivering information to as many candidates as possible.

[Linked Artifacts:](#)

40. Recruiting Teachers to the School System: What strategies will the school system utilize to recruit experienced teachers with National Board Certification to the school system?

BCPS will be attending many in person and virtual job fairs to attract out of state candidates. Staff will be highlighting the increase in salary offered to National Board Certified (NBC) teachers during these events. Staff are advertising online with *National Minority Update*. In addition, staff are working on the details to provide a relocation bonus to encourage experienced teachers to relocate to Baltimore.

[Linked Artifacts:](#)



41. National Board Certified Teacher Projections

Use the tables below to indicate the current and projected National Board Certified teachers in the school system. Use the open response field below to describe how the school system will increase the number of NBCT in the future, including among historically underrepresented groups. Teachers holding multiple certifications or teaching multiple grades may be counted more than once.

Using current school and teacher demographic data, the NBC leadership team will target schools with diverse teaching staff and students by conducting face to face meetings and information sessions. In conjunction with creating support systems for candidates through the likes of the aforementioned cohorts, it is a belief that BCPS can increase the diversity of the candidate pool.

BCPS staff will continue to work with Principals and content offices in order to explicitly outline the goals for increasing candidacy and support for candidates throughout the process. This includes sharing current data and collaboratively developing plans to increase diversity across the system.

Additionally, it is imperative that BCPS continue to advertise and encourage participation through multiple platforms and determine additional methods for delivering information to as many candidates as possible.

Further, staff in Human Resources will also collaborate with those in the Department of Equity and Cultural Proficiency to identify root causes of current data story and to identify concrete and specific strategies to increase the diversity of the NBC teacher population. Once strategies are implemented, specific focus will be targeted towards ongoing data analysis and revision to strategies, as necessary.

To increase overall numbers of NBCT, the NBC Support Team will continue to host ongoing information sessions for potential candidates via in-school visits and through virtual platforms. In another method of garnering the interest of as many potential candidates as possible, the NBC team will continue to advertise through multiple platforms. These platforms include the internal News Hub that is accessible to all BCPS employees, internal Principal's Bulletins, and various staff-based groups on Schoology, the learning management system. Additionally, members of the NBC team will continue to reach out to individual Principals and will utilize both PLFs and current NBC teachers by having them share information out at their current schools.

Presentations to schools will be focused and intentional. The purpose of the presentations will be to outline external and internal benefits, support available throughout the process, and to provide clear and concise information/support on how to begin their candidacy. Beyond visiting schools and advertising through the aforementioned platforms/avenues, staff will be visiting department chair and content office meetings in order to broaden exposure.

Linked Artifacts:

Table 1: National Board Certified Teachers by Certification Area

2021-2022

2022-2023

2023-2024



	#	%	#	%	#	%
All Teachers*	5,165	71.9%	5,078	71.1%	5,101	70.9%
Art, Early and Middle Childhood	0	0%	0	0%	0	0%
Art, Early Adolescence through Young Adulthood	0	0%	0	0%	5	0.10%
Career and Technical Education	0	0%	0	0%	5	0.10%
English Language Arts, Early Adolescence	3	0.06%	4	0.08%	4	0.08%
English Language Arts, Adolescence and Young Adulthood	3	0.06%	3	0.06%	11	0.22%
English as a New Language, Early and Middle Childhood	2	0.04%	2	0.04%	5	0.10%
English as a New Language, Early Adolescence through Young Adulthood	0	0%	0	0%	1	0.02%
Exceptional Needs Specialist	6	0.12%	5	0.10%	9	0.18%
Generalist, Early Childhood	3	0.06%	3	0.06%	4	0.08%
Generalist, Middle Childhood	0	0%	2	0.04%	6	0.10%
Health Education	0	0%	0	0%	0	0%
Library Media**	0	0%	0	0%	0	0%
Literacy: Reading-Language Arts	4	0.08%	4	0.08%	7	0.12%
Mathematics, Early Adolescence	1	0.02%	1	0.02%	0	0%
Mathematics, Adolescence and Young Adulthood	5	0.10%	5	0.10%	10	0.20%
Music, Early and Middle Childhood	1	0.02%	1	0.02%	4	0.08%
Music, Early Adolescence through Young Adulthood	0	0%	0	0%	0	0%
Physical Education, Early and Middle Childhood	0	0%	0	0%	5	0.10%
Physical Education, Early Adolescence through Young Adulthood	0	0%	0	0%	0	0%
School Counseling**	0	0%	0	0%	0	0%
Science, Early Adolescence	4	0.08%	5	0.10%	4	0.08%
Science, Adolescence and Young Adulthood	2	0.04%	2	0.04%	7	0.14%
Social Studies-History, Early Adolescence	2	0.04%	2	0.04%	2	0.04%
Social Studies-History, Adolescence and Young Adulthood	3	0.06%	3	0.06%	8	0.16%
World Languages	0	0%	3	0.06%	6	0.12%

*This is the number of all Pre-K-12 teachers eligible to apply for National Board Certification, including those teachers already NBCT.

**May be applicable to staff at the elementary level



41. National Board Certified Teacher Projections

Table 2: National Board Certified Teachers by Grade Level

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	5,165	71.9%	5,078	71.1%	5,101	70.9%
Pre-K	0	0%	0	0%	0	0%
Kindergarten	2	0.04%	2	0.04%	2	0.04%
1	6	0.12%	2	0.04%	12	0.24%
2	2	0.04%	4	0.08%	14	0.27%
3	4	0.08%	4	0.08%	14	0.27%
4	3	0.06%	5	0.10%	15	0.29%
5	4	0.08%	7	0.14%	17	0.33%
6	5	0.10%	10	0.20%	25	0.49%
7	4	0.08%	8	0.16%	23	0.45%
8	8	0.15%	7	0.14%	23	0.45%
9	16	0.31%	19	0.37%	50	0.98%
10	21	0.41%	21	0.41%	52	1.02%
11	21	0.41%	19	0.37%	50	0.98%
12	19	0.37%	20	0.39%	51	1.00%

*This is the number of all Pre-K-12 teachers eligible to apply for National Board Certification from across the school system, including those teachers already NBCT.

Table 3: Demographic Comparison of National Board Certified Teachers to Student Population

	2021-2022		2022-2023		2023-2024	
	S	NBCT	S	NBCT	S	NBCT
Total (Number)	111,120	39	111,083	45	112,078	101
% Female	48.79%	84.62%	48.80%	86.67%	48.66%	84.16%
% Male	51.20%	15.38%	51.19%	13.33%	51.33%	15.84%
% Nonbinary	0.01%	0%	0.01%	0%	0.01%	0%
% American Indian/Alaska Native	0.42%	0%	0.42%	0%	0.42%	0%
% Asian	7.07%	0%	7.13%	0%	7.10%	0.99%
% Black/African American	40.37%	7.69%	40.16%	6.67%	39.99%	6.93%
% Hispanic/Latino	13.96%	0%	15.30%	2.22%	16.22%	0.99%
% Native Hawaiian/Pacific Islander	0.14%	0%	0.15%	0%	0.15%	0%
% Two or More	5.24%	2.56%	5.34%	2.22%	5.38%	0.99%
% White	32.80%	89.74%	31.50%	88.89%	30.75%	90.10%

S = Student Population, NBCT = National Board Certified Teacher

Linked Artifacts:



42. Supporting National Board Certified Teacher Candidates: Identify the barriers that may discourage or prevent teachers from pursuing a National Board Certification and describe how the school system intends to overcome these barriers, including plans for progress monitoring to ensure teachers earn their certifications.

Examples may include:

- *Creating a cohort experience with structured support for teachers throughout the certification process*
- *Assigning NBCT candidates peer mentors who have gone through the same process and obtained their National Board Certification*
- *Developing a model for school leaders, ensuring NBCT candidates have resources and support from their school leaders and communities*

One of the barriers that may discourage or prevent teachers from pursuing National Board Certification include a limited understanding of the work and subsequent support provided prior to committing to the process. To mitigate this barrier, BCPS will continue to modify and elaborate on strategies to better inform staff of the intricacies of the process each step of the way during informational sessions and recruitment efforts. Further, staff will continue to modify and elaborate on the specific support structures that are available to candidates in parallel to describing the steps of the process. By doing so, candidates will have a secure understanding of how they will engage in professional learning experiences that will help guide them through the process, thus limiting the potential barrier and perception that the entirety of the program will be completed in isolation.

Additionally, in an effort to overcome the barriers of workload, BCPS has created a cohort of educators seeking National Board Certification. Candidates have the opportunity to meet bi-weekly or monthly to work on content related material with peers and professional learning facilitators (PLFs). Staff also host open office hours for candidates that provide a space for them to seek guidance on all things NBC from a host of PLFs and leadership team members (NBC Facilitators and NBC Coordinator).

Furthermore, BCPS has contracted with a retired BCPS principal who is nationally board certified. This contractor provides 1:1 feedback to candidates as they work through the certification process. PLFs are also assigned to work with small groups and individuals on an as needed basis on identified areas of need.

Another barrier that might discourage one from pursuing National Board may be the aforementioned reference to feeling as though one may feel as though they are working through the process alone. Therefore, a concentrated effort on targeting schools directly as a platform for recruiting members will help to establish groups of teachers from each work location that will help potential candidates know there are others in the building working towards similar goals. With this understanding, it is a goal that more will engage and benefit from the process.

Members of the NBC leadership team, consisting of the Coordinator and NBC Facilitators, engage in recurring meetings to review candidate data and progress. Information is obtained through the NBCConnect platform, as well as internal forms and spreadsheets to ensure an accurate and up to date account of candidates. Throughout the duration of the National Board process, members of the leadership team engage in consistent communication with candidates



regarding the development of their progress to ensure they are successfully working towards completion and to identify barriers they may be experiencing. By using these data points, staff are then able to ensure the types of support needed to personalize an approach for individual candidates. This is done through various methods, including working directly with a PLF and receiving coaching, invitations to workshops and support sessions, and through one-on-one meetings with an NBC Facilitator and Coordinator to further help with logistics and process concerns.

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §6–1002\)](#)



43. National Board Certified Teachers in Low-Performing Schools Projections

Use the tables below to indicate the current and projected National Board Certified teachers assigned to low-performing schools in the school system. Use the open response field below to describe how the school system will increase the number of NBCT at low-performing schools in the future, including among historically underrepresented groups. Teachers holding multiple certifications or teaching multiple grades may be counted more than once.

Note: When developing plans for low-performing schools, use the State's Framework for National Board Certified Teachers and Low-Performing Schools which can be found at [MSDE's site for the National Board Certified Teacher Program](#).

In an effort to engage as many teachers as possible from low-performing schools, BCPS will work in collaboration with Principals and resource teachers from a list of current schools to not only advertise the benefits and process for National Board candidacy, but to also provide in-person information sessions for them. Specific emphasis will be placed on the professional development provided as a result of the process, as well as the additional incentive for achieving certification and staying at the school location. Ideally, the in-person information sessions would take place during staff meetings to ensure the attendance of all during the meeting. Further, follow up information will be provided to ensure potential candidates have access to all available resources when choosing to commit. This will include access to the Schoology group page solely used for National Board, as well as access to NBPTS resources available online. To further identify strategies to support potential candidates in low-performing schools, a follow up survey will be conducted that is designed to obtain information over potential barriers to pursuing certification. The NBC Support Team will then analyze and evaluate the data in order to identify additional strategies that can be implemented to further support potential candidates in the pursuit and completion of certification.

Linked Artifacts:

Table 1: National Board Certified Teachers by Certification Area

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	n/a	n/a	628	0.09%	637	0.09%
Art, Early and Middle Childhood	n/a	n/a	0	0%	0	0%
Art, Early Adolescence through Young Adulthood	n/a	n/a	0	0%	4	0.63%
Career and Technical Education	n/a	n/a	0	0%	1	0.16%
English Language Arts, Early Adolescence	n/a	n/a	0	0%	0	0%
English Language Arts, Adolescence and Young Adulthood	n/a	n/a	0	0%	2	0.31%
English as a New Language, Early and Middle Childhood	n/a	n/a	0	0%	1	0.16%
English as a New Language, Early Adolescence through Young Adulthood	n/a	n/a	0	0%	1	0.16%
Exceptional Needs Specialist	n/a	n/a	1	0.16%	4	0.63%
Generalist, Early Childhood	n/a	n/a	0	0%	0	0%
Generalist, Middle Childhood	n/a	n/a	1	0.16%	1	0.16%
Health Education	n/a	n/a	0	0%	0	0%
Library Media**	n/a	n/a	0	0%	0	0%
Literacy: Reading-Language Arts	n/a	n/a	1	0.16%	1	0.16%
Mathematics, Early Adolescence	n/a	n/a	0	0%	0	0%
Mathematics, Adolescence and Young Adulthood	n/a	n/a	1	0.16%	2	0.31%
Music, Early and Middle Childhood	n/a	n/a	0	0%	1	0.16%
Music, Early Adolescence through Young Adulthood	n/a	n/a	0	0%	0	0%
Physical Education, Early and Middle Childhood	n/a	n/a	0	0%	1	0.16%
Physical Education, Early Adolescence through Young Adulthood	n/a	n/a	0	0%	0	0%



School Counseling**	n/a	n/a	0	0%	0	0%
Science, Early Adolescence	n/a	n/a	0	0%	0	0%
Science, Adolescence and Young Adulthood	n/a	n/a	0	0%	2	0.31%
Social Studies-History, Early Adolescence	n/a	n/a	1	0.16%	1	0.16%
Social Studies-History, Adolescence and Young Adulthood	n/a	n/a	0	0%	3	0.47%
World Languages	n/a	n/a	0	0%	1	0.16%

*This is the number of all Pre-K-12 teachers assigned to low-performing schools and eligible to apply for National Board Certification, including those teachers already NBCT.

** May be applicable to staff at the elementary level



43. National Board Certified Teachers in Low-Performing Schools Projections

Table 2: National Board Certified Teachers in Low-Performing Schools by Grade Level

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*	n/a	n/a	628	0.09%	637	0.09%
Pre-K	n/a	n/a	0	0%	0	0%
Kindergarten	n/a	n/a	0	0%	0	0%
1	n/a	n/a	0	0%	0	0%
2	n/a	n/a	0	0%	0	0%
3	n/a	n/a	0	0%	0	0%
4	n/a	n/a	0	0%	0	0%
5	n/a	n/a	0	0%	0	0%
6	n/a	n/a	3	0.48%	12	1.88%
7	n/a	n/a	3	0.48%	12	1.88%
8	n/a	n/a	1	0.16%	10	1.57%
9	n/a	n/a	1	0.16%	13	2.04%
10	n/a	n/a	1	0.16%	13	2.04%
11	n/a	n/a	1	0.16%	13	2.04%
12	n/a	n/a	1	0.16%	13	2.04%

*This is the number of all Pre-K-12 teachers assigned to low-performing schools and eligible to apply for National Board Certification, including those teachers already NBCT.

Table 3: Demographic Comparison of National Board Certified Teachers in Low-Performing Schools to Student Population

	2021-2022		2022-2023		2023-2024	
	S	NBCT	S	NBCT	S	NBCT
Total (Number)	n/a	n/a	16,331	5	16,282	26
% Female	n/a	n/a	47.36%	100%	Unavailable	80.77%
% Male	n/a	n/a	52.62%	0%	Unavailable	19.23%
% Nonbinary	n/a	n/a	0.02%	0%	Unavailable	0%
% American Indian/Alaska Native	n/a	n/a	0.54%	0%	Unavailable	0%
% Asian	n/a	n/a	4.04%	0%	Unavailable	3.85%
% Black/African American	n/a	n/a	46.18%	20%	Unavailable	11.54%
% Hispanic/Latino	n/a	n/a	21.92%	0%	Unavailable	0%
% Native Hawaiian/Pacific Islander	n/a	n/a	0.19%	0%	Unavailable	0%
% Two or More	n/a	n/a	5.38%	0%	Unavailable	0%
% White	n/a	n/a	21.76%	80%	Unavailable	84.61%

S = Student Population, NBCT = National Board Certified Teacher

The student population in this table should be the students enrolled in the district's low-performing schools.

Linked Artifacts:



44. Strategic Assignment of National Board Certified Teachers: As part of the implementation of the Career Ladder, what systems and structures will the school system put into place to increase the impact of and teacher leadership opportunities for National Board certified teachers?

Examples may include:

- *How teaching assignments will be made to match the subject area for which teachers received their National Board Certification*
- *Opportunities for NBCT to serve as model teachers for peer observations, peer coaches, or mentors to NBCT candidates*
- *Priority status in initial hiring or transfers to low performing schools*

BCPS will be hiring NBCT into positions to teach in the content area for which they received their National Board Certification. Consulting teachers will be utilizing NCBT to help support new teachers both through mentoring opportunities and peer observations. Consulting Teachers are teachers in their field that have consistently demonstrated the ability to deliver high quality instruction- they will partner with NBCTs to provide support to new teachers. Human Resources Officers will utilize current NCBT to participate in recruitment events.

Linked Artifacts:

2.4.2: LEAs shall implement an educator career ladder on or before 7/1/24

45. (OPTIONAL) Establishment of a Career Ladder Development Board: Indicate whether the school system intends to establish a local Career Ladder development board that will set standards for teachers to achieve each tier in the teacher leadership track in the county. Describe the process and timeline the school system will use to recruit and establish the board.

A workgroup has been developed with representatives from the Division of Human Resources, the Office of Staff Relations, and the teacher bargaining unit, Teachers Association of Baltimore County (TABCO).

Linked Artifacts:

(OPTIONAL) Membership of the Career Ladder Development Board: Identify the name and contact information of the individual(s) serving on the local Career Ladder development board, including advanced teachers and other stakeholders.

Name	Position	Organization
Kathy Bullock	Member	Teacher Association of Baltimore County (TABCO)
Ben Forstenzer	Executive Director	Teacher Association of Baltimore County (TABCO)
Kelli Hickey	Member	Teacher Association of Baltimore County (TABCO)



Kelly Olds	Vice President	Teacher Association of Baltimore County (TABCO)
Frank Soda	Member	Teacher Association of Baltimore County (TABCO)
TBD		Council for Administrative and Supervisory Employees (CASE)
TBD		Educational Support Professionals of Baltimore County (ESPBC)
Joelle Bielski	Manager of Staff Relations	Division of the Chief of Staff
Elizabeth Berquist	Director of Employee Training and Development	Division of Human Resources
Homer McCall	Director of Staffing	Division of Human Resources
Carla Simons	Manager of Certification	Division of Human Resources
Melissa Whisted	Executive Director of Academic Services	Division of Curriculum and Instruction
Heather Lageman	Executive Director of Organizational Leadership and Development	Department of Organizational Leadership and Development
Christopher Hartlove	Chief Financial Officer	Division of Fiscal Services
Whitney Tantleff	Director of Budget and Reporting	Division of Fiscal Services

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §6–1002\)](#)



2.4.6: LEAs shall encourage teachers to obtain Master's degrees in fields that require special expertise, have shortage areas, and enhance the teacher's professional skills and qualifications so that teachers are able to teach dual-enrollment courses as adjunct faculty at postsecondary institutions, including by providing additional compensation as appropriate and through collective bargaining

[Blueprint Requirement \(MD Code, Educ §6–1008\)](#)

48. Promotion of Advanced Degrees: What methods will the school system use to encourage or incentivize teachers to obtain master's degrees in fields that require special expertise or have shortage areas? Identify the areas and discuss the LEA's challenges in recruiting for those areas.

Examples may include:

- *Provide resources and leverage partnerships to reduce costs for program participants*
- *Maximize teachers' time by ensuring that coursework is tightly aligned to teachers' daily work and when possible, assignments fulfill the need of both work and school*
- *Work with institutions of higher education to ensure college classes are scheduled with teachers in mind (e.g., time of day, length of classes, as a cohort for built-in support, etc.)*

Baltimore County Public Schools (BCPS) partners with institutions of higher education to offer cohort programs that provide permanent employees in active service access to high quality professional growth opportunities in areas of critical need. A cohort is a group of permanent employees in active service who begin and complete a series of identified courses together. Cohort members are eligible for reduced tuition rates and direct tuition billing. Cohort programs are planned in alignment with the employee master agreements. The budget for cohorts is \$2,150,000 per fiscal year, and 51 cohorts are currently serving approximately 1000 BCPS employees. Traditional tuition reimbursement aligned to employee master agreements is available to employees who are not enrolled in cohort programs.

Cohort program priorities are determined based on curriculum and instruction focus areas as well as recruitment and retention high need areas. The list below identifies cohort focus areas over the past three years identified by the Chief Academic Officer and Chief Human Resources Officer.

- Conditional Certification – ESOL, ECE, Elementary, Special Education areas
- Grow Our Own- ESOL, Elementary, Special Education, Early Childhood Special Education
- Administration and Supervision (Administrator I certification)
- Library Media
- Reading Specialist



- Special Education
- ESOL
- Mathematics Education
- Technology Integration

Linked Artifacts:

49. Collaboration with Institutions of Higher Education: Describe how the LEA will work with institutions of higher education to ensure that coursework and degree programs are aligned to:

- The district's curriculum and instructional program,
- College and career readiness standards, and
- Specialized coursework teachers may be responsible for teaching in post-CCR pathways.

The Baltimore County Public Schools' Curriculum and Instruction and Human Resources departments identify areas of need focused on curriculum implementation, student learning needs, and workforce shortage areas, and these needs and priorities are communicated to local colleges and universities so they can submit cohort program proposals to the school system for consideration for contract and direct billing. School system leaders meet with college and university partners to provide an overview of school system needs for programs aligned to curriculum and instruction as well as college and career readiness standards. The BCPS cohort program proposal template requires colleges and universities to explain the alignment of their proposals to the stated needs, CCR standards, and the school system's strategic plan and equity policy. A proposal review process is facilitated to ensure that submitted proposals are aligned to school system needs, are priced as close to \$300/credit as possible to minimize teacher out of pocket costs and are scheduled for teacher convenience and access. Proposals recommended by Curriculum and Instruction and Human Resources are contracted through the procurement process managed by the BCPS Office of Purchasing and the Board of Education of Baltimore County.

Linked Artifacts:

50. Teaching Dual Enrollment Courses: How will the school system provide professional development or other pathways to enhance teachers' professional skills and qualifications so that they are able to teach dual-enrollment courses as adjunct faculty at institutions of higher education? What additional dual credit offerings will be available to students as a result?

Currently, BCPS has a Memorandum of Understanding with the Community College of Baltimore County (CCBC) that ensures that teachers from CCBC come on campus to offer 'on location' courses for students at BCPS high schools during the school day. At this time, it has not been negotiated with the teacher's union that BCPS teachers can teach for the community college during their workday. Teachers are eligible to teach after school or in the evening, which BCPS students can access as part of dual enrollment. BCPS teachers are able to teach dual enrollment courses as adjunct faculty at the local community college with a master's degree in their subject area. For the 2021-2022 and 2022-2023 school year, using CCBC staff to come 'on location' has been a benefit to BCPS due to staffing vacancies at the high school. There is not a



plan to negotiate that current BCPS staff would serve in a double role as the high school instructor and the community college instructor. This would require the high school teacher to use two different systems for student information and learning management systems. It would also mean that the high school teacher would be paid a college salary during their duty day, which is not allowable in the current negotiated agreement. Due to staff shortages, BCPS is exploring opening up more access for students at each high school to participate in college level courses.

The Office of College and Career Readiness, along with each academic content area will determine which courses need to expand and will partner with the local colleges and universities to identify what qualifications are required by BCPS teachers across those in-demand content areas for dual enrollment. BCPS can then collaboratively develop new pathways or amplify existing pathways accordingly. Finally, BCPS will attempt to negotiate with the teacher's union to allow BCPS staff to teach dual enrollment courses.

Linked Artifacts:

51. Teacher Support: Describe the systems and structures the school system will put in place to support teachers in earning advanced degrees, including progress monitoring tools to support completion.

Examples may include:

- *Creating a cohort model to support teachers pursuing the same field of study throughout the degree program*
- *Coordinating with institutions of higher education to schedule courses that align with the school systems schedules and calendars*
- *Providing scholarships or reduced tuition and fees for participating teachers*

Baltimore County Public Schools uses a cohort model to support teachers who are pursuing the same field of study through their degree program. Cohort members are eligible for reduced tuition rates and direct tuition billing, and colleges and universities discount their tuition for cohort members, increasing the affordability of these programs. Cohort courses are offered in flexible formats, including in person, hybrid, and online in order to accommodate the school system calendar and teacher schedules. Cohorts are planned in alignment with the bargaining unit master agreements so that participants' out of pocket costs are minimal.

Linked Artifacts:

Pillar 2, Objective 5: Improve educator compensation

Note: When developing plans in this section, LEAs should consider requirements related to collective bargaining.

52. Allocation of Resources: The Blueprint assumes LEAs will spend \$617 of the target foundation per pupil increase to implement the new 10% salary increase for all teachers and the new minimum salary requirement of \$60,000. The target foundation per-pupil amount is



phased in over time to support LEAs in meeting the Blueprint requirements. Discuss the challenges the LEA has identified related to implementing the Blueprint requirements for teacher compensation, including fluctuating enrollment and the increased contribution rates for the Maryland State Retirement and Pension System (MSRPS). Describe the LEA's plans for overcoming the identified challenges and the types of reprioritization or reallocation of resources that may need to occur.

BCPS has already surpassed the mandated 10% increase in teacher salaries and is well on its way to achieving a minimum \$60,000 starting salary by July 1, 2026. In conjunction with the county funding partners, the system will need to increase starting teacher salaries by an additional 9% over the next four years. BCPS has mapped out projected expenditures versus expected state and county funding increases over this period and intends to meet the required minimum salary. As the required state pension contribution has increased, this expense has also been incorporated into projections.

The drop in enrollment due to the pandemic has made this task more difficult, as expected increases in revenue based on student enrollment have not materialized. However, BCPS reduced \$1.7 million in expenditures in FY20-23 and has include an additional \$24.8 million in reallocations in FY2024 to support enhanced employee compensation.

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §6–1009\)](#)

2.5.4: Implement initial 10% salary increase for teachers by 6/30/24



53. Mandatory 10% Teacher Salary Increase Projections

The Blueprint requires that teachers within the LEA receive a 10% salary increase above the negotiated schedule of salary increases documented in the LEA's Negotiated Agreement as of July 1, 2019. LEAs must meet this increase between the period of July 1, 2019 and June 30, 2024. Complete the table below to show the school system's progress and planned increases for meeting this requirement.

Note: The percentages should reflect the increase over the base each year and not the year-to-year increase.

Percentage Increase in Teacher Salary Per Year for All Teachers Over the Maximum Planned Increase Documented in the LEA's Negotiated Agreement as of July 1, 2019 ¹															
SY 2019-2020			SY 2020-2021			SY 2021-2022			SY 2022-2023			SY 2023-2024 ²			
Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max	Min	Med	Max	
2%	3%	4%	4%	5%	8%	6%	7%	12%	8%	10%	13%	10%	12%	15%	
2.0%	2.0%	2.3%	3.0%	3.0%	3.3%	9.1%	9.1%	9.4%	12.5%	12.5%	13.6%	12.5%	12.5%	13.6%	

¹Percentage increase calculated by comparing the same step and educational level on the TABCO wage scale across years, at the minimum, medium, and maximum compensation levels. Negotiated salary scales for SY 2019-2020, SY 2020-2021, SY 2021-2022, SY 2022-2023 (artifacts, 2.5.4.question 53.TABCO Master Agreement SY 18-19, 2.5.4.question 53.TABCO Master Agreement SY 19-20, 2.5.4.question 53.TABCO Master Agreement SY 20-21, 2.5.4.question 53.TABCO Master Agreement SY 21-22, and 2.5.4.question 53.TABCO Master Agreement SY 22-23) are provided.

²FY2024 negotiations underway, SY22-23 figures are not yet known.

Linked Artifacts:

- [2.5.4.question 53.TABCO Master Agreement SY 18-19](#)
- [2.5.4.question 53.TABCO Master Agreement SY 19-20](#)
- [2.5.4.question 53.TABCO Master Agreement SY 20-21](#)
- [2.5.4.question 53.TABCO Master Agreement SY 21-22](#)
- [2.5.4.question 53.TABCO Master Agreement SY 22-23](#)



2.5.5: Implement minimum \$60,000 starting teacher salary by 7/1/26

54. The Blueprint requires a minimum starting salary of \$60,000 for any teacher by July 1, 2026. Discuss how the LEA is preparing to meet this requirement.

The minimum teacher salary at BCPS in FY2023 is \$54,989. The organization has planned for a cumulative 9% COLA over the next four years, to achieve a \$60,000 minimum teacher starting salary by July 1, 2026.

[Linked Artifacts:](#)

Pillar 2: (OPTIONAL) Proposed Regulatory Revisions and Waivers

55. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

No proposed regulatory revisions or waivers are requested at this time.

[Linked Artifacts:](#)

Pillar 2: Stakeholder Engagement

56. Identify the key stakeholder groups, including the local teachers' organization, that the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the High-Quality Diverse Teachers and Leaders Pillar, particularly in negotiating the development of the Career Ladder. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
Teachers Association of Baltimore County (TABCO)	Collaborate with BCPS representatives on the development and implementation of the Career Ladder.	Monthly
Council for Administrative and Supervisory Employees (CASE)	Collaborate with BCPS representatives on the development and implementation of the Career Ladder.	Monthly
Career Ladder Workgroup	Cross-divisional team tasked to develop the Career Ladder based on the Blueprint requirements.	Bi-Weekly
Education Support Professionals of Baltimore County (ESPBC)	Collaborate with ESPBC representatives on the development and implementation of the Career Ladder.	Monthly
BCPS Blueprint for Maryland's Future Implementation Stakeholder Group	Authors and reviewers of the Blueprint Implementation Plan are members of the Blueprint Stakeholder Group. This group includes representatives from Board advisory groups which consist of community members across Baltimore County. The group expanded to members from the NAACP, Special Education Advisory, and Strong Schools Maryland. A BCPS student is also	Quarterly



	represented. The Stakeholder Group will receive updates and solicit input on the implementation of the <i>Blueprint for Maryland’s Future</i> .	
Board of Education of Baltimore County	Receive updates and solicit input on the implementation of the <i>Blueprint for Maryland’s Future</i> .	Quarterly
BCPS Cabinet	Superintendent’s executive team consisting of deputy superintendent and division chiefs will receive updates and solicit input on the implementation of the <i>Blueprint for Maryland’s Future</i> .	Quarterly

Linked Artifacts:



Pillar 3: College and Career Readiness

LEAs should utilize MSDE's Report: College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) for interim guidance as they develop their Implementation Plans for this Pillar.



[Blueprint Requirement \(MD Code, Educ §1-303\)](#)

Note: This Pillar was developed to support LEAs in planning across the Pre-K-12 continuum. For the March 2023 submission of the Initial Blueprint Implementation Plan, LEAs are only required to address Pre-K through fifth grade when answering the questions for Objectives 1 and 2. Grades 6-12 will be addressed in the March 2024 submission.

Pillar 3, Objective 1 (English Language Arts): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate

3.1.3 (English Language Arts): LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

Comprehensive Literacy Plan for English Language Arts

57. Comprehensive Literacy Plan: Does the school system have a comprehensive literacy plan for English language arts that is aligned to the science of reading and that will prepare students for college-level credit-bearing course work upon graduation, including:

- All pre-kindergarten students demonstrating readiness for kindergarten,
- All third graders reading proficiently by the end of third grade, and
- Continued support for struggling readers in grades 4-12?

If yes, link the plan as an artifact below and use the open response field to discuss when and how it was developed. If the plan does not exist or needs to be refined to align to the Blueprint's intent, discuss the anticipated timeline and process for development and/or revision.

BCPS has a Comprehensive Literacy Plan (artifact 3.1.3.question 57.BCPS Comprehensive Literacy Plan) that was developed in the 2017-2018 school year. The Office of English Language Arts continue to revise the plan each year based on a continuous improvement cycle. BCPS currently does not have a section on prekindergarten students demonstrating readiness for kindergarten, so the ELA office plans to collaborate with the Office of Early Childhood Programs Coordinator to include this section to be completed by July 1, 2023.

Currently, BCPS utilizes *Open Court* as the foundational reading skills curriculum in all classrooms in kindergarten through grade 3 including all instructional materials and ongoing, intensive professional learning and coaching support for teachers, reading specialists, and



special educators. The Office of English Language Arts provides professional learning for all school-based leaders on monitoring fidelity of implementation of system curricular materials including observation tools, data analysis and assessment protocols and ongoing coaching support. *Open Court* is a research-based reading program aligned with the Science of Reading. The Science of Reading is a growing body of research focusing on the cognitive processes involved in reading and the best instructional practices to teach those processes effectively. *Open Court* is designed to support these cognitive processes, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension, essential for effective reading. For example, the program's structured and systematic approach to phonics instruction aligns with the Science of Reading's emphasis on explicit and systematic phonics instruction to build foundational reading skills. Additionally, the program's use of decodable texts aligns with research indicating that early readers benefit from using texts that match their current level of decoding skill. The program's comprehensive scope and sequence, assessments, and progress monitoring tools help teachers to identify student needs and adjust their instruction accordingly, consistent with the Science of Reading's focus on data-driven decision-making.

BCPS is adopting a high-quality instructional curriculum grounded in scientifically based reading research and aligned to state standards and to the science of reading in Grades K-5 that will be implemented in the Fall of 2023. HMH *Into Reading* features research-based, explicit, systematic instruction with resources to support whole class, small group, and independent student work. In addition, program materials are available to support striving readers and writers, multilingual learners, and advanced learners. Data-driven instruction drives student growth in *Into Reading*. Specifically, the program supports teachers in connecting assessment insights with relevant instructional content, tools, and resources to accelerate student growth and narrow the achievement gap. Assessment and actional data insights include embedded formative assessment and the Reading Growth Measure. The Reading Growth Measure report informs instructional decisions, planning, and grouping, and oral reading fluency assessments and dyslexia screening with content recommendations through Amira Learning. *Into Reading* features systematic, explicit phonics instruction; rich, authentic texts; small-group instruction; and ample independent opportunities for practice and application. In Kindergarten through Grade 6, each module is focused on a central topic, which students explore through carefully curated texts, media, and projects. Topics are developed and expanded within and across grades. Teachers can launch each module in the Introduce the Topics lessons in the Teacher's Guide. Teachers continually return to Knowledge Maps throughout the module as students encounter new texts and media about the topic. At the end of the module, guide students to make connections, synthesize what they learned, and reflect on the topic. In Grades 1–6, students conclude the module through a culminating task, further reinforcing knowledge development. When implemented with the recommended research-based instruction, resources, and routines grounded in the Science of Reading, *Into Reading* is designed to ensure successful literacy skill development.

BCPS' comprehensive literacy plan for English Language Arts supports striving readers in grades K-12 by providing targeted interventions. In order to produce globally competitive graduates who are critical and creative thinkers, accomplished readers and writers, and skillful communicators, schools must closely monitor student performance and provide appropriate interventions to maximize student learning. The goal of intervention is to utilize data to provide students with targeted evidence-based instruction, so that they can develop proficiency with their reading, writing, speaking, and listening skills. "Learning to read and write is not a natural act – this undertaking requires explicit, systematic, and cumulative instruction (Gough & Hillinger, 1980; National Institute of Child Health and Human Development, 2000; Seidenberg, 2017). The Simple View of Reading (Gough and Tunmer, 1986) demonstrates that reading has two basic components: word recognition and language comprehension depicted in Scarborough's Reading Rope. Learning these skills does not come naturally. Both accurate word reading and text comprehension require careful, systematic instruction.

BCPS uses a Multi-Tiered System of Support (MTSS) to ensure we address the needs of all



students by aligning the entire system of initiatives, supports, and resources to provide differentiated support for students based on their needs. MTSS works by striving to prevent school failure, and by addressing academic challenges in a responsive way. Students receive varying levels of support in three tiers. School-wide multileveled instructional systems are grounded in data-eliciting methods in order to make informed choices on the level of support a student needs. As such, screenings are universally administered assessments utilized in determining potential challenges and areas of concern. As evidence-based instructional strategies are implemented, student achievement is regularly assessed by measuring progress, potentially necessitating a change in future instruction. This data is garnered through many means, thus providing many opportunities for students to demonstrate their learning. Data collected on student achievement occurs through various mediums when identifying areas of strength and struggle. Data-driven decisions regarding instruction and intervention are provided in increasing intensity (i.e., tiers) based on student needs, which may change over time. Students are placed in these tiers using data, which is collected and analyzed throughout the instruction and intervention times. Response to Intervention (RtI) is a comprehensive early detection and prevention strategy that identifies striving readers and assists them before they fall behind. RtI systems combine universal screening and high-quality instruction for all students with interventions targeted at striving readers. The goal of providing tiered instruction is to accelerate literacy learning in order to move students back to core instruction. BCPS' plan will be revised each year in July with a team of stakeholders comprising teachers, administrators, and central office staff.

Linked Artifacts:

[3.1.3.question 57.BCPS Comprehensive Literacy Plan](#)

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

Baltimore County Public Schools Vision, Purpose, and Core Values

Compass

Learning, Accountability, and Results Focus Area Summary:

Increase achievement for all students while preparing a variety of pathways to prepare students for career and college. Excellence in student achievement is grounded in effective and responsive teaching of a rigorous, inclusive curriculum aligned to standards. To promote high levels of achievement for all students and close existing gaps, the system will work to increase students' access and opportunity to pathways that prepare them for college and career.

Key Initiative 2: New Curricula in Elementary English Language Arts (ELA) and Mathematics

In order to increase student achievement, it is critical to begin with a solid foundation for the youngest learners. Students and teachers must have access to high-quality instructional materials aligned with the rigor of college and career-ready standards to ensure equitable access to meeting and exceeding expectations in literacy and mathematics. In ELA, a comprehensive literacy instructional program begins with the foundational skills including concepts of print, phonological awareness, phonics and word recognition, and fluency. Each of these strands must be taught systematically and explicitly in order to ensure students leave primary grades as skillful and strategic readers, capable of comprehending and responding to complex text across the disciplines. Last year BCPS implemented a new, comprehensive foundational skills curriculum in Kindergarten and Grade 1. Expanding this curriculum to Grades 2 and 3 will ensure all students in Kindergarten through Grade 3 receive high-quality instruction in all strands of foundational



literacy with consistent, standards-aligned materials. This will raise the bar for student achievement in primary grades and ensure all students have access to systematic, explicit, and evidence-based foundational skills instruction.

The Office of English Language Arts Vision and Mission

Vision

The BCPS Office of English Language Arts is committed to producing globally competitive graduates who are critical and creative thinkers, accomplished readers and writers, and skillful communicators.

Mission

The mission is to empower school communities by providing high-quality professional learning and culturally responsive anti-racist curricula to facilitate high expectations and equitable access so that all student groups have the opportunity to reach their maximum potential for personal, social, and academic achievement.

[Linked Artifacts:](#)



59. College and Career Readiness in English Language Arts – Achievement Projections

Use the following tables to indicate the current and projected achievement levels in reading for the designated groups by gender, socioeconomic status, service group, and race/ethnicity for each of the designated grade levels (3rd, 6th, 10th).

Table 1: 3rd Grade Student Achievement in Reading by Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	10.90	45.44	40.43	≤5.00	9.40	44.94	42.18	≤5.00	7.90	44.44	43.93	≤5.00
M	12.63	47.53	37.73	≤5.00	11.13	47.03	39.48	≤5.00	9.63	46.53	41.23	≤5.00
F	9.07	43.21	43.29	≤5.00	7.57	42.71	45.04	≤5.00	6.07	42.21	46.79	≤5.00
NB	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ED	17.39	57.43	24.71	≤5.00	15.89	56.93	26.46	≤5.00	14.39	56.43	28.21	≤5.00
EL	19.56	59.31	21.12	≤5.00	18.06	58.81	22.87	≤5.00	16.56	58.31	24.62	≤5.00
SE	26.70	60.57	12.74	≤5.00	25.20	60.07	14.49	≤5.00	23.70	59.57	16.24	≤5.00

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

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



59. College and Career Readiness in English Language Arts – Achievement Projections

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

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	10.90	45.44	40.43	≤5.00	9.40	44.94	42.18	≤5.00	7.90	44.44	43.93	≤5.00
AI	≤5.00	48.39	51.61	≤5.00	≤5.00	47.89	53.36	≤5.00	≤5.00	47.39	55.11	≤5.00
A	5.07	32.52	54.90	7.52	≤5.00	32.02	56.65	7.77	≤5.00	31.52	58.40	8.02
B	13.89	54.86	30.01	≤5.00	12.39	54.36	31.76	≤5.00	10.89	53.86	33.51	≤5.00
H	17.01	55.45	27.54	≤5.00	15.51	54.95	29.29	≤5.00	14.01	54.45	31.04	≤5.00
NH	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2+	12.88	44.54	39.96	≤5.00	11.38	44.04	41.71	≤5.00	9.88	43.54	43.46	≤5.00
W	5.74	33.73	54.75	5.78	≤5.00	33.23	56.50	6.03	≤5.00	32.73	58.25	6.28

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

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

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

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	15.02	48.04	34.50	≤5.00	13.52	47.54	36.25	≤5.00	12.02	47.04	38.00	≤5.00
M	18.20	50.51	30.16	≤5.00	16.70	50.01	31.91	≤5.00	15.20	49.51	33.66	≤5.00
F	11.75	45.50	38.99	≤5.00	10.25	45.00	40.74	≤5.00	8.75	44.50	42.49	≤5.00
NB	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ED	23.47	57.67	18.86	≤5.00	21.97	57.17	20.61	≤5.00	20.47	56.67	22.36	≤5.00
EL	37.04	57.12	5.84	≤5.00	35.54	56.62	7.59	≤5.00	34.04	56.12	9.34	≤5.00
SE	45.69	49.41	≤5.00	≤5.00	44.19	48.91	6.65	≤5.00	42.69	48.41	8.40	≤5.00

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

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



59. College and Career Readiness in English Language Arts – Achievement Projections

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

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	15.02	48.04	34.50	≤5.00	13.52	47.54	36.25	≤5.00	12.02	47.04	38.00	≤5.00
AI	*	*	≤5.00	≤5.00	35.54	62.46	≤5.00	≤5.00	34.04	61.96	≤5.00	≤5.00
A	≤5.00	31.02	58.78	6.53	≤5.00	30.52	60.53	6.78	≤5.00	30.02	62.28	7.03
B	18.44	56.47	24.15	≤5.00	16.94	55.97	25.90	≤5.00	15.44	55.47	27.65	≤5.00
H	24.26	54.93	20.81	≤5.00	22.76	54.43	22.56	≤5.00	21.26	53.93	24.31	≤5.00
NH	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2+	13.77	48.79	34.78	≤5.00	12.27	48.29	36.53	≤5.00	10.77	47.79	38.28	≤5.00
W	9.17	37.87	48.68	≤5.00	7.67	37.37	50.43	≤5.00	6.17	36.87	52.18	≤5.00

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

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

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

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	8.19	39.66	41.83	10.32	6.69	39.16	43.58	10.57	5.19	38.66	45.33	10.82
M	10.89	44.84	36.96	7.31	9.39	44.34	38.71	7.56	7.89	43.84	40.46	7.81
F	5.56	34.55	46.61	13.28	≤5.00	34.05	48.36	13.53	≤5.00	33.55	50.11	13.78
NB	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ED	12.51	52.85	30.29	≤5.00	11.01	52.35	32.04	≤5.00	9.51	51.85	33.79	≤5.00
EL	35.81	55.07	9.12	≤5.00	34.31	54.57	10.87	≤5.00	32.81	54.07	12.62	≤5.00
SE	29.74	60.79	9.48	≤5.00	28.24	60.29	11.23	≤5.00	26.74	59.79	12.98	≤5.00

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

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



59. College and Career Readiness in English Language Arts – Achievement Projections

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

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	8.19	39.66	41.83	10.32	6.69	39.16	43.58	10.57	5.19	38.66	45.33	10.82
AI	≤5.00	*	≤5.00	≤5.00	≤5.00	99.50	≤5.00	≤5.00	≤5.00	99.00	≤5.00	≤5.00
A	≤5.00	19.31	54.47	23.17	≤5.00	18.81	56.22	23.42	≤5.00	18.31	57.97	23.67
B	9.44	51.00	34.33	5.23	7.94	50.50	36.08	5.48	6.44	50.00	37.83	5.73
H	16.87	44.09	34.73	≤5.00	15.37	43.59	36.48	≤5.00	13.87	43.09	38.23	≤5.00
NH	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2+	8.58	38.61	42.24	10.56	7.08	38.11	43.99	10.81	5.58	37.61	45.74	11.06
W	≤5.00	29.27	50.40	15.49	≤5.00	28.77	52.15	15.74	≤5.00	28.27	53.90	15.99

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

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

Linked Artifacts:

Literacy Training and Professional Development

60. Identifying Training Needs: Discuss the systems for identifying which employees need literacy training aligned to the science of reading and if it was completed, including existing staff, those new to the profession, and those new to the school system.

Examples may include:

- *Assessing when teachers new to the profession may have received the training through educator preparation programs*
- *Identifying training needs for staff when they are new to a position or assignment (e.g., moving from one grade level to another, new principals, etc.)*
- *Determining when teachers may have started a training series that was not completed for varying reasons; therefore, they require additional training opportunities (e.g., A teacher who begins training and goes on a leave of absence before it's completed)*

For Open Court Foundational Skills in grades K-3, the Office of English Language Arts (ELA) works collaboratively with the Office of Teacher Development to identify teachers new to the profession and/or new to BCPS who need training. New Educator Orientation is held throughout



the school year to address the needs of new and non-tenured teachers. Additionally, the Office of English Language Arts holds sessions for teachers who have changed grade levels and a summer boot camp series for reading specialists/reading resource teachers in their first four years in the position. The BCPS Registration System is used to maintain completion records.

Language Essentials for Teachers of Reading and Spelling (LETRS) is offered to all teachers PreK-3, as well as other relevant staff. The Office of English Language Arts maintains records through the BCPS Registration System of who has completed training and has used surveys to identify those who completed training prior to its establishment. Offerings are advertised widely through the BCPS News Hub, as well as more specifically to targeted audiences identified through analysis of completion records. As the system transitions to LETRS 3rd edition, the online learning platform and the system's Dedicated District Success Manager will be critical to monitoring the ongoing completion of the professional learning.

[Linked Artifacts:](#)



61. Training Aligned to the Science of Reading for Early Literacy (Pre-K-3) Projections

Use the table below to indicate the current and projected number and percentage of staff who have been or will be trained in instructional practices related to the science of reading for each of the employee groups listed. The school system should plan to have 100% of Pre-K-3 staff trained within three years with subsequent years dedicated to maintaining that number and ensuring teachers new to the system or to the grade level receive training at their earliest opportunity.

Note: Training must consist of a coherent sequence of training courses to ensure staff develop a comprehensive set of skills and knowledge related to literacy instruction aligned to the science of reading. For example, when a teacher completes the entire LETRS training series, then they should be included in the “% Trained” number.

Numbers of Pre-K-3 Staff Trained in the Science of Reading for Early Literacy

	2021-2022		2022-2023		2023-2024	
	# All Teachers	% Trained	# All Teachers	% Trained	# All Teachers	% Trained
Pre-K Teachers	111	16% (18)	109	17% (19)	109	100%
Kindergarten Teachers	374	30% (114)	389	41% (160)	389	100%
1 st Grade Teachers	385	23% (88)	365	35% (126)	365	100%
2 nd Grade Teachers	385	21% (81)	365	30% (110)	365	100%
3 rd Grade Teachers	385	13% (50)	365	22% (80)	365	100%
Pre-K-3 Special Education Teachers	502	20% (101)	497	27% (135)	497	100%
Pre-K-3 ESOL Teachers	101	11% (11)	119	16% (19)	119	100%
Pre-K-3 Principals	240	10% (23)	242	10% (23)	242	100%
Other Relevant Staff	207	58% (120)	211	64% (135)	211	100%

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

Linked Artifacts:

62.Types of Training Provided: List the type(s) of initial and ongoing literacy training provided for different employee groups (general education teachers, special education teachers, principals, reading specialists, and other relevant staff), including the total number of hours and time period for completion. Classify training as initial if it is intended to provide foundational knowledge and skills and ongoing if it's intended to increase knowledge and skills and support the implementation of the initial training.

Examples may include:

- Core (Tier 1) reading instruction in grades Pre-K-3



- *Intervention instruction in grades Pre-K-12 or grade bands (e.g., Pre-K-K, 1-3, 4-5, 6-8, 9-12)*
- *Topic specific (e.g., comprehension, supporting struggling readers in high school, strategies for EL students, etc.)*

Employee Group	Grade Level(s)	Name of Training	Training Type (Initial or Ongoing)	Total Number of Hours	Time Period for Completion
All teachers	PreK – 5	LETRS 2 nd ed. – Modules 1 - 3	Ongoing	19.5	Semester
All teachers	PreK – 5	LETRS 3 rd ed. – Volume 1	Ongoing	90	1 year
Literacy Leaders	PreK – 5	LETRS 3 rd ed. – Volumes 1 and 2	Ongoing	180	2 years
All teachers	K – 3	DIBELS Administration	Initial	3.5	Prior to assessment
All teachers, additional sessions for new teachers, and paraprofessionals	K – 3	Implementing Open Court Foundational Skills with Fidelity	Initial and ongoing	6	1 year
Administrators	K – 3	Implementing Open Court Foundational Skills with Fidelity	Initial		Semester
Reading Specialists (Literacy Leaders)	K – 5	Monthly reading specialist professional learning (data literacy, intervention, progress monitoring, Science of Reading)	Ongoing (monthly)	40	Yearly
All teachers	K – 5	myView Literacy Pilot training (artifact 3.1.3.question 62.Professional Learning Plan 22- 23)	Initial and ongoing	15	Yearly

Linked Artifacts:

- [3.1.3.question 62.Professional Learning Plan 21-22](#)
- [3.1.3.question 62.Professional Learning Plan 2022-2023](#)

63. Fidelity of Implementation: How does the school system assess participants’ mastery of the literacy training content? Discuss how implementation is monitored and assessed, including how data is used to inform continued professional development.

Examples may include:

- *Developing a walkthrough tool reflective of the components aligned to the science of reading that are taught during training to collect data on the use of those components*
- *Creating a process or using a specific protocol for identifying, collecting, and analyzing data at different levels of implementation (e.g., district, school, classroom)*
- *Use of surveys to assess teachers’ perceptions of training, implementation, and success with students*



The Office of English Language Arts developed and provided data protocols for literacy leaders to examine curriculum-based assessments and DIBELS data in order to monitor core and supplemental instruction and to utilize the data as an Office to plan for professional learning (artifact 3.1.3.question 63.Template_ELA Office Data Analysis Protocol, 3.1.3.question 63.DIBELS_Instructional Grouping Directions and 3.1.3.question 63.DIBELS_Instructional Grouping WS_Gr.1). Walkthroughs are conducted with building principals and executive leadership to monitor and support the implementation of *Open Court Foundational Skills* curriculum and *myView Literacy* pilot (artifacts 3.1.3.question 63.Open Court_Classroom_Coaching_Observation_Checklist and 3.1.3.question 63.myView_Listen_and_Look_For_Tool). Additionally, *myView Literacy* Focus Groups were held with teachers and administrators involved in the pilot to determine resources and professional learning needed to support implementation. Following all professional learning sessions, survey data is collected and analyzed to assess teachers' perceptions and future needs (artifact 3.1.3.question 63.myView_Focus Group Protocol).

After implementing English Language Arts and Literacy professional development sessions, participants can be assessed on mastery of content and skills using the five levels of Guskey's professional learning. Level 1 would involve a satisfaction survey to gauge participants' reactions to the training. Level 2 would be a post-training assessment or task that measures the participant's knowledge and skills on the learning outcomes for the professional learning session. Evaluating professional learning at level 3 involves observing the participants' use of newly learned strategies and techniques in their teaching practice and providing feedback on their implementation. The data gathered from these assessments can then inform professional development responsive to staff needs at Level 4. For example, if the data shows that many participants struggle with a particular concept or skill, additional training in that area can be provided. Alternatively, if the data shows that many participants have mastered certain concepts, professional development can focus on more advanced topics or expand the scope of knowledge in that area. At Level 5 of Guskey's professional learning model, student learning will be used to evaluate the effectiveness of professional learning as reflected by student learning. Specifically, the data gathered from student assessments, such as standardized tests, district assessments, classroom assessments, and formative assessments, can be used to determine if there has been an improvement in student learning outcomes following the implementation of the professional development program. In addition, the data can be analyzed to identify trends and patterns in student performance, such as areas of strength and areas that need improvement and used to inform adjustments to professional learning. For example, if the data shows that student performance in a particular area has not improved, professional learning can be adjusted to focus more on that area or to use different strategies and approaches to address student learning needs. Moreover, student learning data can also be used to evaluate the impact of professional development on student achievement over time. This data can be compared with previous years' data or with data from other schools or districts to determine if the professional development program has positively impacted student learning outcomes. Using student learning data is essential for evaluating the effectiveness of the professional development program and making data-informed decisions to improve student outcomes.

Linked Artifacts:

[3.1.3.question 63.Template_ELA Office Data Analysis Protocol](#)
[3.1.3.question 63.DIBELS_Instructional Grouping Directions](#)
[3.1.3.question 63.DIBELS_Instructional Grouping WS_Gr.1](#)
[3.1.3.question 63.Open Court_Classroom_Coaching_Observation_Checklist](#)
[3.1.3.question 63.myView_Listen_and_Look_For_Tool](#)
[3.1.3.question 63.myView_Focus Group Protocol](#)



64.Ongoing, Job-Embedded Professional Development: What types of ongoing, job-embedded professional development does the school system provide to support staff in the implementation of instructional practices aligned to the science of reading?

Examples may include:

- *Daily lesson study and planning by grade level, department, or cross-curricular teams*
- *Regular peer coaching cycles, including observations, debriefs, and planning*
- *Support from reading specialists such as model teaching, co-planning, and instructional coaching*

To ensure professional learning is continuous, there is support from reading specialists and staff development teachers at each elementary school for co-planning, model teaching, and instructional coaching. They participate in monthly professional learning to build their capacity. Additionally, Resource Teachers from the Office of English Language Arts provide instructional coaching as on-site, targeted support to classroom teachers. The Office ELA developed a FAQ for the Ready to Read Act and *myView Literacy* Pilot to support teachers at point of need. Likewise, protocols were developed and shared for analyzing DIBELS data, progress monitoring data and curriculum-based assessments using Performance Matters to plan responsive instruction. (artifact 3.1.3.question 63.Template_ELA Data Office Data Analysis Protocol).

Linked Artifacts:

[3.1.3.question 63.Template_ELA Office Data Analysis Protocol](#)

65.Organizational Structures and Support: How does the school system leverage talent, time, and resources to support ongoing, job-embedded professional development of staff responsible for reading instruction and intervention?

Examples may include:

Identifying the most effective reading teachers and increasing their impact beyond their individual classrooms through lesson planning, co-teaching, peer coaching, etc.
Changing the daily schedule to increase collaboration time for teachers during the school day
Hiring district reading specialists and deploying them to campuses to model lessons, observe instruction, and coach teachers

The Office of English Language Arts provided mentors for new reading specialists and ongoing professional learning for reading specialists during their first three years. Resource Teachers in the Office of English Language Arts provide on-site, targeted support to classroom teachers.



Elementary schools have Staff Development Teachers (Instructional Coaches) assigned to highest-need schools to provide daily support to teachers through lesson planning, modeling, co-teaching, and instructional coaching. Each elementary school also has one Reading Specialist who serves as a liaison between the central office and schools. School schedules provide weekly collaborative planning sessions for grade-level teams. There are also transition meetings held between elementary and middle school teams to support the transition of 5th graders to 6th grade to ensure appropriate reading support is provided.

Linked Artifacts:

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

66.Process for Selecting Materials: Describe the process the school system uses to select instructional materials for English language arts, including who participates and the types of activities used.

Examples may include:

- *Use of committee structures*
- *Pilot programs*
- *Mechanisms for gathering stakeholder feedback*
- *Site visits to school systems implementing the materials being considered*

Board Policy 6002 (artifact 3.1.3.question 66.Board Policy 6002) and Superintendent's Rule 6002 (artifact 3.1.3.question 66.Superintendent's Rule 6002) drive the selection of materials in BCPS. The ELA Curriculum Pilot Update (artifact 3.1.3.question 66.ELA Curriculum Pilot Update) provides an outline of the process for the most recent selection of ELA materials. Throughout the phases of the selection process, multiple stakeholder groups were convened to review materials, including classroom teachers, special educators, reading specialists, staff development teachers, administrators, parents, community partners, and central office staff. Throughout the pilot, feedback was collected through surveys, focus groups, and on-site visits. On-site supports were offered through demonstration lessons from the vendor, planning sessions, instructional walkthroughs, and job-embedded professional learning. Additional professional learning sessions were targeted to literacy leaders and building administrators who support implementation.

Linked Artifacts:

- [3.1.3.question 66.Board Policy 6002](#)
- [3.1.3.question 66.Superintendent's Rule 6002](#)
- [3.1.3.question 66.ELA Curriculum Pilot Update](#)

67.High-Quality and Content-Rich: Discuss how the school system determines if materials are high-quality, content-rich, and aligned to the science of reading. Discuss how the LEA ensures materials collectively provide instruction in all five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. If one resource is inadequate or incomplete in addressing all five areas, how will the school system ensure there is a collection of high-quality materials to address all areas? The Maryland State Department of Education utilizes Ed Reports as a primary source in assessing the quality of instructional materials so it should be included in the



response. Additionally, the selection of materials for other content areas such as science and social studies may also be included if that is a consideration in leveraging those subjects to build student knowledge while reinforcing literacy acquisition skills through cross-curricular connections.

BCPS utilizes *Open Court Foundational Skills* as the core program to address phonological awareness, phonics, and fluency in grades K-3. A comprehensive scope and sequence and description of the program's alignment to the science of reading (artifact 3.1.3.question 67.Open Court Scope and Sequence K-3 and 3.1.3.question 67.Open Court Administrators Guide).

To address vocabulary and comprehension, core instruction is provided utilizing a homegrown ELA curriculum which uses *Wonders 2014* as a resource. Because *Wonders 2014* has not been reviewed by EdReports and does not meet the standard of HQIM, BCPS is piloting Savvas *myView Literacy* in the 2022-2023 school year. A comprehensive rubric, based on EdReports, was used to review all programs submitted. Attached below are the EdReports review of *myView Literacy* for K-2 and 3-5 as well as a description of its evidence base (artifact 3.1.3.question 67.myView Literacy Savas 2020 ELA K-2 report, 3.1.3.question 67.myView Literacy Savas 2020 ELA 3-5 report, and 3.1.3.question 67.myView Literacy Evidence Base).

Supplemental materials are also rigorously reviewed during the selection process, using third party research from Evidence for ESSA and What Works Clearinghouse as part of the review process. Programs used in BCPS that received a rating of "strong" by Evidence for ESSA include Sound Partners, Raz-Plus, Wilson Reading, and SIPPS. Additionally, Raz-Plus is used to develop content knowledge through wide reading for science and social studies units, in addition to content covered in ELA curriculum.

Linked Artifacts:

- [3.1.3.question 67.Open Court Scope and Sequence K-3](#)
- [3.1.3.question 67.Open Court Administrators Guide](#)
- [3.1.3.question 67.myView Literacy Savas 2020 ELA K-2 report](#)
- [3.1.3.question 67.myView Literacy Savas 2020 ELA 3-5 report](#)
- [3.1.3.question 67.myView Literacy Evidence Base](#)

68.Culturally Responsive: During the selection process, how does the school system assess and select materials that are culturally responsive? In instances where materials are high-quality but not culturally responsive, how does the school system supplement materials to ensure that they meet the cultural needs of the students?

The Board's policy on equity (artifact 3.1.3.question 68.Board Policy 0100) drives the work of the school system, including the materials selection process. Specific indicators related to equity and cultural responsiveness are included in all rubrics used to review materials. The Office of English Language Arts internally audits curriculum materials using the attached rubric (artifact 3.1.3.question 68.ELA PreK-12 Culturally Responsive Curricula Audit Rubric). The results of the internal audit are used to drive both curriculum revisions and professional learning. For example, Scholastic Culturally Responsive Classroom Libraries were purchased for all K-5 classrooms. A sample of possible titles included is attached (artifact 3.1.3.question 68.Scholastic Grade 1 Culturally Responsive Classroom Library). Achieve the Core's Text Analysis Toolkit (artifact 3.1.3.question 68.Achieve the Core Initial Considerations for Complexity and Cultural Relevance) is utilized to review texts for cultural responsiveness. This tool, along with Dr. Gholdy Muhammad's lesson framework for culturally and historically responsive literacy were used to



develop supplemental lessons using texts from the Culturally Responsive Classroom Library (artifact 3.1.3.question 68.Grade 2 Culturally Responsive Read Aloud Where's Rodney).

Linked Artifacts:

[3.1.3.question 68.Board Policy 0100](#)

[3.1.3.question 68.ELA PreK-12 Culturally Responsive Curricula Audit Rubric](#)

[3.1.3.question 68.Scholastic Grade 1 Culturally Responsive Classroom Library](#)

[3.1.3.question 68.Achieve the Core Initial Considerations for Complexity and Cultural Relevance](#)

[3.1.3.question 68.Grade 2 Culturally Responsive Read Aloud Where's Rodney](#)

69.Supplemental and Intervention Materials (Tiers 2 and 3 of Instruction): What additional considerations or steps are added to the materials selection process when selecting supplemental and intervention materials for use in tiers 2 and 3?

Baltimore County Public Schools strives to obtain board approval for a variety of evidence-based tier 2 and 3 intervention materials in order to provide a menu of resources/programs for schools to utilize with students in need of tier 2 and 3 intervention (artifact 3.1.3.question 69.Selection of Instructional Materials Flow Chart). An instructional materials review is conducted in alignment with the five-year Curriculum Review Plan and follows the policy and procedure outlined in Policy 6002 (artifact 3.1.3.question 66.Board Policy 6002) and Rule 6002 (artifact 3.1.3.question 66.Superintendent's Rule 6002). Supplemental materials are also rigorously reviewed during the selection process, using third party research from Evidence for ESSA and What Works Clearinghouse as part of the review process. Tier 2 and 3 intervention programs/materials that are currently approved for use are Sound Partners, Heggerty Phonemic Awareness, Open Court Teacher Resource Book, Leveled Literacy Intervention, Fluency Formula, SIPPS, Visualize and Verbalize, Orton Gillingham, and Wilson Reading System. When selecting materials for supplemental and intervention materials (Tiers 2 and 3 of instruction), the Office of English Language Arts works collaboratively with colleagues in the Department of Special Education and includes both reading specialists and special educators in the selection committees, training design, and coaching cycles.

Linked Artifacts:

[3.1.3.question 69.Selection of Instructional Materials Flow Chart](#)

[3.1.3.question 66.Board Policy 6002](#)

[3.1.3.question 66.Superintendent's Rule 6002](#)



70. HQIM - English Language Arts: Adoption Projections

Identify the high-quality, content-rich, and culturally responsive instructional materials adopted and used for literacy in English language arts at each grade level (Pre-K-12) and tier of instruction. If a particular material is under review or not yet identified, indicate its status.

Title	Publisher	Grade Level(s)	Instructional Tier(s)	Status (adopted and implementing, under review, piloting)
Wonders	McGraw Hill	K-5	1	adopted and implementing
Sound Partners	Voyager Sopris	K	2	adopted and implementing
SIPPS	Collaborative Classroom	K-5	2	adopted and implementing
Leveled Literacy Intervention	Heinemann	1-3	2	adopted and implementing
myView Literacy	Saavas	K-5	1	piloting
Heggerty Phonemic Awareness	Heggerty	K-2	2	adopted and implementing
Open Court Foundational Skills	McGraw Hill	K-3	1	adopted and implementing
Visualize and Verbalize	Gander	K-12	3	adopted and implementing
Orton Gillingham	Simon & Schuster	K-5	3	adopted and implementing
Wilson Reading System	Wilson Language Training	3-5	3	adopted and implementing
Read 180	HMH	3-5	2	piloting
Raz-Plus	Learning A-Z	K-5	2	adopted and implementing
Lexia	Voyager Sopris	K-5	2	piloting

Linked Artifacts:



71. Materials-Specific Professional Development and Support: What professional development and support does the school system provide to ensure the effective use of instructional materials? Discuss activities to support the implementation of newly adopted materials as well as those designed to leverage materials during instruction over time.

As part of the adoption of instructional materials, an implementation plan is developed to provide professional learning for all the stakeholders using and/or supporting implementation (principals, assistant principals, classroom teachers, reading specialists, staff development teachers, and parents).

Open Court Reading Foundational Skills was implemented during the 2019 – 2020 school year for teachers of kindergarten and grade 1 and then during 2020 – 2021 the same plan was replicated for teachers in grades 2 and 3 (artifact 3.1.3.question 71.PD Plan Open Court Implementation).

BCPS is currently piloting a core curriculum, *Saavas myView Literacy* in grades K–5. The same professional learning plan as used for Open Court was developed and implemented for all stakeholders.

The Office of English Language Arts developed asynchronous modules in Schoology to support the administration of DIBELS and implementation of SIPPS.

Linked Artifacts:

[3.1.3.question 71.PD Plan Open Court Implementation](#)

Pillar 3, Objective 2 (English Language Arts): Keep students on track to meet CCR

3.2.1 (English Language Arts): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade

Progress Monitoring in English Language Arts

72. Systems and Structures for Progress Monitoring: Describe the systems and structures the school system has put into place to ensure rigorous monitoring of student progress in reading at each grade level.

Examples may include:

- *How the instructional schedule is developed to support teacher planning and collaboration in response to student literacy data*
- *A specific model or framework for analyzing literacy data, facilitating a professional learning community, etc.*
- *Creating schedules for ongoing assessment and tracking of student progress throughout the school year*
- *Professional development opportunities to support teachers and administrators in implementing effective progress monitoring*



Professional learning is regularly provided to principals, assistant principals, staff development teachers, and reading specialists in the use of data to monitor the effectiveness of the instructional program, as well as the literacy development of individual students and student groups. BCPS uses Performance Matters to evaluate and use student achievement data. Through Performance Matters, schools can triangulate DIBLES, MAP, and curriculum-based assessment data. The office of English Language Arts and the department of Research, Accountability and Assessment regularly provide professional learning related to data literacy (artifact 3.2.1.question 72.Reading Specialist Professional Learning DIBLES & COMAR 10_13_22). The Data Monitoring Calendar assists building administrators with monitoring and reflecting on systemwide data such as DIBLES and Curriculum Based Assessments (artifact 3.2.1.question 72.Elementary Data Monitoring January 2023 and 3.2.1.question 72.Mid-Year Data Analysis - Performance Matters.) Through the Instructional Core Team (ICT), schools are targeted for intensive supports. Currently, ICT is conducting instructional rounds focusing on foundational skills instruction.

Linked Artifacts:

[3.2.1.question 72.Reading Specialist Professional Learning DIBLES & COMAR 10_13_22](#)

[3.2.1.question 72.Elementary Data Monitoring January 2023](#)

[3.2.1.question 72.Mid-Year Data Analysis - Performance Matters](#)

73. Assessments: List the assessments administered to students and their purpose in progress monitoring, including the use of universal screeners as required by Maryland's Ready to Read Act.

Grade Level(s)	Assessment	Type (diagnostic, formative, summative)	Frequency of Administration	Purpose
K-5	MAP- Reading	Diagnostic	3 times/year	Benchmark student grade level reading proficiency
K-1	DIBLES 8 th Edition	Diagnostic	3 times/year	Measure the acquisition of early literacy skills
2-5	Standards Based Periodic Assessments	Summative	6 times/year	Measure mastery of grade level standards
K-10	Beginning and Advanced Decoding Surveys	Diagnostic	As needed	Determine type of intervention
K-5	Phonological Awareness Screening Test	Diagnostic	As needed	Determine type of intervention
PreK	Early Learning Assessment (ELA)	Formative	Multiple times a year	The Early Learning Assessment is designed to be used in the natural environment multiple times throughout the school year and to equip teachers with tools to track individual children's growth, individualize learning opportunities, plan for intervention, engage in real-time



instructional planning, and ensure that all children are on the path for kindergarten readiness and beyond.

Linked Artifacts:

[3.2.1. question 73.BCPS Elementary ELA Assessment Framework](#)

74. Measures of Success: Describe the measures of success the school system utilizes to identify students in need of support and intervention in literacy to meet the college and career readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

Examples may include:

- *Kindergarten Readiness Assessment (KRA) and reading proficiency by the end of 3rd grade*
- *Early warning indicators such as attendance, behavior, and course completion in middle school*
- *Freshmen on-track indicator, cumulative 9th and 10th grade GPA, core subjects GPA, attainment of credits in core content courses, attainment of credits in career and technical education (CTE) courses, or a combination together with assessment scores, attendance, or other behavioral metrics*

Measure	Rationale	Grade Level(s)
DIBELS	Below Benchmark indicates potential need for intervention	K-1
MCAP-Reading	Measuring proficiency in grade level standards to indicate college and career readiness	3-5
MAP-Reading	Developing Learner or Beginning Learner indicates potential need for intervention	K-5
Kindergarten Readiness Assessment (KRA)	The KRA measures the knowledge, skills, and behaviors that children should be able to demonstrate at the start of kindergarten.	K

Linked Artifacts:

[3.2.1. question 73.BCPS Elementary ELA Assessment Framework](#)

[3.2.1.question 74.Reading Intervention Guiding Questions](#)

Intervention in English Language Arts

[Blueprint Requirement \(MD Code, Educ §5-226\)](#)



[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

75. Tier 2 and 3 Intervention: Describe the school system's targeted, evidence-based model for Tier 2 and Tier 3 instruction in reading. Include the following:

- The correlation between how students are identified during progress monitoring and the type of intervention the school system provides
- The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher
- How it's determined that a student no longer requires intervention
- The method(s) for evaluating the effectiveness of interventions

Responses should be organized by level (elementary, middle, high).

Elementary (Pre-K-5)

Baltimore County Public Schools encourages the use of multiple data points in order to determine the type and tier of intervention needed for a student (artifact 3.2.1.question 73.BCPS Elementary ELA Assessment Framework and 3.2.1.question 74.Reading Intervention Guiding Questions). In addition, a Multi-Tiered System of Support (MTSS) Model is in place in order to accelerate each student's learning in the least restrictive educational environment. BCPS has reviewed and approved various resources/programs to support targeted instruction within each tier of the MTSS mode (artifact 3.2.1.question 75.BCPS Supported Interventions). Schools are to engage in data analysis throughout the year in order to progress monitor and evaluate implementation of interventions provided – as well as to determine each student's response to intervention (artifact 3.2.1.question 75.Reading Specialist Meeting MTSS – RTI). Instructional Look For Tools have been provided to schools for the various interventions in order to determine if interventions are being implemented with fidelity and what future professional development may be needed in order to strengthen implementation (artifact 3.2.1.question75.Beginning SIPPS Elements of Effective Implementation). Once students are performing within grade-level expectations on Universal Screeners and Diagnostic Assessments, intervention can be discontinued.

Linked Artifacts:

- [3.2.1. question 73.BCPS Elementary ELA Assessment Framework](#)
- [3.2.1.question 74.Reading Intervention Guiding Questions](#)
- [3.2.1.question 75.BCPS Supported Interventions](#)
- [3.2.1.question 75.Reading Specialist Meeting MTSS - RTI](#)
- [3.2.1.question 75.Beginning SIPPS Elements of Effective Implementation](#)

Middle School (6-8)

The requirement for this plan was to report elementary grades PreK-5. This information will be added in the next plan, as requested.

Linked Artifacts:



High School (9-12)

The requirement for this plan was to report elementary grades PreK-5. This information will be added in the next plan, as requested.

Linked Artifacts:

76. Structures and Support for Intervention: How does the school system support teachers in their implementation of intervention at Tiers 2 and 3 so that every student receives reading instruction that is responsive to their individual needs as determined through data collected during progress monitoring?

Considerations should include, but are not limited to, the following:

- A framework for intervention that includes evidence-based, high-yield strategies
- Staffing such as campus-based instructional coaches, intervention teachers, etc.
- Strategic use of specific funding such as the Transitional Supplemental Instruction Aid for struggling learners in K-3
- Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

Each elementary, middle, and high school is allocated at least one reading specialist as part of their staffing in order to support meeting the literacy needs of students. In addition, principals are encouraged to allocate additional staffing (special educators, interventionists, additional reading specialists) to the area of literacy intervention if needed based on the needs of students. BCPS has also utilized Transitional Supplemental Instruction Aid to fund a second reading specialist for schools with enrollments exceeding approximately 650 students in order to ensure targeted small group instruction can be provided to students in K-3. The Office of English Language Arts partners with the Department of Special Education in order to provide the appropriate training and materials related to each type of intervention (artifact 3.2.1.question 76.Guidance on Training and Materials). In addition to purchasing the training and materials for each approved intervention, BCPS has offered Language Essentials for Teachers of Reading and Spelling (LETRS) training to schools in order to support teachers with providing instruction that aligns with the Science of Reading (artifact 3.2.1.question 76.ELA Core Instructional Components). Because each school's tier 2 and 3 intervention needs are so unique and diverse, schools develop their own schedules for offering these interventions and can consult with the Office of English Language Arts or Department of Special Education for guidance as needed.

Linked Artifacts:

[3.2.1.question 76.Guidance on Training and Materials](#)
[3.2.1.question 76.ELA Core Instructional Components](#)

77. High-Quality School Day Tutoring: How does the school system leverage time, partnerships, and resources (e.g., Transitional Supplemental Instruction Aid) to support the implementation of the high-leverage strategy, high-quality school day tutoring, to accelerate instruction in reading? How does it evaluate the effectiveness of this intervention?



To support high quality school day tutoring, BCPS used the Transitional Supplemental Instruction Aid to provide a second reading specialist to larger schools in order to provide direct support to students to accelerate literacy achievement. These additional reading specialists provided targeted, responsive small group instruction to students in grades K-3. Reading specialists work collaboratively with classroom teachers and special educators to use screening data (i.e. DIBELS, KRA) as well as formative and summative assessment data (Open Court checklists, SIPPS progress monitoring checklists, observation, etc.) to plan responsive instruction. Teachers and reading specialists regularly use progress monitoring data (collected after every ten days of instruction) to monitor student progress and to evaluate effectiveness of the planned intervention. In addition, school leadership teams work with staff in the Office of English Language Arts to analyze DIBELS data at Fall, Winter and Spring. Specifically, after administering the Winter benchmark, school and district teams can utilize the Summary of Effectiveness report to monitor and evaluate the effectiveness of each Tier of instruction. (artifact 3.2.1.question 77.Class Summary Effectiveness DIBELS 8th Example).

Schools were given multiple options to utilize for high-quality school day tutoring. For some schools, they have utilized reading specialists, school-based resource teachers, and/or department chairs to facilitate in-school tutoring using a Multi-Tiered System of Supports and pulling small groups of students based on formative and summative assessment data (as described above). Other examples of models utilized by schools have included coach classes during advisory period in the morning, lunch time tutoring sessions, or quarterly opportunities in which each period in the schedule is shortened by 10-15 minutes creating a fifth period for students to receive targeted support in core classes as needed.

Linked Artifacts

[3.2.1.question 77.Class Summary Effectiveness DIBELS 8th Example](#)

78. Transitional Supplemental Instruction Aid: Use the table below to describe how the LEA has used and will continue to use the Transitional Supplemental Instruction Aid to support K-3 students in reading, beginning with the 2019-2020 school year, and include the impact of the funding and how it has been measured.

School Year	Activity How were the funds used?	Impact What was the result?	Evaluation How was the result determined?
2019-2020	Transitional Supplemental Instruction Aid funds were utilized to support an additional reading specialist position at elementary schools with enrollments over 650 students	Students in K-3 were provided small group, responsive instruction based on data collected through screening measures such as DIBELS and KRA. Students were able to make progress within Tier 2 and Tier 3 intervention and were able to demonstrate growth in acquisition of basic early literacy skills.	DIBELS data * (No data was collected in the Spring of 2020 due to closures for the pandemic.)
2020-2021	Transitional Supplemental Instruction Aid funds continued to be utilized to support an additional reading specialist position at elementary schools with enrollments over 650+students. Responsive instruction shifted to a virtual delivery model and training was provided for remote	Students in K-3 were provided small group, responsive instruction in virtual small groups and in face-to face sessions during hybrid days. Groupings were based on data collected through screening measures such as DIBELS and	DIBELS data was collected in 2020-2021 using a remote administration



	administration of the DIBELS screener.	KRA. Students were able to make progress within Tier 2 and Tier 3 intervention and were able to demonstrate growth in acquisition of basic early literacy skills.	
2021-2022	Transitional Supplemental Instruction Aid funds continued to be utilized to support an additional reading specialist position at elementary schools with enrollments over 650 students.	Students in K-3 were provided small group, responsive instruction in virtual small groups and in face-to-face sessions during hybrid days. Groupings were based on data collected through screening measures such as DIBELS and KRA. Students were able to make progress within Tier 2 and Tier 3 intervention and were able to demonstrate growth in acquisition of basic early literacy skills.	DIBELS benchmark data; MAP data
2022-2023	Transitional Supplemental Instruction Aid funds continue to be used to support the second reading specialist position at elementary schools with enrollments over 650. In addition, this year, increases in funds allowed us to fund additional reading and math resource staff at many high-needs elementary schools to provide intensive small group instruction as well as 1:1 individual tutoring	These funds provided additional staffing in both large elementary schools to ensure specific support was offered to students in K-3 as well as funding additional reading resource teacher positions in high-needs schools serving students in poverty. These additional staff were able to provide direct instruction to small groups of students as well as individual students requiring additional support in Tier 2 and Tier 3 or who demonstrated gaps based on the loss of instructional time.	DIBELS benchmark data, MAP-R data

Linked Artifacts:

79. Underserved Student Groups: Describe how the school system eliminates barriers and meets the needs of students who have been underserved. Consider the learning loss caused by the pandemic for specific student groups as well as groups who have been historically underserved. How will the school system minimize or prevent students from continuing to be underserved?

The Teaching and Learning Framework (artifact 3.2.1.question 79.Teaching_and_Learning_Framework_FINAL_March092020) outlines BCPS’ core beliefs, including equitable access and culturally relevant pedagogy. This framework drives the development of professional learning and support to schools. The Elements of Effective Instruction for ELA Elementary (artifact 3.2.1.question 79.ELA Elementary Elements of Effective Instruction for Acceleration) was updated to include specific reference to the framework within the instructional look-fors. The Office of English Language Arts regularly disaggregates systemwide literacy data by student group as part of a data monitoring cycle (artifact 3.2.1.question 79.Office Progress Plan Data Monitoring Template) within the Office Progress Plan. After collecting and evaluating qualitative and quantitative data, targeted support and professional learning is provided. For example, instructional walkthroughs and analysis of curriculum-based assessment data indicated the need for professional learning related to access to complex text for all students (artifact 3.2.1.question 79.Text Complexity and Access for All).



In response to the potential for learning loss due to the pandemic, the Office of English Language Arts provided guidance specifically related to the use of formative assessment for acceleration (artifact 3.2.1.question 79.ELA Assessment_Guidance_2021-2022). Additionally, the scope and sequences for updated to identify Priority Standards for Acceleration, based on the guidance from Achieve the Core (artifact 3.2.1.question 79.Grade 4_ELA_YAG_2021-2022).

Linked Artifacts:

- [3.2.1.question 79.Teaching and Learning Framework FINAL March092020](#)
- [3.2.1.question 79.ELA Elementary Elements of Effective Instruction for Acceleration](#)
- [3.2.1.question 79.Office Progress Plan Data Monitoring Template](#)
- [3.2.1.question 79.Text Complexity and Access for All](#)
- [3.2.1.question 79.ELA Assessment Guidance 2021-2022](#)
- [3.2.1.question 79.Grade 4_ELA_YAG_2021-2022](#)

80. Leveraging the Concentration of Poverty Grant in Intervention: Districts receiving the Concentration of Poverty Grant must discuss how they utilize the grant resources to support acceleration and intervention efforts for underserved students in reading. Include how the school system evaluates the effectiveness of its efforts.

Concentration of Poverty grant funding is utilized based on the completion of the needs assessment and development of an implementation plan. When acceleration and intervention efforts are identified as a priority need using Concentration of Poverty funding, additional out of school time enrichment opportunities are implemented with community partners and vendors. As each program is designed to address the priority needs of each individual school and community, the effectiveness measure is identified based on each school's program.

Linked Artifacts:

81. Family Engagement in Learning: What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are identified for intervention in reading? Discuss how parents/guardians are notified and included in the development and implementation of individual student's learning plans.

All students in grades K – 3 are screened for reading difficulties three times each year following COMAR and the Ready to Read Act. If screening indicates the student is at-risk, a notice is sent to parents/guardians that includes the screening results and a description of the supplemental instruction being provided to the student. The parent communication was translated into eleven different languages and posted on the BCPS public Web site.

The school informs parents/guardians about the specific supplemental instruction program that will improve their child's literacy skills by enhancing skills requiring additional support. The communication includes a description of the scope of skills, the focus of the intervention program, and the expected outcomes. The school will monitor progress regularly and send monthly updates to the parents/guardians. The district has made a checklist for reading difficulties available on the BCPS website to help parents familiarize themselves with the skills their child may require additional support. Additionally, the school provides resources and suggestions to support parents in promoting their child's literacy growth at home.

During each August, the Office of English Language Arts participates in a Back-to-School Festival and shares literacy information with families. Parents have access to curriculum and



instructional materials through Schoology and Raz-Plus. Each elementary school hosts a yearly Family Reading Night to provide an overview of curriculum and activities to increase school to home engagement.

Linked Artifacts:

Note: This Pillar was developed to support LEAs in planning across the Pre-K-12 continuum. For the March 2023 submission of the Initial Blueprint Implementation Plan, LEAs are only required to address Pre-K through fifth grade when answering the questions for Objectives 1 and 2. Grades 6-12 will be addressed in the March 2024 submission.

Pillar 3, Objective 1 (Math): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate

3.1.3 (Math): LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence

Comprehensive Plan for Mathematics

82. Comprehensive Plan for Mathematics: Does the school system have a comprehensive plan for mathematics that begins with pre-kindergarten and prepares students for college-level credit-bearing course work in mathematics upon graduation?

If yes, link the plan as an artifact below and use the open response field to discuss when and how it was developed. If the plan does not exist or needs to be refined to align to the Blueprint's intent, discuss the anticipated timeline and process for development and/or revision.

The current comprehensive plan for mathematics (artifact 3.1.3.question 82.BCPS Comprehensive Mathematics Plan) is in draft form with continued work to add and update components that will inform intervention and supports for specific student groups. The anticipated completion of the next revision is Summer 2023. Toward creating a roadmap that is inclusive of strategies to support ALL learners, the Comprehensive Plan for Mathematics will be strengthened by additional focus on improving classroom instruction, formative assessment, Multi-Tiered Systems of Support, enrichment, and community engagement across PreK-12. Revisions to the plan will be guided by a series of meetings in partnership with the Office of ESOL, the Office of Advanced Academics, the Department of Special Education, and the Department of Equity and Cultural Proficiency to ensure a collaborative approach in decision-making about programming and resource allocation. Draft versions of the plan will then be shared with teachers, department chairs, resource teachers, and school-based leadership for consideration and feedback.



Linked Artifacts:

[3.1.3.question 82.BCPS Comprehensive Mathematics Plan](#)

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

The vision and mission for mathematics, in alignment with the BCPS Teaching and Learning Framework outlined in *The Compass: Our Pathway to Excellence*, are situated in equity pedagogy from PreK-12. More specifically the vision for mathematics teaching and learning details what students, teachers, teacher teams, and building administrators must do to cultivate powerful mathematical experiences (artifact 3.13.question 83.Vision and Mission and 3.1.3.question 83.BCPS Strategic_Plan).

Linked Artifacts:

[3.13.question 83.Vision and Mission](#)

[3.1.3.question 83.BCPS Strategic Plan](#)



84. College and Career Readiness in Mathematics – Achievement Projections

Use the tables below to indicate the current and projected achievement levels in mathematics for the designated groups by gender, socioeconomic status, service group, and race/ethnicity for each of the designated grade levels (3rd, 6th, 10th).

Table 1: 3rd Grade Student Achievement in Mathematics by Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	29.28	37.53	30.43	≤5.00	27.78	37.03	32.18	≤5.00	26.28	36.53	33.93	≤5.00
M	29.37	35.77	31.60	≤5.00	27.87	35.27	33.35	≤5.00	26.37	34.77	35.10	≤5.00
F	29.18	39.42	29.18	≤5.00	27.68	38.92	30.93	≤5.00	26.18	38.42	32.68	≤5.00
NB	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ED	45.22	41.03	13.39	≤5.00	43.72	40.53	15.14	≤5.00	42.22	40.03	16.89	≤5.00
EL	42.87	41.23	15.90	≤5.00	41.37	40.73	17.65	≤5.00	39.87	40.23	19.40	≤5.00
SE	58.80	29.63	10.44	≤5.00	57.30	29.13	12.19	≤5.00	55.80	28.63	13.94	≤5.00

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

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

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

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	29.28	37.53	30.43	≤5.00	27.78	37.03	32.18	≤5.00	26.28	36.53	33.93	≤5.00
AI	*	*	≤5.00	≤5.00	48.50	49.50	≤5.00	≤5.00	47.00	49.00	≤5.00	≤5.00
A	14.02	31.97	47.35	6.67	12.52	31.47	49.10	6.92	11.02	30.97	50.85	7.17
B	41.01	40.42	17.84	≤5.00	39.51	39.92	19.59	≤5.00	38.01	39.42	21.34	≤5.00
H	39.69	41.40	17.97	≤5.00	38.19	40.90	19.72	≤5.00	36.69	40.40	21.47	≤5.00
NH	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2+	28.89	40.44	30.67	≤5.00	27.39	39.94	32.42	≤5.00	25.89	39.44	34.17	≤5.00
W	14.72	33.35	46.74	5.20	13.22	32.85	48.49	5.45	11.72	32.35	50.24	5.70

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

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



84. College and Career Readiness in Mathematics – Achievement Projections

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

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	43.77	41.95	13.22	≤5.00	42.27	41.45	14.97	≤5.00	40.77	40.95	16.72	≤5.00
M	44.20	40.43	14.27	≤5.00	42.70	39.93	16.02	≤5.00	41.20	39.43	17.77	≤5.00
F	43.33	43.52	12.11	≤5.00	41.83	43.02	13.86	≤5.00	40.33	42.52	15.61	≤5.00
NB	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ED	61.42	34.54	≤5.00	≤5.00	59.92	34.04	5.79	≤5.00	58.42	33.54	7.54	≤5.00
EL	*	*	≤5.00	≤5.00	73.83	24.17	≤5.00	≤5.00	72.33	23.67	≤5.00	≤5.00
SE	66.24	32.04	≤5.00	≤5.00	64.74	31.54	≤5.00	≤5.00	63.24	31.04	5.23	≤5.00

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

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

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

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	43.77	41.95	13.22	≤5.00	42.27	41.45	14.97	≤5.00	40.77	40.95	16.72	≤5.00
AI	*	≤5.00	≤5.00	≤5.00	98.50	≤5.00	≤5.00	≤5.00	97.00	≤5.00	≤5.00	≤5.00
A	21.46	44.53	29.96	≤5.00	19.96	44.03	31.71	≤5.00	18.46	43.53	33.46	≤5.00
B	55.75	38.10	6.14	≤5.00	54.25	37.60	7.89	≤5.00	52.75	37.10	9.64	≤5.00
H	58.18	36.65	5.17	≤5.00	56.68	36.15	6.92	≤5.00	55.18	35.65	8.67	≤5.00
NH	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2+	45.75	41.75	12.50	≤5.00	44.25	41.25	14.25	≤5.00	42.75	40.75	16.00	≤5.00
W	26.32	49.03	22.63	≤5.00	24.82	48.53	24.38	≤5.00	23.32	48.03	26.13	≤5.00

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

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



84. College and Career Readiness in Mathematics – Achievement Projections

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

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	*	*	≤5.00	≤5.00	68.28	29.72	≤5.00	≤5.00	66.78	29.22	≤5.00	≤5.00
M	*	*	≤5.00	≤5.00	68.01	29.99	≤5.00	≤5.00	66.51	29.49	≤5.00	≤5.00
F	*	*	≤5.00	≤5.00	68.51	29.49	≤5.00	≤5.00	67.01	28.99	≤5.00	≤5.00
NB	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
ED	*	*	≤5.00	≤5.00	70.88	27.12	≤5.00	≤5.00	69.38	26.62	≤5.00	≤5.00
EL	*	*	≤5.00	≤5.00	84.76	13.24	≤5.00	≤5.00	83.26	12.74	≤5.00	≤5.00
SE	*	*	≤5.00	≤5.00	81.22	16.78	≤5.00	≤5.00	79.72	16.28	≤5.00	≤5.00

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

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

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

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All	*	*	≤5.00	≤5.00	68.28	29.72	≤5.00	≤5.00	66.78	29.22	≤5.00	≤5.00
AI	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
A	*	*	≤5.00	≤5.00	59.03	38.97	≤5.00	≤5.00	57.53	38.47	≤5.00	≤5.00
B	*	*	≤5.00	≤5.00	72.71	25.29	≤5.00	≤5.00	71.21	24.79	≤5.00	≤5.00
H	*	*	≤5.00	≤5.00	71.12	26.88	≤5.00	≤5.00	69.62	26.38	≤5.00	≤5.00
NH	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
2+	*	*	≤5.00	≤5.00	69.17	28.83	≤5.00	≤5.00	67.67	28.33	≤5.00	≤5.00
W	*	*	≤5.00	≤5.00	56.16	41.84	≤5.00	≤5.00	54.66	41.34	≤5.00	≤5.00

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

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

Linked Artifacts:

Mathematics Training and Professional Development

85. Identifying Training Needs: Discuss the systems for identifying which employees need mathematics training and if it was completed, including existing staff, those new to the profession, and those new to the school system.



Examples may include:

- *Assessing when teachers new to the profession may have received the training through educator preparation programs*
- *Identifying training needs for staff when they are new to a position or assignment (e.g., moving from one grade level to another, new principals, etc.)*
- *Determining when teachers may have started a training series that was not completed for varying reasons; therefore, they require additional training opportunities (e.g., A teacher who begins a four-part training series on algebraic reasoning and goes on a leave of absence before it's completed)*

Systemwide opportunities are leveraged to support required training for the implementation of curricular resources, new teacher orientation, and capacity building for school-based math leadership. With the implementation of *Bridges in Mathematics*, all K-5 teachers are identified to participate in initial implementation training:

- Organizational Development in collaboration with Human Resources, identify new hires for New Educator Orientation and New Administrator orientation where they receive initial Bridges Implementation Training.
- All K-5 Mathematics teachers identified for initial unit/lesson planning professional development.
- Grade/course changers are identified in the spring prior to their new teaching assignment to participate in initial implementation training in both the spring and summer.
- As new staff are hired midyear, staff rely on school-based administrators to identify new teachers and “grade/course changers” in need of training.
- All Title I School-based Math Resource Teachers (TISMRT) are identified for required training to professional learning for mathematics coaching and support.

Linked Artifacts:

86. Types of Training Provided: List the type(s) of initial and ongoing mathematics training provided for different employee groups (general education teachers, special education teachers, principals, content specialists, and other relevant staff), including the total number of hours and time period for completion. Classify training as initial if it is intended to provide foundational knowledge and skills and ongoing if it's intended to increase knowledge and skills and support the implementation of the initial training.

Examples may include:

- *Core (Tier 1) mathematics instruction in grades Pre-K-3*
- *Intervention instruction in grades Pre-K-12 or grade bands (e.g., Pre-K-K, 1-3, 4-5, 6-8, 9-12)*
- *Topic specific (e.g., problem-solving, facilitating mathematical discourse, strategies for EL students, etc.)*



Employee Group	Grade Level(s)	Name of Training	Training Type (Initial or Ongoing)	Total Number of Hours	Time Period for Completion
Advanced 5 Teachers	5	IM Implementation Modules 1-4	Initial and ongoing	8 hours	1 Semester
K-5 Mathematics Teachers	K-5	Purposeful Unit/Lesson Planning with Bridges	Initial	1.5 hours	3 days
All teachers new to BCPS	K-5	NEO: Bridges Implementation training	Initial/Ongoing	85 min	1 day
Title I Math Resource Teachers	K-5	SBMRT Professional Learning	Ongoing	24 hours	9 months
Title I Specialists	K-12	Coaching & Support Model	Initial	3 hours	9 months
Title I Principals	K-12	Monitoring Effective Mathematics Teaching Practices	Initial	90 min	9 months
Assistant Principals	K-12	Assistant Principals Professional Development Series	Ongoing	9 hours	9 months
Principals	K-12	Principals Leadership Development Series	Ongoing	9 hours	9 months

Linked Artifacts:

[3.1.3.question 86.Elementary PD Plan](#)

87. Fidelity of Implementation: How does the school system assess participants’ mastery of the mathematics training content? Discuss how implementation is monitored and assessed, including how data is used to inform continued professional development.

Examples may include:

- *Developing a walkthrough tool reflective of the components aligned to the mathematics pedagogy that are taught during training to collect data on the use of those components*
- *Creating a process or using a specific protocol for identifying, collecting, and analyzing data at different levels of implementation (e.g., district, school, classroom)*
- *Use of surveys to assess teachers’ perceptions of training, implementation, and success with students*

Each professional learning opportunity is monitored for impact and revision. Based on the expected outcomes of each training and a working definition of fidelity of implementation, a monitoring plan is outlined to include a timeline for additional support. Attendance data directly inform whether the training modality is later modified to increase participation and completion (i.e., asynchronous modules/assignments). Participant survey data and fidelity checklists are also used to design new strands of learning to support the implementation of required training with fidelity. Direct observation of instruction, using walkthrough tools and feedback protocols, also provide data to inform additional needs for support (artifact 3.1.3.question 87.Look-For-Tool).



In partnership with Johns Hopkins University, BCPS conducted a systemwide audit of the implementation of the *Bridges in Mathematics* curriculum (artifact 3.1.3.question 87.Fidelity of Implementation). This audit specifically sought to gather teacher beliefs about the effectiveness of professional learning aligned to the implementation of the core curricular resources and additional needs and learning support to engage the resources with fidelity. Surveys were sent to all K-5 teachers, followed by focus groups and classroom observations to further lift the needs of teachers and building leaders with regard to mastering the curriculum.

Linked Artifacts:

[3.1.3.question 87.Look-For-Tool](#)

[3.1.3.question 87.Fidelity of Implementation](#)

88. Ongoing, Job-Embedded Professional Development: What types of ongoing, job-embedded professional development does the school system provide to support staff in the implementation of instructional practices aligned to effective math pedagogy?

Examples may include:

- *Daily lesson study and planning by grade level, department, or cross-curricular teams*
- *Regular peer coaching cycles, including observations, debriefs, and planning*
- *Support from content specialists such as model teaching, co-planning, and instructional coaching*

Professional learning (artifact 3.1.3.question 86.Elementary PD Plan) aligned to the implementation of instructional practices is situated in the effective use of research-based standards-aligned curricular resources, the *Standards for Mathematical Practice (SMP)*, and The Effective Mathematics Teaching Practices outlined by the National Council of Teachers of Mathematics (NCTM). These include:

- Bridges grade specific unit planning and preparation sessions (co-planning, session demonstration, modeling use of manipulatives)
- Effective Teaching Practices series (Posing purposeful questions, engaging students in high-quality discourse, using and connecting mathematical representations, and using and eliciting evidence of student thinking)
- Effective use of Bridges Work Place games (*SMPs*, modeling peer-to-peer conversations, eliciting student thinking)
- Planning for Problems and Investigations (session planning, content development)
- The Power of Problem Strings (session planning, content development)
- Using a Math forum to orchestrate whole class discourse
- Grade-Changers (standards internalization, content development)
- Bridges Rounds (job-embedded observation, debrief, and feedback)
- Elementary Math Leaders Meetings (coaching-cycles for effective planning, data literacy, instruction practices)

Linked Artifacts:

[3.1.3.question 86.Elementary PD Plan](#)



89. Organizational Structures and Support: How does the school system leverage talent, time, and resources to support ongoing, job-embedded professional development of staff responsible for math instruction and intervention?

Examples may include:

Identifying the most effective math teachers and increasing their impact beyond their individual classrooms through lesson planning, co-teaching, peer coaching, etc.

Changing the daily schedule to increase collaboration time for teachers during the school day

Hiring district math specialists and deploying them to campuses to model lessons, observe instruction, and coach teachers

Elementary school principals identify and hire exemplary teachers to serve as School-based Math Resource Teachers (SBMRT). The Office of Mathematics provides monthly training and capacity-building for all SBMRTs as they provide continuous support of mathematics instruction and intervention through one-on-one coaching, whole team unit/lesson planning, modeling, co-teaching, and co-planning. Nine school days are reserved/scheduled with both morning and afternoon sessions to provide flexible access for school-based math leaders to participate in this training.

Resource teachers in the Office of Mathematics provide on demand touch-point support to teacher teams through model-lessons, unit planning, and lesson planning to support the impactful implementation of the *Bridges in Mathematics* curriculum. As a job-embedded professional learning opportunity, teachers engage during time allocated for common team/grade-level planning, or during class periods for demonstration lessons. In instances where grade/course alike teachers do not have common planning, building leaders in collaboration with teachers provide an alternate schedule for the day to facilitate the professional learning opportunity.

The Office of Mathematics identifies exemplary math teachers and leaders to facilitate systemwide professional development and assist with curriculum writing. Professional learning for teacher facilitators and curriculum writers is held outside of the school day and supplemented by a stipend.

Linked Artifacts:

High-Quality, Content-Rich Instructional Materials for Mathematics

90. Process for Selecting Materials: Describe the process the school system uses to select instructional materials for mathematics, including who participates and the types of activities used.

Examples may include:

- *Use of committee structures*



- *Pilot programs*
- *Mechanisms for gathering stakeholder feedback*
- *Site visits to school systems implementing the materials being considered*

Board Policy 6002 (artifact 3.1.3.question 66.Board Policy 6002) and Superintendent's Rule 6002 (artifact 3.1.3.question 66.Superintendent's Rule 6002) drive the selection of materials in BCPS. The Office of Mathematics follows this guidance and includes the coordinator, supervisor and central office resource teachers, in conducting initial rubric-based reviews of all prospective vendors. The next phase of the selection process provides an opportunity for formal presentations to a group of stakeholders consisting of, teachers, administrators, other office leads, staff development teachers, school-based math resource teachers, math supervisor, coordinator, and director. Final selection includes a field test of the top 3 resources in multiple schools across the county. (artifact 3.2.1 Question 90.Curriculum Committee Evaluation Rubric).

Linked Artifacts:

[3.1.3.question 66.Board Policy 6002](#)

[3.1.3.question 66.Superintendent's Rule 6002](#)

[3.2.1 Question 90.Curriculum Committee Evaluation Rubric](#)

91. High-Quality and Content-Rich: Discuss how the school system determines if materials are high-quality and content-rich. The Blueprint for Maryland's Future requires that curriculum aligns to the CCR standard. The Maryland State Department of Education utilizes Ed Reports as a primary source in assessing the quality of instructional materials so it should be included in the response. Additionally, the selection of materials for other content areas such as science and social studies may also be included if that is a consideration in leveraging those subjects to build student knowledge while reinforcing math skills through cross-curricular connections.

The strategic selection of *Bridges in Mathematics* as the core curricular resource for K-5, ensures alignment to both the grade-level content standards, and the *Standards for Mathematical Practice*. As reported by *EdReports*, *Bridges in Mathematics* meets the expectation for both alignment and usability which includes planning support for teachers, assessment, differentiation, and technology across K-5.

Number Corner, *Bridges in Mathematics*, and Bridges Intervention taken together provide a content-rich focus on mathematics preparation that includes a focus on conceptual understanding, procedural skill and fluency, and application. The Board Policy and Rule 6002 as referenced in question 90 (artifact 3.1.3.question 66.Board Policy 6002 and 3.1.3.question 66.Superintendent's Rule 6002) and a visual of the selection of instructional materials (artifact 3.1.3.question 91.Selection of Instructional Materials) are available for additional information.

Linked Artifacts:

[3.1.3.question 66.Board Policy 6002](#)

[3.1.3.question 66.Superintendent's Rule 6002](#)

[3.1.3.question 91.Selection of Instructional Materials](#)



92. Culturally Responsive: During the selection process, how does the school system assess and select materials that are culturally responsive? In instances where materials are high-quality but not culturally responsive, how does the school system supplement materials to ensure that they meet the cultural needs of the students?

As outlined above, Rule 6002 includes language requiring staff to select instructional materials for systemwide use that are “Representative of the pluralistic nature and diversity of a global society; Free of bias, stereotype, discrimination, and prejudice; and Representative of different viewpoints and perspectives on controversial subjects;”. As a result, each of these criteria are included in the rubric used by content offices to evaluate instructional materials. In addition, the Department of Teaching and Learning Staff have participated in professional learning using the Culturally Responsive Scorecard published by NYU Steinhardt to review instructional materials for cultural responsiveness and to identify areas in need of revision or supplementation. Lastly, staff in the entire Department work collaboratively with the Department of Equity and Cultural Proficiency to design equity training for prospective curriculum writers hired each summer to develop curriculum resources to support published materials.

[Linked Artifacts:](#)

93. Supplemental and Intervention Materials (Tiers 2 and 3 of Instruction): What additional considerations or steps are added to the materials selection process when selecting supplemental and intervention materials for use in tiers 2 and 3?

The Office of Mathematics has spent the last three years focused on the selection, adoption and implementation of High-Quality Instructional Materials to support evidence-based instruction in Tier 1 in K-9, Algebra I, II and Geometry. In addition, staff in the Office of Mathematics have revised Math Assistance course frameworks to provide targeted support for students in need of Tier 2 and Tier 3. Moving forward, staff in the Office of Mathematics are working collaboratively with staff in the Department of Special Education to identify supplemental and intervention materials for use in tiers 2 and 3. Currently, elementary schools have the Bridges Intervention kits to support Tier 2, but additional work is needed to identify high-quality, evidence-based resources to support Tier 2 and 3 instruction and intervention.

[Linked Artifacts:](#)



94. HQIM – Mathematics: Adoption Projections

Identify the high-quality, content-rich, and culturally responsive instructional materials adopted and used for Math at each grade level (Pre-K-12) and tier of instruction. If a particular material is under review or not yet identified, indicate its status.

Title	Publisher	Grade Level(s)	Instructional Tier(s)	Status (adopted and implementing, under review, piloting)
PreK Math	Houghton Mifflin	PreK	Tier 1	adopted
Connect 4 Learning	Kaplan Early Learning Company	PreK	Tier 1	under review
Number Corner	The Math Learning Center	K-5	Tier 1 & 2	adopted
Bridges in Mathematics	The Math Learning Center	K-5	Tier 1 & 2	adopted
Bridges Intervention Kits	The Math Learning Center	K-5	Tier 2 & 3	adopted
Illustrative Mathematics	Kendall Hunt	5	Tier 1	adopted
IM Consumable/non-consumable kits	Kendall Hunt	5	Tier 1	adopted

Linked Artifacts:



95. Materials-Specific Professional Development and Support: What professional development and support does the school system provide to ensure the effective use of instructional materials? Discuss activities to support the implementation of newly adopted materials as well as those designed to leverage materials during instruction over time.

All teachers K-5 (and math teachers grades 4-5 where buildings are departmentalized) participate in *Bridges in Mathematics* implementation training. This training is offered at the beginning of each school year during the mandatory Professional Study Day (PSD), and at New Educator Training (NEO) held in the fall.

The adoption of Illustrative Mathematics for secondary schools is also extended to students in grade 5 who participate in Advanced Academics programs. Advanced 5 teachers also participate in required Implementation modules for Illustrative Mathematics. These implementation modules are also available as synchronous opportunities through videos housed on the systems learning management platform Schoology.

As an ongoing system of support for both *Bridges in Mathematics* (K-5) and Illustrative Mathematics (Adv. 5 – Algebra 1) unit planning/lesson internalization, year at a glance, scope and sequence, and other guidance documents (artifact 3.1.3.question 95.Bridges Unit Module Planning, 3.1.3.question 95.Grade 3 Year at a Glance, 3.1.3.question 95.Number Corner Planning, 3.1.3.question 95.Unit Planning Protocol) are provided for referencing throughout the year. Additional professional learning to help teachers master the curriculum include mini modules demonstrating components of a Bridges session, planning and preparation series, and Grade Changers Content Development sessions to support collaborative practice of the mathematics, and instructional strategies outlined in the curriculum.

Linked Artifacts:

[3.1.3.question 95.Bridges Unit Module Planning](#)

[3.1.3.question 95.Grade 3 Year at a Glance](#)

[3.1.3.question 95.Number Corner Planning](#)

[3.1.3.question 95.Unit Planning Protocol](#)

Pillar 3, Objective 2 (Math): Keep students on track to meet CCR

3.2.1 (Math): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade

Progress Monitoring in Math

96. Systems and Structures for Progress Monitoring: Describe the systems and structures the school system has put into place to ensure rigorous monitoring of student progress in mathematics at each grade level.



Examples may include:

- *How the instructional schedule is developed to support teacher planning and collaboration in response to student math data*
- *A specific model or framework for analyzing math data, facilitating a professional learning community, etc.*
- *Creating schedules for ongoing assessment and tracking of student progress throughout the school year*
- *Professional development opportunities to support teachers and administrators in implementing effective progress monitoring*

Across K-5, the system encourages common planning time for grade-level teams to provide opportunities for collaborative inquiry using data. Office of Mathematics staff incorporate Bridges Unit Screeners as a diagnostic tool to anticipate specific modules and sessions within the curriculum where students will need intervention. Formative check points and work samples within each unit of study capture ongoing data to inform instructional decisions toward tiered interventions. Cumulative analysis of unit progress housed in the system assessment platform (Performance Matters) Curriculum-based assessments at the end of each unit.

Progress monitoring assessments housed in the intervention resource provide additional data points that can be used to recommend deeper levels of support or exit students from engagement with intervention strategies.

Professional development for school leaders, and site-based math leadership provide guidance and protocols for using data to monitor student progress and plan for reengagement.

Linked Artifacts:

97. Assessments: List the assessments administered to students and their purpose in progress monitoring, including the use of universal screeners.

Grade Level(s)	Assessment	Type (diagnostic, formative, summative)	Frequency of Administration	Purpose
Grades 3 - 8	MAP Growth	Diagnostic	3 times per year	Monitor student growth and identify opportunities for acceleration and support
Grades K - 5	Unit Screeners	Formative	7 times per year (once per unit)	Diagnostic assessments intended to help teachers differentiate instruction based on prerequisites.
Grades K - 5	Number Corner Check-Ups	Formative	5 times per year (1 baseline and 4 checkups)	Progress monitoring towards mastery of NC standards



Grades K - 5	Curriculum-Based Assessments (CBA's)	Summative	7 times per year (once per unit)	Monitor student progress toward mastery at the culmination of each curricular unit.
Grades 6 - 12	ESOL Mathematics Placement Assessment	Diagnostic/ Placement	One-time administration upon registration	To align appropriate mathematics supports based on student need (interrupted education, English Language proficiency, math proficiency)

Linked Artifacts:
[3.2.1.question 97.G4 Unit Screener](#)
[3.2.1.question 97.Unit Screener Implementation Guide](#)

98. Measures of Success: Describe the measures of success the school system utilizes to identify students in need of support and intervention in mathematics to meet the college and career readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

Examples may include:

- *Kindergarten Readiness Assessment (KRA) and math proficiency on MCAP by the end of 3rd grade*
- *Early warning indicators such as attendance, behavior, and course completion in middle school*
- *Freshmen on-track indicator, cumulative 9th and 10th grade GPA, core subjects GPA, attainment of credits in core content courses, attainment of credits in career and technical education (CTE) courses, or a combination together with assessment scores, attendance, or other behavioral metrics*

Measure	Rationale	Grade Level(s)
Early Learning Assessment (ELA)	Identify readiness for kindergarten Fall <ul style="list-style-type: none"> • Level 1 or below=approximately 3 years of age Winter <ul style="list-style-type: none"> • Level 1 or below=approximately 3 years of age • Level 2/3=progress toward kindergarten entry Spring <ul style="list-style-type: none"> • Level 1 or below=approximately 3 years of age • Level 2/3=progress toward kindergarten entry 	Pre-K



Kinder Readiness Assessment (KRA)	Identify level of math proficiency at onset of kindergarten	K-2
Maryland Comprehensive Assessment Program (MCAP)	Identify level of math proficiency by the end of each grade 3-5 (Beginning and Developing Learner)	3-5
Curriculum-Based Assessments	Identify need for learning acceleration and in-time tiered intervention (59% proficiency or below)	K-5
MAP Math	Identify focus areas based on whole group and individual achievement (Below 61 st percentile)	3-8

Linked Artifacts:

Intervention in Mathematics

[Blueprint Requirement \(MD Code, Educ §5-226\)](#)

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

99. Tier 2 and 3 Intervention: Describe the school system’s targeted, evidence-based model for Tier 2 and Tier 3 instruction in math. Include the following:

- The correlation between how students are identified during progress monitoring and the type of intervention the school system provides
- The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher
- How it’s determined that a student no longer requires intervention
- The method(s) for evaluating the effectiveness of interventions

Responses should be organized by level (elementary, middle, high).

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



The Bridges Intervention materials incorporate a data-based system to identify the needs of students and provide additional opportunities and greater levels of support toward content mastery (artifact 3.2.1.question 99.Bridges Model for Tiered Instruction).

For tier 2 intervention initial placement assessments within the intervention resource identify students who will receive additional support. Intervention activities are aligned to a specific skill addressing multiple standards within that skill. Each activity includes warm-ups, hands on activities, and student practice using the Concrete-pictorial-abstract CPA model. Every 5th session in an intervention module includes additional progress monitoring via student interviews and performance tasks where students can demonstrate understanding toward grade level proficiency without further intervention. Note: students may be moved fluidly in and out of intervention services within units of study.

For tier 3 intervention students may participate in Functional Academic Learning Support (FALS), Communication and Learning Support (CALs), and Social Emotional Learning Support (SELS) programs. Students identified for this level of support receive a combination of skill, practice, and exposure to broader mathematical concepts through Number Corner workouts. Additional interaction with Bridges Intervention as described for tier 2 provide continuous engagement with grade-level content and practice standards.

Linked Artifacts:

[3.2.1.question 99.Bridges Model for Tiered Instruction](#)

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

The requirement for this plan was to report elementary grades PreK-5. This information will be added in the next plan, as requested.

Linked Artifacts:

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

The requirement for this plan was to report elementary grades PreK-5. This information will be added in the next plan, as requested.

Linked Artifacts:

100. Structures and Support for Intervention: How does the school system support teachers in their implementation of intervention at Tiers 2 and 3 so that every student receives math instruction that is responsive to their individual needs as determined through data collected during progress monitoring?

Considerations should include, but are not limited to, the following:

- A framework for intervention that includes evidence-based, high-yield strategies



- Staffing such as campus-based instructional coaches, intervention teachers, etc.
- Strategic use of specific funding such as the Transitional Supplemental Instruction Aid for struggling learners in K-3
- Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

The Department of Special Education provides professional learning in Universal Design for Learning and Specially Designed Instruction to best meet the needs of students with complex learning needs. Teachers are encouraged to be responsive in their practices based on student performance on formative and summative assessment measures and implement intervention based on identified areas of need.

School leadership periodically review the master schedule to ensure that multiple opportunities for differentiated supports are provided and adjusted as needed throughout the year. This may include the addition of push in support by Special Educators to support differentiated small groups. Paraeducators and additional instructional staff may also be used for regrouping based on formative assessment data gathered throughout the course of the year. School leaders may more specifically staff Additional Adult Assistants at the Kindergarten level.

Linked Artifacts:

101. High-Quality School Day Tutoring: How does the school system leverage time, partnerships, and resources to support the implementation of the high-leverage strategy, high-quality school day tutoring, to accelerate instruction in mathematics? How does it evaluate the effectiveness of this intervention?

To support students in Math 6 with mastering grade-level standards toward accessing Algebra 1 by Grade 8, the Office of Mathematics facilitates a high-quality tutoring program that incorporates the use of a blended learning framework with tiered and focused instructional routines. In partnership with Carnegie Learning this program centers around mending students' identification with the domain of mathematics through the development of productive habits of mind as outlined by the *Standards for Mathematical Practice* all while attending to student achievement towards academic mastery.

What this looks like: Participating schools enroll students in Grade 6 Math Assistance using assessment data from the previous grade (NWEA MAP assessment and BCPS Curriculum-based assessments). Two tutors are assigned for every 25 students. For example, a school with 100 students enrolled in Grade 6 Math Assistance would incorporate 8 tutors for this high-quality school day tutoring activity. All classes then convene at the same time AND in the same space where the 100 students, 4 teachers of record, and 8 tutors engage in 12 domain focused rigor-rotations (called STUDIE Labs) guided by data and differentiation weekly (grouping is fluid and data-based). Each STUDIE Lab develops one or more of the Standards for Mathematical Practice through the content engagement. Students receive weekly formative assessments and disposition surveys to monitor both their content mastery and mathematics self-efficacy.

Incorporating high-quality school day tutoring as an intervention strategy allows for purposeful reengagement during the math assistance block. Schools implementing this strategy use innovative scheduling, high-dose tutoring, and domain focused rigor-rotation groups guided by



data and differentiation weekly (grouping is fluid and data-based). Each session develops one or more of the *Standards for Mathematical Practice* through prerequisite and on-level standards engagement.

Linked Artifacts:

102. Transitional Supplemental Instruction Aid: Use the table below to describe how the LEA has used and will continue to use the Transitional Supplemental Instruction Aid to support K-3 students in math, beginning with the 2019-2020 school year, and include how the impact of the funding has been measured.

School Year	Activity How were the funds used?	Impact What was the result?	Evaluation How was the result determined?
2019-2020	Transitional Supplemental Instruction Aid was used to fund 6.5 math resource teacher positions across nine schools. These resource positions provided small group responsive instruction in math for students in K-3	Students in need of additional support were provided the opportunity to receive targeted small group instruction or 1:1 tutoring based on formative and summative data detailing identified needs.	Survey data; curriculum based assessment data; MAP math
2020-2021	Transitional Supplemental Instruction Aid continued to be used to fund 6.5 additional math resource teacher positions across nine schools. These individuals provided small group responsive instruction and supported learning acceleration for students disproportionately impacted by school closures. These services were provided in virtual and/or face-to-face settings based on the hybrid instructional model	Students identified as needing additional support were able to receive targeted, responsive small group instruction or individual tutoring support for math. Further, these additional positions were able to support individual students as needed to provide opportunities for tutoring due to COVID exclusion or as supplemental tutoring during the school day.	Teacher survey data, curriculum based assessments
2021-2022	Transitional Supplemental Instruction Aid continued to be used to fund 6.5 additional math resource teacher positions across nine schools. These individuals provided small group responsive instruction and supported learning acceleration for students disproportionately impacted by school closures.	Students identified as needing additional support were able to receive targeted, responsive small group instruction or individual tutoring support for math. Further, these additional positions were able to support individual students as needed to provide opportunities for tutoring due to COVID exclusion or as supplemental tutoring during the school day.	Teacher survey data, curriculum-based assessments, MAP data
2022-2023	Transitional Supplemental Instruction Aid funds continued to be used to fund the 6.5 additional math resource teacher positions. This year funds were also used to fund and additional 18 math and reading resource teacher positions in high-needs schools	Students in grades K-3 needing additional support with mathematics received small group, responsive instruction aligned to fill gaps in prerequisite skills and provide opportunities for acceleration.	Teacher survey data, curriculum-based assessments, MAP data

Linked Artifacts:



103. Underserved Student Groups: Describe how the school system eliminates barriers and meets the needs of students who have been underserved. Consider the learning loss caused by the pandemic for specific student groups as well as groups who have been historically underserved. How will the school system minimize or prevent students from continuing to be underserved?

Elevation Strategies are available to all teachers in supporting English Learners with mathematics. Modules provide 1-hour asynchronous opportunity to engage in high-level professional learning grounded in research that directly supports the needs of English Learners with and Supporting Newcomers, Developing Academic Language, and Accessing Language.

Collections house grade-level specific activities aligned to the content standard activities provide specific engagement cross-curricular engagement to help address language functions and make content more accessible to English Learners.

ESOL (English for Speakers of Other Languages) Mathematics sections and schools with high EL populations offer ESOL mathematics designed to support EIs with limited formal schooling or interrupted education. Staff also recommend that Algebra 1 sections with EIs employ a co-teaching model where possible to include a certified ESOL teacher and a certified Math teacher.

Additionally, school clusters and feeder patterns work together during internal and external articulation settings to ensure students are identified for the appropriate level of challenge and supports. This includes eliminating gates that limit access to support and acceleration opportunities for students.

In BCPS multiple data points have identified students receiving special education services, English Learners, Black, and Latinx students as historically underserved in comparison to White, Asian, and students not identified to receive a service. Working through school-based leadership we focus on the impact of adult beliefs on students' learning experiences.

Based on achievement data and course enrollment trends, cluster-based feeder pattern Professional Learning Communities (PLCs) were developed to engage a problem of practice around equity and access within feeder community. Each professional learning community consists of all the elementary, middle, and high school principals within the feeder pattern, and is led by the Department of Equity and Cultural Proficiency in partnership with the Executive Directors of Schools and the Office of Mathematics. Through the work of this targeted learning community, principals gather anecdotal and observational data and participate in collective inquiry about instructional practices rooted in racial or gender biases that incite differential experiences for underserved groups in mathematics classes. Strategies and effective practices that interrupt bias and provide meaningful instruction are lifted to incite next steps and professional learning for teachers. Specific areas for improvement include:

- using high-level questioning to position students as knowledge contributors.
- engaging all students in classroom discourse to elicit their thinking.
- using standards-aligned tasks to provide entry points for conceptual understanding.
- building relationships with students that promote cultural responsiveness.

The goal of the Equity PLC work is to increase efficacy for Black and Latinx students in mathematics, incite their productive struggle, and ultimately increase their experiences with success.

Linked Artifacts:



104. Leveraging the Concentration of Poverty Grant in Intervention: Districts receiving the Concentration of Poverty Grant must discuss how they utilize the grant resources to support acceleration and intervention efforts for underserved students in math. Include how the school system evaluates the effectiveness of its efforts.

The Concentration of Poverty grant funding is utilized based on the completion of the needs assessment and development of an implementation plan. When acceleration and intervention efforts are identified as a priority need using Concentration of Poverty funding, additional out of school time enrichment opportunities are implemented with community partners and vendors. As each program is designed to address the priority needs of each individual school and community, the effectiveness measure is identified based on each school's program.

Linked Artifacts:

105. Family Engagement in Learning: What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are identified for intervention in mathematics? Discuss how parents/guardians are notified and included in the development and implementation of individual student's learning plans.

The Office of Family & Community Engagement (FACE) provides assistance to families, school staff, and community organizations in promoting student achievement and success. According to the BCPS strategic plan, the *Compass: Our Pathway to Excellence*, our focus is to "communicate, engage, and partner with our families and communities."

BCPS develops and disseminates materials to support and promote family engagement. Resources are also available on the Parentmobile, a community outreach vehicle, and Parent University, a website for family resources. BCPS provides learning opportunities and resources to support families who guide the learning of their children and learners who want to acquire skills to assist their children better, including a video library of homework help videos and resources specific to the new elementary math curricular series.

BCPS staff organize workshops, events for families and professional learning opportunities for school staff. The professional learning includes an MSDE course on family engagement. Research findings from the U.S. Department of Education states that "families most value the relationship with school staff particularly their child's teacher". For this reason, many resources, including translated resources, are on an internal SharePoint site for teachers to download and share with families.

In partnership with BCPS TV the Office of Mathematics engages families to promote their children's academic success through "Math Homework Helpers Shorts". These vignettes include short math lessons aligned to the *Bridges in Mathematics* curriculum, and specifically outline strategies for kids and parents that can be used to support practice at home in K-5. New videos are released weekly every other month. Families can access this resource though YouTube, Vimeo, and on BCPS-TV Channels Fios 34/Comcast 73. Additionally, the "Math Homework Helpers" live show airs every other month after the airings of a full unit of the "shorts". Students and families are encouraged to call in to get live, on-air help with their math questions during the show. Students can also submit questions live via the chat box on YouTube.



Many schools throughout the county have math committees that plan and organize community math nights to support, collaborate, and enhance the family engagement around elementary mathematics. These events range from highlighting content and strategies from the common core, to playing and showcasing math games and Work Places that are being taught and utilized in classrooms across the county.

When students need intervention in mathematics, school teams identify appropriate tiered supports to meet their diverse learning needs. Parents receive updates on student performance through teacher communication, parent conferences, report cards etc. As appropriate, schools may use the Student Support Team (SST) or IEP team process, in partnership with the family, to develop formal plans for both intervention or specially designed instruction to address student learning needs.

Linked Artifacts:



Pillar 3, Objective 2: Keep students on track to meet CCR



106. College and Career Readiness Projections

Use the following tables to indicate the number of current and projected students who will meet the interim standard for college and career readiness (CCR) in English, math, or both by the end of 10th grade, 11th grade, and 12th grade. To be considered ready for college and career, students must meet the interim standard for both English and math. Disaggregate the information by gender, socioeconomic status, race/ethnicity, and service group.

Table 1: 10th Grade Students Meeting the Interim Standard for College and Career Readiness Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	3,544	1,136	1,046	4,410	1,449	1,342	4,044	1,358	1,265
All Students (Percentage)	42.96	13.77	12.68	44.96	14.77	13.68	46.96	15.77	14.68
% Female	50.50	13.92	13.23	52.50	14.92	14.23	54.50	15.92	15.23
% Male	35.63	13.63	12.14	37.63	14.63	13.14	39.63	15.63	14.14
% Nonbinary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Economically Disadvantaged	25.63	≤5.00	≤5.00	27.63	≤5.00	≤5.00	29.63	5.21	≤5.00
% American Indian/Alaska Native	31.25	6.25	6.25	33.25	7.25	7.25	35.25	8.25	8.25
% Asian	68.46	31.36	29.93	70.46	32.36	30.93	72.46	33.36	31.93
% Black/African American	31.46	≤5.00	≤5.00	33.46	5.82	5.39	35.46	6.82	6.39
% Hispanic/Latino	28.09	≤5.00	≤5.00	30.09	5.15	≤5.00	32.09	6.15	5.89
% Native Hawaiian/Pacific Islander	42.86	14.29	14.29	44.86	15.29	15.29	46.86	16.29	16.29
% Two or More	45.45	14.77	13.64	47.45	15.77	14.64	49.45	16.77	15.64
% White	58.53	25.63	23.41	60.53	26.63	24.41	62.53	27.63	25.41
% English Learner	5.02	≤5.00	≤5.00	7.02	≤5.00	≤5.00	9.02	≤5.00	≤5.00
% Special Education	6.56	≤5.00	≤5.00	8.56	≤5.00	≤5.00	10.56	≤5.00	≤5.00

Linked Artifacts:



106. College and Career Readiness Projections

Table 2: 11th Grade Students Meeting the Interim Standard for College and Career Readiness Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	3,506	2,236	1,882	4,314	2,726	2,310	4,878	3,056	2,604
All Students (Percentage)	45.73	29.16	24.55	47.73	30.16	25.55	49.73	31.16	26.55
% Female	50.23	30.09	26.17	52.23	31.09	27.17	54.23	32.09	28.17
% Male	41.14	28.22	22.9	43.14	29.22	23.90	45.14	30.22	24.90
% Nonbinary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Economically Disadvantaged	28.66	10.00	7.67	30.66	11.00	8.67	32.66	12.00	9.67
% American Indian/Alaska Native	57.58	18.18	15.15	59.58	19.18	16.15	61.58	20.18	17.15
% Asian	65.01	55.75	48.71	67.01	56.75	49.71	69.01	57.75	50.71
% Black/African American	36.36	14.27	11.75	38.36	15.27	12.75	40.36	16.27	13.75
% Hispanic/Latino	28.00	13.83	11.77	30.00	14.83	12.77	32.00	15.83	13.77
% Native Hawaiian/Pacific Islander	42.86	35.71	21.43	44.86	36.71	22.43	46.86	37.71	23.43
% Two or More	48.01	30.89	26.61	50.01	31.89	27.61	52.01	32.89	28.61
% White	58.10	46.04	38.60	60.10	47.04	39.60	62.10	48.04	40.60
% English Learner	5.19	≤5.00	≤5.00	7.19	≤5.00	≤5.00	9.19	≤5.00	≤5.00
% Special Education	9.74	≤5.00	≤5.00	11.74	≤5.00	≤5.00	13.74	≤5.00	≤5.00

Table 3: 12th Grade Students Meeting the Interim Standard for College and Career Readiness Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)	149	2,212	35	3,506	2,236	1,882	4,314	2,726	2,310
All Students (Percentage)	≤5.00	27.50	≤5.00	45.73	29.16	24.55	47.73	30.16	25.55
% Female	≤5.00	28.21	≤5.00	50.23	30.09	26.17	52.23	31.09	27.17
% Male	≤5.00	26.81	≤5.00	41.14	28.22	22.90	43.14	29.22	23.90
% Nonbinary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Economically Disadvantaged	≤5.00	8.86	≤5.00	28.66	10.00	7.67	30.66	11.00	8.67
% American Indian/Alaska Native	≤5.00	12.50	≤5.00	57.58	18.18	15.15	59.58	19.18	16.15
% Asian	≤5.00	55.33	≤5.00	65.01	55.75	48.71	67.01	56.75	49.71
% Black/African American	≤5.00	12.90	≤5.00	36.36	14.27	11.75	38.36	15.27	12.75
% Hispanic/Latino	≤5.00	11.69	≤5.00	28.00	13.83	11.77	30.00	14.83	12.77
% Native Hawaiian/Pacific Islander	n/a	n/a	n/a	42.86	35.71	21.43	44.86	36.71	22.43
% Two or More	≤5.00	30.46	≤5.00	48.01	30.89	26.61	50.01	31.89	27.61
% White	≤5.00	44.95	≤5.00	58.10	46.04	38.60	60.10	47.04	39.60
% English Learner	≤5.00	≤5.00	≤5.00	5.19	≤5.00	≤5.00	7.19	≤5.00	≤5.00
% Special Education	≤5.00	≤5.00	≤5.00	9.74	≤5.00	≤5.00	11.74	≤5.00	≤5.00

Linked Artifacts:



3.2.3: LEAs shall create and implement a 9th grade student tracker system to measure progress toward on-time graduation and report data annually to MSDE



107. Freshmen on Track Projections

A freshman who is on track to graduate:

- Earns at least five credits at the end of the 9th grade year,
- Fails no more than one semester of a core course, and
- Attends school more than 90% of the time.¹

Using these criteria, indicate in the table below the current and projected number of students who are on or off track to graduate. In tables two through four, provide current and projected numbers for each of the on-track criteria individually. All tables should disaggregate the information by gender, socioeconomic status, race/ethnicity, and service group.

Note: This data does not take the place of previous submissions related to 9th graders on track to graduate as individual LEAs may have used locally established criteria.

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

On/Off Track to Graduate	2021-2022		2022-2023		2023-2024	
	On	Off	On	Off	On	Off
All Students (Number)	5442	4360	4954	3658	4806	3268
All Students (Percentage)	55.52	44.48	57.52	42.48	59.52	40.48
% Female	58.07	41.93	60.07	39.93	62.07	37.93
% Male	53.12	46.88	55.12	44.88	57.12	42.88
% Nonbinary	n/a	n/a	n/a	n/a	n/a	n/a
% Economically Disadvantaged	34.75	65.25	36.75	63.25	38.75	61.25
% American Indian/Alaska Native	39.39	60.61	41.39	58.61	43.39	56.61
% Asian	80.84	19.16	82.84	17.16	84.84	15.16
% Black/African American	50.15	49.85	52.15	47.85	54.15	45.85
% Hispanic/Latino	40.41	59.59	42.41	57.59	44.41	55.59
% Native Hawaiian/Pacific Islander	70.59	29.41	72.59	27.41	74.59	25.41
% Two or More	48.86	51.14	50.86	49.14	52.86	47.14
% White	67.73	32.27	69.73	30.27	71.73	28.27
% English Learner	39.85	60.15	41.85	58.15	43.85	56.15
% Special Education	39.28	60.72	41.28	58.72	43.28	56.72

¹The On-Track Indicator as a Predictor of High School Graduation. Elaine M. Allensworth. Consortium on Chicago School Research at the University of Chicago. 2005. <https://consortium.uchicago.edu/sites/default/files/2018-10/p78.pdf>



107. Freshmen on Track Projections

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

Number of Credits	2021-2022			2022-2023			2023-2024		
	0-4	5	6+	0-4	5	6+	0-4	5	6+
All Students (Number)	1,291	427	8,084	1,048	290	7,274	902	191	6,981
All Students (Percentage)	13.17	≤5.00	82.47	12.17	≤5.00	84.47	11.17	≤5.00	86.47
% Female	10.26	≤5.00	85.81	9.26	≤5.00	87.81	8.26	≤5.00	89.81
% Male	15.95	≤5.00	79.31	14.95	≤5.00	81.31	13.95	≤5.00	83.31
% Nonbinary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Economically Disadvantaged	21.19	6.74	72.07	20.19	5.74	74.07	19.19	≤5.00	76.07
% American Indian/Alaska Native	12.12	≤5.00	84.85	11.12	≤5.00	86.85	10.12	≤5.00	88.85
% Asian	≤5.00	≤5.00	94.73	≤5.00	≤5.00	96.73	≤5.00	≤5.00	98.73
% Black/African American	14.72	≤5.00	80.38	13.72	≤5.00	82.38	12.72	≤5.00	84.38
% Hispanic/Latino	19.42	7.25	73.32	18.42	6.25	75.32	17.42	5.25	77.32
% Native Hawaiian/Pacific Islander	5.88	≤5.00	94.12	≤5.00	≤5.00	96.12	≤5.00	≤5.00	98.12
% Two or More	15.53	5.25	79.22	14.53	≤5.00	81.22	13.53	≤5.00	83.22
% White	8.89	≤5.00	88.58	7.89	≤5.00	90.58	6.89	≤5.00	92.58
% English Learner	21.47	6.92	71.61	20.47	5.92	73.61	19.47	≤5.00	75.61
% Special Education	24.89	5.97	69.13	23.89	≤5.00	71.13	22.89	≤5.00	73.13

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

Number of Courses	2021-2022			2022-2023			2023-2024		
	2+	1	0	2+	1	0	2+	1	0
All Students (Number)	1,313	844	7,645	1,068	656	6,888	921	534	6,620
All Students (Percentage)	13.40	8.61	77.99	12.40	7.61	79.99	11.40	6.61	81.99
% Female	11.24	7.69	81.06	10.24	6.69	83.06	9.24	5.69	85.06
% Male	15.43	9.49	75.08	14.43	8.49	77.08	13.43	7.49	79.08
% Nonbinary	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
% Economically Disadvantaged	21.73	11.71	66.56	20.73	10.71	68.56	19.73	9.71	70.56
% American Indian/Alaska Native	21.21	12.12	66.67	20.21	11.12	68.67	19.21	10.12	70.67
% Asian	≤5.00	≤5.00	93.15	≤5.00	≤5.00	95.15	≤5.00	≤5.00	97.15
% Black/African American	15.59	10.03	74.38	14.59	9.03	76.38	13.59	8.03	78.38
% Hispanic/Latino	18.41	11.75	69.84	17.41	10.75	71.84	16.41	9.75	73.84
% Native Hawaiian/Pacific Islander	5.88	5.88	88.24	≤5.00	≤5.00	90.24	≤5.00	≤5.00	92.24
% Two or More	17.58	7.53	74.89	16.58	6.53	76.89	15.58	5.53	78.89
% White	8.89	5.88	85.23	7.89	≤5.00	87.23	6.89	≤5.00	89.23
% English Learner	15.1	10.74	74.16	14.1	9.74	76.16	13.1	8.74	78.16
% Special Education	17.91	10.09	71.99	16.91	9.09	73.99	15.91	8.09	75.99



107. Freshmen on Track Projections

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

Attendance Rate	2021-2022		2022-2023		2023-2024	
	≤ 90%	91%+	≤ 90%	91%+	≤ 90%	91%+
All Students (Number)	3,580	6,222	3,059	5,553	2,787	5,287
All Students (Percentage)	36.52	63.48	35.52	64.48	34.52	65.48
% Female	35.94	64.06	34.94	65.06	33.94	66.06
% Male	37.07	62.93	36.07	63.93	35.07	64.93
% Nonbinary	n/a	n/a	n/a	n/a	n/a	n/a
% Economically Disadvantaged	56.33	43.67	55.33	44.67	54.33	45.67
% American Indian/Alaska Native	42.42	57.58	41.42	58.58	40.42	59.58
% Asian	14.41	85.59	13.41	86.59	12.41	87.59
% Black/African American	40.80	59.20	39.80	60.20	38.80	61.20
% Hispanic/Latino	47.00	53.00	46.00	54.00	45.00	55.00
% Native Hawaiian/Pacific Islander	29.41	70.59	28.41	71.59	27.41	72.59
% Two or More	45.66	54.34	44.66	55.34	43.66	56.34
% White	27.54	72.46	26.54	73.46	25.54	74.46
% English Learner	48.95	51.05	47.95	52.05	46.95	53.05
% Special Education	50.13	49.97	49.13	50.97	48.13	51.97

Linked Artifacts:

108. Freshmen on Track to Graduate: Discuss the LEA's plans to ensure all freshmen are on track to graduate. Discuss related challenges and the strategies the LEA will leverage to increase the number of freshmen who are on track to graduate.

BCPS has developed an internal data dashboard using *Microsoft Power BI* to identify students in Grade 9 and track their progress throughout the year. This dashboard allows schools and their leadership teams to monitor credits earned towards graduation over time, as well as daily attendance and grades with a one-day lag for all students. Through the dashboard, school leadership teams can “drill-through” to access detailed information about classes and days absent. School leadership teams share these data with their Grade 9 teams on a regularly scheduled basis to inform allocation of resources and to monitor interventions to keep identified students on track for graduation. This same process is utilized for every student in each of the cohorts through graduation. Graduation monitoring meetings for cohorts are attended by system leadership and school teams working side by side to proactively devise and monitor interventions to ensure identified students get back and stay on track to graduate. As part of this process, schools are required to submit a monthly monitoring tool reporting their progress including projected graduation rates for all cohorts.



Linked Artifacts:

Pillar 3, Objective 3: Implement CCR pathways

3.3.1: LEAs provide a CCR support pathway that allows all students who are not CCR by the end of 10th grade to graduate high school CCR

[\(Blueprint Requirement \(MD Code, Educ §7-205.1\)\)](#)

Intervention Programming and Support

109. Services and Support: Describe the individualized services, support, and instruction the school system will provide students who did not meet the CCR standard on time, including culturally responsive lessons, project-based and problem-based pedagogy, and/or varied instructional timing.

Examples may include:

- *Developing CCR support courses in English language arts and mathematics that students are concurrently enrolled in while taking grade level, credit-bearing courses*
- *Instituting a CCR support tutoring program embedded in the school day or through an extended day model*
- *Leveraging elective courses to reinforce CCR skills*

An extended day was adopted by BCPS in school year 2021-22 and will continue next school year. The extra 15 minutes are used to ensure students have time to engage in the five phases of focused note-taking – a research-based approach to increasing retention of content knowledge. BCPS will continue to leverage with AVID Center to provide professional learning to teachers on how to ensure their instruction is culturally relevant.

Students who do not meet CCR standards on time may be enrolled in Effective Learning Habits for College and Career Readiness course. The purpose of this course is to provide tools for academic, social and emotional support to students in order to develop the habits they need to be successful in the most rigorous courses. These habits include organizational strategies, note-taking skills, communication, collaboration, writing, reading, and critical thinking.

BCPS has developed a sequence of math and ELA courses designed to support both students who have met CCR standards and those who have not yet met CCR standards. Embedded in these courses are accelerations for students who meet CCR standards and support for students who have not yet met the CCR standards. In some courses students may reassess for CCR. Students who wish to pursue CCR designation more quickly may enroll in a College and Career Readiness Preparation Course or enroll independently in a course that uses Khan Academy modules.



For example, students in high school can be concurrently enrolled in a Math Assistance course in addition to their course required for graduation (i.e. Algebra, Geometry, etc.) Students are identified for these Math Assistance courses (artifact 3.3.1.question 109.Math Assistance Algebra 1) based on multiple data points including MCAP, curriculum-based assessment data, and course grades. The Math Assistance course framework includes routines for developing mathematical reasoning, number sense, and student discourse and provides a sample lesson structure for responding to student data and strengthening routines to support success in the primary math course of enrollment.

To support students who did not meet CCR as measure for English Language Arts/Literacy, students may enroll in an additional 0.5 credit elective course titled College and Career Readiness Assessment Prep: Disciplinary Literacy which explicitly teaches students to use evidence-based strategies to support reading, writing, speaking and listening across the disciplines and includes opportunities for students to engage in formative assessment opportunities aligned to high-stakes assessments including Evidence Based Selected Response items as well as essay development integrating multiple sources of text (print and non-print).

To support students who did not meet CCR as measured for Math, students may enroll in an additional 0.5 credit elective course titled College and Career Readiness Assessment Prep: Math which explicitly teaches students math skills covered on state and College Board assessments.

Linked Artifacts:

[3.3.1.question 109.Math Assistance Algebra 1](#)

110. Student Support Pathways: Discuss how the school system will design student support pathways to ensure students meet the CCR standard prior to graduation while also meeting graduation requirements. Provide examples of support pathways that include required high school coursework as well as needed CCR support. In developing pathways, consider:

- Students who may not meet the CCR standard in one or more subject areas
- Opportunities for students to access support during the school day, after school, in the summer, and/or through a fifth year of high school
- Pathways to provide students with access to post-college and career readiness opportunities such as CTE and dual credit while still working to meet the CCR standard

Note: See MSDE's Report: College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) as a reference.

BCPS is committed to graduating globally competitive students with post-graduation plans that align with their strengths, interests, and long-term goals. To support this effort every student in grades 7 through 12 is provided with the opportunity to develop a 6-year plan. The 6-year plan is a collaboration between the student, the school and the parent/families that examines the students interests and aspirations towards rigorous high school courses leading to on-time graduation and goals for college and career. Students and families use the BCPS Course Guide (artifact 3.3.1.question 110.BCPS-Course Guide) as one tool to support the process as it provides a wealth of information on processes, procedures, definitions and examples to guide students and families in decision making regarding the pathway and supports. The BCPS



Course Guide includes information on AVID (Advancement Via Individual Determination), Career and Technical Education Completer Programs (CTE), English for Speaking of Other Languages (ESOL), Advanced Academics, International Baccalaureate Program (IB), Magnet Programs, etc. Annually students are meeting with the school counselor to engage in reviewing their 6-year plan and gaining advisement on coursework needed for graduation, as well as to examine the changes in interests and to foster planning that aligns with their pathway for preparation for college and career.

Students who are identified as not meeting the CCR standard are provided academic advising by the School Counselor to develop a plan to meet CCR while staying on track to graduate in four years. In addition to individualized academic advisement, students receive scheduling during the school year. Students are also encouraged to access coach classes after school, extended year learning opportunities in the summer, and may take part in a 5th year of high school, if necessary.

Students who do not meet CCR standards by 10th grade will be provided with the opportunity to participate in CTE courses that lead to industry certification. CTE courses contribute to the potential for students to meet BCPS graduation requirements.

Students who do not meet CCR standards by 10th grade also have the opportunity to participate in dual enrollment by taking credit-bearing and non-credit-bearing courses at the Community College of Baltimore County. Over 50 of these courses contribute to students' BCPS graduation requirements.

Linked Artifacts:

[3.3.1.question 110.BCPS-Course Guide](#)

- 111. Reassessment Opportunities:** How will the school system ensure students have ongoing opportunities for CCR reassessment throughout 11th and 12th grade?

BCPS has developed a sequence of math and ELA courses designed to support both students who have met CCR standards and those who have not yet met CCR standards. In some courses students may reassess for CCR. BCPS provides all Juniors the opportunity to take the SAT during a School Day Testing Administration in the Spring. Seniors may opt to take the SAT again and/or take the ACT. For ELA, students may elect to take a common assessment created in partnership with CCBC. This assessment was developed with two distinct forms so that students might have multiple opportunities for reassessment as needed.

Linked Artifacts:

- 112. Partner Institutions:** The Blueprint requires school systems to collaborate with institutions of higher education, particularly community colleges, to develop and implement a program of study in the 11th and 12th grade for each student who has not demonstrated progress in meeting the CCR readiness standard by the end of 10th grade. Identify the organizations the school system will partner with and describe how it will work with partners to accomplish this, including the evaluation of implementation and ongoing revision to ensure student success.



BCPS partners with CCBC to provide students with a common assessment which can be used to retest for CCR status. BCPS previously had a Tuition 4 Free program that allowed students who met a certain GPA requirement and passed the community college requirements, to take up to four courses free of tuition in either the fall or spring. Beginning July 2023, CCBC and BCPS expanded access to all students regardless of GPA and now allow students to take courses in the Summer, Fall, Winter, and Spring. BCPS is also covering the cost of books and fees, regardless of CCR status for the student. Partnership meetings take place monthly and are focused on employing the Continuous Improvement Cycle to ensure student access and success with the college level curriculum.

The program partnership between BCPS and CCBC has been annually evaluated using student participation data. In November 2022, an updated data sharing Memorandum of Understanding was finalized, so that additional data points can be examined. BCPS will monitor student data by school to determine the increase of students who are reported as CCR readiness annually. Monitoring in the areas of students who are participating and are successful will occur each semester in an effort to expand access to students who may not be participating. Depending on what's reported, parent notifications and meetings will increase to ensure progress, along with available student support. BCPS reviews annually the list of dual enrollment courses to examine if others should be added or revised. BCPS and CCBC meet monthly and are in the process of updating a Memorandum of Understanding to memorialize the current participation requirements as outlined by the Blueprint for Maryland's Future.

[Linked Artifacts:](#)

Individualized College and Career Readiness Plans

- 113. Individualized Plans:** Describe how the school system will develop an individualized College and Career Readiness Plan for each student who has not met the CCR standard by the end of 10th grade. What are the key components of the plan? When and how will it be customized for each student? Discuss inclusion and considerations for student service groups such as Special Education, English learners, and Economically Disadvantaged.

School Counselors meet with students annually to discuss their 6-year plan during an advising session. During these advising sessions, students' individual plans are reviewed, scheduling options are explored, and school counselors and students partner to ensure students stay on track to graduate in 4 years with identification of a pathway to college or career. Students meet with their school counselors to review the 6-year plan on an annual basis to examine unique interests, reflecting on student ambitions, review course offerings and explore opportunities within individual schools available to meet post-secondary goals. The 6-year plan is flexible in that it can be customized to support the post-secondary planning for student groups, including but not limited to students receiving special education services, experiencing homelessness, economically disadvantaged, English learners, and students of undocumented status. School staff, such as classroom teachers, department chairs, or assistant principals work with individual students on their course changes. If a staff member or student believes their individual plan needs to change, they work in consultation with the school counselor to modify the 6-year plan and specific courses in order to ensure the student meets their goals. Consultations are also held



with college counselors to explore Dual Enrollment options, with AP Coordinators to explore AP course options, and with CTE Coordinators to identify programs of study that are available to students.

School Counselors meet with students annually during their 6-year plan advising session to examine unique interests, student ambitions, explore opportunities within individual schools available to meet post-secondary goals, and to review course offerings. The 6-year plan is personalized to support the post-secondary planning for student groups, including but not limited to students receiving special education services, experiencing homelessness, economically disadvantaged, English learners, and students of undocumented status.

During these advising sessions, school counselors and students partner to ensure students stay on track to graduate in 4 years with identification of a pathway to college or career readiness. When students are identified as not being CCR ready, academic options are provided before they're assessed again to determine readiness.

BCPS will assign a teacher to work with any student who has not met the CCR by the end of 10th grade. They would lead the development of an individualized plan to prepare the student to meet the CCR standard by the end of high school. The individualized CCR plan will be created by the teacher in collaboration with other staff who are familiar with the student, such as the ELA and math content leaders, school counselor, special education case manager, and ESOL teachers as appropriate as well as the student, and parent/guardian.

It will be customized to support the unique needs of English learners, students experiencing homelessness, students who are economically disadvantaged, students of undocumented status, and students receiving special education services. Identified teachers who are responsible for developing the individual student's plan and will be assigned to the group of students during an advisory period. Goals from the individualized CCR plan will be addressed using ELA and math content and monitored while students are in the advisory period.

This scheduled class time will be an opportunity for staff to build rapport, develop relationships and provide individualized support for students who have not met the college and career readiness standards. The teacher selected to host the advisory period will be the same one selected to lead individual student plan meetings. They will also support academic remediation and monitor the progress of students who achieve passing scores. This teacher will have demonstrated success in the specific content area and be responsible for leading the development of the plan for individual students, in consultation with the school counselor, as required by the Blueprint for Maryland's Future.

BCPS will need to work with school counselors, administrators and teachers in high schools leading the advisory period to share the expectations for school year 2023-2024. The expectations will include leveraging the Student Support Team Process and Multi-tiered Systems of Support to develop individual plans for students which will be created and monitored by a teacher who works directly with the student. A central office team will develop the plan template and expectations in the summer of 2023. This plan must be vetted by stakeholders and communicated to high school staff. A professional learning will occur to communicate the final expectations that align with the requirements of the Blueprint for Maryland's Future. This session will be held in September 2023 with high school principals, assistant principals, and school counselors. Additional professional learning will be provided to the teachers who are responsible for individual students' plans.

Parents are notified annually about their child's status and options for students to achieve college and readiness. Parents receive communication about underclassmen advising sessions and are invited to junior and senior conferences to support readiness and post-secondary planning. The Office of School Counseling monitors student meetings and shares the information with counseling department chairs and principals. Also, during staff meetings and school



communication of counselors Use of Time data and Advisory Councils staff members are provided with information about plans and their role in supporting students.

Linked Artifacts:

114. Teacher Support and Student Monitoring: How will the school system monitor student progress using their individualized College and Career Readiness Plans? Identify the team of individuals responsible as well as the process they will use for monitoring, including:

- Identifying individual teachers to lead and facilitate teams,
- Training and support provided to teachers, and
- The process for revising the plan in response to a student's individual needs.

School Instructional Leadership Teams (ILTs) monitor student progress using their CCR plans. Department Chairs review CCR data and provide professional development for the teachers in their department on how to embed CCR strategies and supports into their courses. Classroom teachers, department chairs, or assistant principals consult with students regarding their courses. If a student desires to change their path, the school-based staff work, including the school counselor, in collaboration with the student make modifications to the student schedule. The 6-year plan completion is monitored at the school and central office level. At the school level school counseling department chairs in collaboration with school counseling teams review cohorts of student data on a quarterly basis to identify students who need their annual advisement on their 6-year plan, as well as to identify students who are not meeting with success in the classroom and to identify support and resources with students and families.

Linked Artifacts:

115. Family Engagement in CCR Success: What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are still struggling to meet the CCR standard in 11th and 12th grade? Discuss how parents are notified and included in the development and implementation of students' College and Career Readiness Plans. What resources will the school system share with families, including resources from public and private agencies?

Parents and students are informed of students' CCR status via a notification letter that is sent home at the end of each school year. The letter includes options students have for meeting CCR standards if they have not already done so. Sample letters are linked below as artifacts (3.3.1.question 115.D.Family Engagement.9.10, 3.3.1.question 115.D.Family Engagement.11, and 3.3.1.question 115.D.Family Engagement.12). This notification is to communicate to the parent academic concerns. School-based staff, such as school counselors, teachers, department chairs, and assistant principals offer to hold individual meetings with students and their families. These meetings may result in reviewing the student's 6-year plan and making modifications to the specific coursework in the student's schedule.



Linked Artifacts:

- [3.3.1.question 115.D.Family Engagement.9.10](#)
- [3.3.1.question 115.D.Family Engagement.11](#)
- [3.3.1.question 115.D.Family Engagement.12](#)

3.3.2: 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, including the cost of any fees

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

Exploring Post-CCR Pathways

116. Post-CCR Exploration Activities: Describe the activities the school system will use to ensure all middle and high school students are aware of the post-CCR pathways, including career counseling. What experiences will students have to explore and engage in college and career activities that will help them choose the best post-CCR pathway for them? How will the school system ensure:

- Students have experiences that are individualized based on their interests,
- Students have ample opportunities to explore their options firsthand before they must choose a post-CCR pathway,
- Parents/guardians are included in the process, and
- Students who have not met the CCR standard can access post-CCR pathways?

Examples may include:

- *Experiences designed to connect students with real-world opportunities such as college and career fairs, guest speakers, field trips to visit different types of institutions of higher education and workplaces across a multitude of industries*
- *Programs to facilitate mentoring, college-bound advising, and career counseling*
- *Specialized coursework in middle school to explore career clusters and practical life skills such as financial literacy, effective organization and study skills, communication and conflict resolution, etc.*

Middle and high school students engage in activities designed to expose them to college and career opportunities including:

- Field trips to local and out-of-state colleges and universities; field trips to local businesses
- Guest-speaker series; Mock Interviews
- College and Career Fairs; Magnet Expos (artifact 3.3.2.question 116.Magnet Expo), BCPS Fest, Open Houses at Early College Programs such as P-TECH and the Early College Program at Woodlawn High School (artifact 3.3.2.question116.CTE Open Houses)



- Junior Achievement Inspire for all Grade 8 students to learn about careers and CTE programs of study
- CTE virtual camps each summer for rising grade 8 students (artifact 3.3.2.question 116.CTE Summer Camp Flyer)

Career inventories such as Traitify are provided to students through school counseling and CTE. Students also explore careers through JA Inspire, facilitated by the CTE Office through social studies.

Resources are provided to students and family such as:

- The CTE Pathway Guide; the Early College Program Overview for Students and Parents; The BCPS Student 6-year plan; Access to CTE Pathways and Dual Enrollment Pathways are available to all 9th-12th grade 9 students through the Tuition Free Program (artifact 3.3.2.question 116.Post CCR Exploration_Tuition Free Program). The 6-year plan is also started in grade 8 (artifact 3.3.2.question 116.Post CCR Exploration_6-Year Plan). Overviews, Guides, Flyers, and the 6-year plan are included below as artifacts (3.3.2.question 116.Post CCR Exploration_ECAP Overview, 3.3.2.question 116.Post CCR Exploration_CTE Pathway Guide, and 3.3.2.question 116.Post CCR Exploration_JA Inspire).

Linked Artifacts:

- [3.3.2.question 116.Magnet Expo](#)
- [3.3.2.question 116.CTE Open Houses](#)
- [3.3.2.question 116.CTE Summer Camp Flyer](#)
- [3.3.2.question 116.Post CCR Exploration_Tuition Free Program](#)
- [3.3.2.question 116.Post CCR Exploration_6-Year Plan](#)
- [3.3.2.question 116.Post CCR Exploration_ECAP Overview](#)
- [3.3.2.question 116.Post CCR Exploration_CTE Pathway Guide](#)
- [3.3.2.question 116.Post CCR Exploration_JA Inspire](#)

117. Career Counseling: Discuss the key components of the career counseling program and how activities and support will be aligned to a student's educational and career goals. Identify the role(s) responsible for providing the career counseling and the type of training and support the LEA will provide. Describe how the LEA will collaborate with local workforce development boards and community colleges to develop the career counseling program.

Note: Include the Local Career Counseling Agreement established by the LEA, community college, local workforce development board, and, if appropriate, an American Jobs Center as a linked artifact.

High school students are supported by an existing School as well as College and Career Counselor. These counselors support students by assisting them with developing academic, career and personal/social skills, goals and plans to ensure they are college, career, and life ready.

High School College and Career Counselors are trained by: CTE Resources for School Counselors, in-service training; presentations to the School Counselors, and an immersion experience for year 1, 2, and 3 school counselors to expose them to CTE programs of study.

High schools have expanded the role of the CTE Site-Coordinator in order to expand county career center government support, expand school counseling summer programming, expand



participation in Junior Achievement, provide externships, and market programs and opportunities and increase awareness of career options. High School CTE Site Coordinators are trained by the Office of Career and Technical Education.

The BCPS Office of Teaching and Learning, CTE Office is working in collaboration with the Baltimore County Department of Economic and Workforce Development and the Community College of Baltimore County to establish a collaborative plan to meet the needs and interests of students, their families and the community. This plan explores supports and strategies to address work experiences, workforce exploration and training, wrap-around support services, job placement, middle school pathways to high schools, marketing and communication (artifact 3.3.2.question 117.Baltimore County MOU - Blueprint Workforce Career Counseling Program).

Linked Artifacts:

[3.3.2.question 117.Baltimore County MOU - Blueprint Workforce Career Counseling Program](#)

College Preparatory Programs

As indicated in the statutory reference at the top of this section, the Blueprint requires students to have access to at least one of the college preparatory programs listed below. Access refers to a student's ability to participate in college preparatory programs regardless of where they live and should be considered when planning for initial or expanded programming.

- International Baccalaureate (IB) Diploma Programme
- Cambridge AICE Diploma Program
- A comparable program consisting of Advanced Placement courses specified by the College Board

In this subsection, LEAs will have the opportunity to describe their current offerings as well as those planned for future implementation.

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

The International Baccalaureate (IB) Diploma Programme (DP) is currently offered at Kenwood and New Town High Schools. BCPS offers 14 DP subject area courses, as well as the Theory of Knowledge course (core course for the DP). Two new DP courses are anticipated to be added to the course catalog. Students at both schools can enroll in DP courses as "course candidates" (taken as standalone courses.) Additional IB Diploma Programmes are not anticipated at this time.

There are seven BCPS schools that offer authorized IB world school programs: two elementary schools with Primary Years Programmes (PYP) and 3 middle schools with Middle Years Programmes (MYP.) Both high schools offer the MYP in Grades 9-10, in addition to the DP (Kenwood High School) and DP/CP (New Town High School.) The following are challenges associated with implementation:

The upfront cost to launch a new IB program is significant; Ongoing costs including yearly program fees, exam fees, and required ongoing professional development; Ensuring consistency of implementation and collaboration among all BCPS IB programs is challenging; The core requirements for the DP and CP are extensive, requiring staff to take on various roles to ensure



the requirements are met by students; Ensuring designated central office staff to support IB programs is needed.

The following actions have been taken or are in process to address the above challenges: All IB schools receive a per pupil magnet funding allocation to support the ongoing costs of program implementation; Professional Learning Communities (PLC) have been established to connect IB coordinators at all BCPS schools, with a goal of working toward consistency in implementation. This includes an IB Evaluation component; Central office staff have organized in-district IB workshops to ensure professional development needs are met and reduce the cost and burden of traveling; Grant funded central office staff have been instrumental in supporting the IB programs.

[Linked Artifacts:](#)

- 119. Cambridge AICE Diploma Program:** Describe the LEA's current and anticipated Cambridge AICE Diploma Program offerings. Describe the challenges associated with implementing a Cambridge program or launching a new one. Discuss how the LEA will overcome the challenges identified.

Baltimore County Public Schools does not participate in the Cambridge AICE Diploma Program.

[Linked Artifacts:](#)

- 120. Advanced Placement (AP) Program:** Describe the LEA's current and anticipated Advanced Placement offerings, including the AP Capstone Diploma Program. Describe the challenges associated with implementing an AP program or launching a new one. Discuss how the LEA will overcome the challenges identified.

BCPS offers a robust Advanced Placement (AP) program. All high schools offer more than five AP courses. 12 of 24 high schools are eligible to offer the AP Capstone Program; nine of those 12 are implementing the AP Capstone Program. Challenges include ensuring equitable access to AP courses, funding teacher participation in the AP Summer Institute (APSI) to ensure AP teachers are trained, and balancing student enrollment in AP with enrollment in Dual Enrollment and Career and Technical Education programs. To address the challenge of ensuring equitable access to AP courses, two staff members from each high school will participate in nine hours of workshops and consultations with College Board staff to learn how to increase the participation of students of color in their school's AP program. To address the challenge of funding teacher training, BCPS will use a variety of funding sources to register and pay teachers to attend the APSI. BCPS will then have trained teachers provide in-district training for their colleagues teaching the same AP courses. To address the challenge of balancing AP enrollment with enrollment in Dual Enrollment and CTE programs, staff will ensure all students are aware of their options and educate them on how to build a balanced schedule.

[Linked Artifacts:](#)



- 121. Recruitment for College Preparatory Programs:** Discuss how the school system ensures all students know about all college preparatory opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics?

BCPS ensures all students know about all College Preparatory Programs by advertising on the BCPS website, sending home informational flyers via email and mailing campaigns, holding student and parent information sessions, counseling each individual student, and hosting program fairs, open houses, and expos. To ensure program participants are representative of the school system's demographics, administrators, coordinators, and teachers compare their overall demographics to the demographics of students participating in each program to identify gaps, use tools, such as AP Potential, grade reports, standardized test scores, teacher recommendations to identify students to recruit, and send personal invitations to identified students to attend special information sessions.

Linked Artifacts:

- 122. Enrollment and Support in College Preparatory Programs:** Describe how students access the above named college preparatory programs, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate and successfully earn college credits and diplomas?

Students who have not met the CCR standard are not precluded from participating in College Preparatory Programs. BCPS offers open enrollment for Advanced Placement courses and the Tuition Free Program. Schedulers, counselors, and program coordinators make every effort to ensure students can participate in all of their desired courses and programs. BCPS, in partnership with the Community College of Baltimore County, offers college classes online, during the day and in the evenings and on weekends; on location at high schools; on multiple CCBC campuses across Baltimore County. To ensure students participating in College Preparatory programs are supported, college counselors advise them, monitor enrollment, and meet with them regularly, an orientation is provided to ensure students have the information needed to be successful. Teachers and professors provide coach classes, office hours, and other supports. Students participating in Dual Enrollment also have access to student success centers where they can access tutoring.



Linked Artifacts:

Middle/Early College and Dual Enrollment Programs

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

- 123. Dual Enrollment Program:** Describe the LEA's current and anticipated Dual Enrollment program, including the number of college credits available if students were to take every course offered and whether courses are completed in a coherent sequence to support a particular area of concentration. This should be exclusive of dual enrollment coursework in middle and early college high school programs. Describe the challenges associated with implementing a dual enrollment program or launching a new one. Discuss how the LEA will overcome the challenges identified.

BCPS partners with CCBC to offer the Tuition Free Program to all 9th-12th grade students. Students can take credit-bearing courses, non-credit-bearing courses that lead to industry credentials, and continuing education courses at no cost. BCPS pays their tuition, fees, and books for all classes, any semester, with no cap on the number of courses. This program was introduced June 1, 2022, and led to a 65% increase in enrollment in the summer 2022 semester and a 23% increase in enrollment in the fall 2022 semester. Over 50 courses are offered for Dual Credit. Students have the potential to earn their AA Degree and their high school diploma in four years. This takes careful counseling, advising, and planning in partnership with CCBC and BCPS staff and students' families. The BCPS Dual Credit Course List for SY22.23 and the Tuition Free Program Flyer are linked below as artifacts (3.3.2.question 123.Middle.Early College.DE_ BCPS Dual Credit Courses SY2022.23 and 3.3.2.question 123.Middle.Early College.DE_Tuition Free Program Expansion Flyer). BCPS will continue to grow the Tuition Free Program by adding additional Dual Credit courses, creating cohort models for students in traditional high schools who wish to earn their AA Degree while in high school, and by expanding On Location options for students who experience transportation barriers and those who prefer face-to-face instruction over online instruction.

Linked Artifacts:

[3.3.2.question 123.Middle.Early College.DE_ BCPS Dual Credit Courses SY2022.23](#)

[3.3.2.question 123.Middle.Early College.DE_Tuition Free Program Expansion Flyer](#)

- 124. Middle and Early College High School Programs:** Describe the LEA's current and anticipated middle and early college high school programs, including the degrees offered. Describe the challenges associated with implementing a middle or early college high school



program or launching a new one. Discuss how the LEA will overcome the challenges identified.

Students participating in the Early College Program at Woodlawn High School (ECP@WHS) pursue an AA in Art: General Studies. The challenge with this program is that students struggle to test into college-level, credit-bearing courses as 9th graders. This delays their ability to accrue college credits early and puts them behind schedule to earn their AA in four years. CCBC offers ECP@WHS graduates the opportunity to finish the courses they need to earn their AA for free if they matriculate to CCBC full time after their high school graduation.

Students interested in an Associate's Degree related to Civil Engineering, Electro-Mechanical, and Design/Fabrication can apply to the CTE P-TECH programs at Dundalk (artifact 3.3.2.question 124.P-TECH Flyer Dundalk) or Owings Mills High School (artifact 3.3.2.question 46.P-TECH Flyer Owings Mills). This lottery-based program is in partnership with CCBC. At this time, there are no plans to expand P-TECH. Transportation, recruitment, staffing, and sustaining program capacity are current challenges.

Linked Artifacts:

[3.3.2.question 124.P-TECH Flyer Dundalk](#)

[3.3.2.question 124.P-TECH Flyer Owings Mills](#)

- 125. Recruitment for Dual Enrollment and Middle/Early College Programs:** Discuss how the school system ensures all students know about dual enrollment and middle/early college opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics? Responses should address dual enrollment and middle and early college high school programs.

BCPS ensures all students know about the ECP@WHS and P-TECH by advertising on the BCPS website, sending home informational flyers via email and mailing campaigns, holding student and parent information sessions, counseling each middle school student, and hosting program fairs, open houses, and expos. The ECP@WHS Info Session Agenda is linked below as an artifact (3.3.2.question 125.Recruitment for Middle.Early College.DE_ECP.WHS Info Session Agenda).

CTE P-TECH is promoted through the following opportunities- Open houses at Owings Mills High School and Dundalk High School, marketing and flyers sent directly to feeder school students' homes, Middle School visits by P-TECH staff, and CTE Program of Study Pathway Guide

Linked Artifacts:

[3.3.2.question 125.Recruitment for Middle.Early College.DE_ECP.WHS Info Session Agenda](#)



126. Enrollment and Support in Dual Enrollment and Middle/Early College Programs:

Describe how students access the dual enrollment and middle/early college programs previously identified, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate and successfully earn college credits and degrees?

Responses should address dual enrollment and middle/early college high school programs.

Students who wish to participate in the Early College Program @Woodlawn High School (ECP@WHS) must apply through the magnet application and assessment process. The top 25% of students are offered a seat and the rest of the seats are filled by lottery. CCR standards are not a factor in the application process. Accepted students are granted priority scheduling. They are supported by an ECP@WHS administrator, coordinator, counselor, and resource teacher from BCPS and a director of ECAP, program manager and multiple monitors from CCBC.

Students interested in the P-TECH programs at Owings Mills High School and Dundalk High School apply through an application led by the CTE Office/P-TECH Resource Teachers. The program is open to students zoned for those two schools and it is lottery based. School-based leadership helps mentor and provide support.

Linked Artifacts:

Aligning State Aid Funding to CCR Pathway Costs

127. The Blueprint Formula is designed to provide approximately \$1,000 per post-CCR pathway-eligible student through a combination of the State Aid CCR formula weight (~\$500) and through the State Aid Target Foundation amount (~\$500). Describe the LEA's plan to ensure proper resource allocation to support eligible student access to an uncapped number of dual-enrollment courses at no cost to the student or the student's family. The LEA's plan should also ensure these funds provide for eligible student access to AP, IB, and other, post-CCR-related professional and instructional opportunities (e.g., apprenticeships, industry-recognized credentials, etc.).

BCPS will combine Blueprint funds and operating funds to ensure all AP/IB exam costs are covered, all dual enrollment tuition, fees, and books are covered, all CTE certifications (artifact



3.4.4.question 127.CTE Certification List), and all apprenticeship wages and transportation costs are covered (artifact 3.4.4.question 127.CTE Youth Apprenticeship Benefit Flyer).

Linked Artifacts:

[3.4.4.question 127.CTE Certification List](#)

[3.4.4.question 127.CTE Youth Apprenticeship Benefit Flyer](#)

Pillar 3, Objective 4: Provide high-quality career counseling and CTE programs

3.4.4: LEAs offer 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

128. CTE Programs: Describe the LEA's current and anticipated CTE programs, including the factors the LEA considers when making programmatic additions and changes. Describe the challenges associated with implementing CTE programs or launching new ones and how the LEA will overcome the challenges identified and ensure:

- Alignment of CTE programming to industry needs and
- Strategic use of resources to support programs at all sites, whether that's at all campuses, one centralized site for the school system, or a regional site implemented in collaboration with other LEAs.

BCPS offers 45 programs/pathways, listed in the table below. Recent CTE programs include Artificial Intelligence which has been recently approved by MSDE. The expansion of this new program reflects the growing needs in the Information Technology (IT) field reflected in feedback from our Career and Technical Education Advisory Council (CTEAC) and Department of Labor (DOL) data. In addition, BCPS plans to offer Transportation Distribution Maritime and Logistics (TDML) in the near future. Aviation Technology will expand to Lansdowne High School, Construction Design Management (CDM) to Overlea High School and Patapsco High School. BCPS leverages The Department of Labor (DOL), community interest, and the Career and Technical Education Advisory Council (CTEAC). BCPS is currently involved in a planning of a new shared time center in the Northwest Corridor to align with employment needs and opportunities. The primary challenge for expanding programs is staffing and facilities. To address staffing the CTE office is working in collaboration with the BCPS Office Human Resources to expand and explore additional recruitment possibilities and revise best practices. BCPS is also leveraging the partnership with CCBC to expand access to



related instruction courses and CTE programs that can be fulfilled through dual enrollment. This will work to address both staffing and facilities challenges. To address the challenges of facilities BCPS is leveraging upcoming school construction and renovation projects to expand access to CTE programs. Currently there are four high school construction projects in progress that will expand facility space for several programs of study to increase equity and access. Conversion of Arts programs into Interactive Media production programs is also being considered to leverage existing staffing and facilities. The BCPS CTE Office employs a yearly needs assessment process in alignment with Perkins V federal grant procedures to address needs and monitor progress of programs across all 176 schools and centers. CTE Program Pathway Guides (artifact 3.3.2.question 116.Post CCR Exploration_CTE Pathway Guide), the CTE 5-year plan (artifact 3.4.4.question 128.CTE 5-Year Plan), and the Perkins HS; HW;ID chart (artifact 3.4.4.question 128.Perkins HS;HW;ID Chart) provides a snapshot of program consideration and availability.

Linked Artifacts:

[3.3.2.question 116.Post CCR Exploration_CTE Pathway Guide](#)

[3.4.4.question 128.CTE 5-Year Plan](#)

[3.4.4.question 128.Perkins HS;HW;ID Chart](#)

129. CTE Programs by Career Cluster: Use the tables below to identify the LEA's current and anticipated CTE programs by career cluster. Indicate the number of sites where each program is offered and which programs provide students with the opportunity to complete a coherent sequence of courses, earn college credit, participate in an apprenticeship, and earn an industry-recognized credential.

Career Cluster Program Name	Current				
	Number of Schools	Coherent Sequence of Courses (Y/N)	Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)
Health & Biosciences Academy of Health Professions - Allied Health Dual Enrollment	1	Y	12-15	Y	Y
Health & Biosciences Academy of Health Professions - Allied Health Intern	1	Y	12-15	Y	Y
Health & Biosciences Academy of Health Professions - Certified Nursing Assistant	4	Y	12-15	Y	Y
Health & Biosciences Academy of Health Professions - Dental Assistant	1	Y	12-15	Y	Y
Health & Biosciences Academy of Health Professions - Pharmacy Technician	2	Y	12-15	Y	Y
Health & Biosciences Academy of Health Professions - Physical Rehabilitation	1	Y	12-15	Y	Y
Business, Management, & Finance Accounting and Finance	1	Y	6	Y	
Transportation Technology Aeronautics, Aviation, Aerospace Science and Technology - Aviation Technology and the Future	2	Y	6	Y	Y



JROTC	Air Force Junior Reserve Officers Training Corps (AFJROTC)	1	Y	3	Y	
School To Career Transition	Apprenticeship Maryland Program	25	Y	Varies	Y	Y
JROTC	Army Junior Reserve Officers Training Corps (AJROTC)	2	Y		Y	
Transportation Technology	Automotive Technology Maintenance and Light Repair- Plus (NATEF)	3	Y		Y	Y
Consumer Services, Hospitality & Tourism	Baking and Pastry Arts (ACF)	1	Y		Y	Y
Health & Biosciences	Biomedical Science (PLTW)	8	Y	4	Y	Y
Business, Management, & Finance	Business Administrative Services	3	Y	12-15	Y	Y
Business, Management, & Finance	Business Management	22	Y	9-12	Y	Y
School To Career Transition	Career Research and Development	28	Y	3	Y	
Consumer Services, Hospitality & Tourism	Careers in Cosmetology	4	Y		Y	Y
Information Technology	Computer and Information Sciences	24	Y		Y	Y
Construction & Development	Construction Design and Management	3	Y	3-6	Y	Y
Construction & Development	Construction Maintenance Professions - HVAC	1		21	Y	Y
Construction & Development	Construction Trades Professions - Carpentry	5	Y	6	Y	Y
Construction & Development	Construction Trades Professions - Electrical	1	Y	6	Y	Y
Construction & Development	Construction Trades Professions - Plumbing	2	Y	9	Y	Y
Consumer Services, Hospitality & Tourism	Culinary Arts (ACF)	4	Y		Y	Y
Environmental, Agricultural & Natural Resource	Curriculum for Agricultural Science Education (CASE)	1	Y		Y	
Human Resource Services	Early Childhood Education/Child Care	8	Y	6	Y	Y
Manufacturing Engineering & Technology	Engineering Technology	1	Y	6	Y	



Consumer Services, Hospitality & Tourism	Food and Beverage Management (Prostart)	13	Y		Y	Y
Arts, Media & Communication	Graphic Communications (PrintED)	2	Y	6	Y	Y
Human Resource Services	Homeland Security and Emergency Preparedness - Criminal Justice/Law Enforcement	6	Y	9	Y	
Arts, Media & Communication	Interactive Media Production	9	Y	12	Y	Y
Information Technology	IT Networking Academy (CISCO) - CCENT	5	Y	12-16	Y	Y
Information Technology	IT Networking Academy (CISCO) - CCNA Routing and Switching	5	Y	12-16	Y	Y
Information Technology	IT Networking Academy (CISCO) - CCNA Security	5	Y	12-16	Y	Y
Construction & Development	Local Construction Trades Academy - Building and Construction Technology	3	Y	6	Y	Y
JROTC	Marine Corps Junior Reserve Officers Training Corps (MJROTC)	3	Y		Y	
Business, Management, & Finance	Marketing	20	Y	6-9	Y	Y
Transportation Technology	Medium/Heavy Truck Technician - Diesel (NATEF)	1	Y		Y	Y
Environmental, Agricultural & Natural Resource	Natural Resources and Conservation	1	Y	3	Y	
JROTC	Navy Junior Reserve Officers Training Corps (NJROTC)	3	Y	0	Y	
Manufacturing Engineering & Technology	Pre-Engineering (PTLW)	8	Y	3	Y	Y
Manufacturing Engineering & Technology	P-TECH: Design, Fabrication, and Advanced Manufacturing	1	Y	60	Y	Y
Manufacturing Engineering & Technology	P-TECH: Engineering Technology	1	Y	60	Y	Y
Human Resource Services	Teacher Academy of Maryland	8	Y	6+	Y	Y

Linked Artifacts:

[3.3.2.question 116.Post CCR Exploration_CTE Pathway Guide](#)

Planned



Career Cluster	Program Name	Year of Implementation	Number of Schools	Coherent Sequence of Courses (Y/N)	Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)
Transportation Technology	Aeronautics, Aviation, Aerospace Science and Technology - Aviation Technology and the Future (expansion)	2023-24	3	Y		Y	Y
information Technology	Artificial Intelligence program (NEW)	2023-24	4	Y		Y	Y
Consumer Services, Hospitality & Tourism	Baking and Pastry Arts (ACF) (expansion)	2026-2027	2	Y		Y	Y
Construction & Development	Construction Design and Management (expansion)	2024-2025	4	Y		Y	Y
Consumer Services, Hospitality & Tourism	Culinary Arts (ACF) (expansion)	2026-2027	5	Y		Y	Y
Human Resource Services	Early Childhood Education/Child Care (reduction)	2023-2024	0			N	
Arts, Media & Communication	Interactive Media Production (expansion)	2024-2025	15	Y		Y	Y
Construction & Development	Local Construction Trades Academy - Building and Construction Technology (expansion)	2024-2025	5	Y		Y	Y
JROTC	Marine Corps Junior Reserve Officers Training Corps (MJROTC) (reduction)	2023-2024	2	Y		N	N
Environmental, Agricultural & Natural Resource	Natural Resources and Conservation (expansion)	2026-2027	3	Y		Y	Y
Human Resource Services	Teacher Academy of Maryland (expansion)	2023-2024	17	Y		Y	Y
Transportation Technology	Transportation Distribution Maritime and Logistics (NEW)	2026-2027	2	Y		Y	Y

Linked Artifacts:



[3.4.4.question 128.CTE 5-Year Plan](#)

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

- 130. Work-Based Learning and Apprenticeships:** Describe how the LEA recruits industry partners and collaborates with them to create a continuum of work-based learning opportunities for students, including apprenticeships that result in students earning industry credentials. What challenges are involved in this process, and how does the LEA overcome them?

The Department of Labor (DOL) data as well as input from the Career and Technical Education Advisory Council (CTEAC) show that there is a wide range of opportunities and needs across the 45 programs of study currently offered in BCPS. The greatest growth in demand and opportunity for students is in informational technology and healthcare industries. In response to these growing needs, we have targeted employer recruitment and partnership conversations in these fields. The CTE Office has already expanded health services programs where students earn a Certified Nursing Assistant (CNA) credential. Maintaining the clinical experience has been a challenge due to limited capacity of partnering medical institutions to provide field experience under established nurse to student ratios. To address this BCPS is expanding the option of students earning a Certified Medical Assistant (CMA) credential. This is a high demand industry, and this credential does not require the same type of restricted field experience. Additionally, programs that are being targeted for increasing industry-recognized credentials include PLTW Engineering, ProStart, Teacher Academy of Maryland, and Business Education. These programs saturate BCPS and allow for the greatest access and highest volume of students to obtain an industry recognized credential.

BCPS holds regular meetings with the Baltimore County Department of Economic and Workforce Development to plan and implement collaboration on youth employment and apprenticeships. BCPS staff support the summer youth employment program and BCPS utilizes Blueprint funds to provide Free College for All; this allows for funding of related instruction through CCBC as one option for youth apprenticeships providers.

One continued challenge BCPS faces is the low number of registered youth apprenticeship employers. BCPS has a work-based learning (WBL) coordinator in every high school and over 1,600 student interns yearly. Very few employers have transitioned from offering internships to apprenticeships. BCPS has and will continue to provide information sessions to the chamber of commerce and community forums to share resources and information. Staff hold several employer interest events, have a WBL Coordinator in every high school, and hold PAC/LAC meetings to recruit new members. BCPS will leverage and expand the position of a CTE Site Coordinator to six high schools in 2024 to build stronger partnerships between schools and local industries to connect students to opportunities and encourage employer participation in the Youth Apprenticeship program. These six schools were selected in part due to high potential for youth apprenticeship participation, increased access to programs not available through their schools and will allow monitoring of effectiveness of strategies as well as critical feedback on challenges. CTE has flyers/processes (artifact 3.4.4.question 127.CTE Youth Apprenticeship Benefit Flyer) that are shared with employers. BCSTAT Presentations (artifact 3.4.4.question 130.BCSTAT Presentation) have also been provided to county partners. BCPS staff will continue to highlight successes and best practices while leveraging partnerships and listening



sessions to better understand and mitigate challenges and hesitations of employers in offering youth apprenticeships.

Linked Artifacts:

[3.4.4.question 127.CTE Youth Apprenticeship Benefit Flyer](#)

[3.4.4.question 130.BCSTAT Presentation](#)

- 131. Industry-Recognized Credentials:** Discuss the LEA's plans for increasing the number of students earning in-demand industry-recognized credentials that align to industry needs other than those discussed in the previous question. What challenges are involved in this process, and how does the LEA overcome them?

Since 2019, BCPS has fully funded the cost of industry-recognized credential testing for all students. Increased teacher training and sustained coaching will be used to ensure teachers have the skills and preparation to prioritize in course implementation. BCPS will leverage and expand the position of a CTE Site Coordinator to six high schools in 2024 to monitor program quality, build teacher capacity through targeted training and build stronger partnerships between schools and local industries to connect students to opportunities and encourage employer participation in the Youth Apprenticeship program. These six schools were selected in part due to high potential for youth apprenticeship participation, increased access to programs not available through their schools and will allow monitoring of effectiveness of strategies as well as critical feedback on challenges. Regular meetings with District and Program Advisory Councils provide industry guidance on suggested changes and alignment of credentials. The challenges BCPS faces are when a program of study does not have a developmentally appropriate Industry Credential (ex. Homeland Security) or when the credential test content exceeds the scope of the curriculum. Utilizing input and research from our CTE Advisory Councils, the CTE office will pursue different credentialing opportunities through MSDE. To address gaps between credential assessment and curriculum. Teachers meet in regularly scheduled professional learning communities by subject matter to problem solve and determine best practices for implementation. These practices will then be adopted in the district curriculum guides and resources.

Additionally, there are challenges integrating a wide range of industry software within district guidelines and system parameters. The CTE Office will continue to partner with other LEAS and MSDE to develop efficiencies and best practices. CTE leverages the TSA Manual and Procedures (artifact 3.4.4.question 131.TSA Manual and Procedures).

Linked Artifacts:

[3.4.4.question 131.TSA Manual and Procedures](#)

- 132. Recruitment for CTE Programs:** Discuss how the school system ensures all students know about CTE opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics?



BCPS utilizes the course registration guide to inform all students of CTE opportunities. This includes standard and targeted support for school counselors and administrators on CTE programs of study. All schools receive copies of the CTE Program Guide as well as promotional posters for each program to be displayed prominently. Additionally, CTE provides regular articles promoting opportunities and student success through the communications office as well as a promotional video played before every movie at Cinemark Movie Theater in Towson.

BCPS partners with Junior Achievement (JA) to provide the JA Inspire career research and exploration event (artifact 3.4.4.question 132.JA Inspire) to all Grade 7 students as part of an integrated instructional unit in social studies. This includes content on CTE programs, illustrating links between industries and available programs. The CTE course registration guide (artifact 3.4.4.question 132.Course Registration Guide), magnet expo (artifact 3.3.2.question 116.Magnet Expo), and CTE program pathway guide (artifact 3.3.2.question 116.Post CCR Exploration_CTE Pathway Guide) are also opportunities to learn about CTE.

Linked Artifacts:

[3.4.4.question 132.JA Inspire](#)

[3.4.4.question 132.Course Registration Guide](#)

[3.3.2.question 116.Magnet Expo](#)

[3.3.2.question 116.Post CCR Exploration_CTE Pathway Guide](#)

133. Enrollment and Support in CTE Programs: Describe how students access the above named CTE programs, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate in apprenticeships and successfully earn industry-recognized credentials?

The BCPS CTE 5-year plan (artifact 3.4.4.question 128.CTE 5-Year Plan) focuses on ensuring equitable access by program location, ensuring that all career clusters are represented in each geographic zone (East, Central, West) and that every high school has at least 3 CTE programs of study.

BCPS has begun piloting and plans to extend the role of a CTE Site Coordinator at each high school. This individual helps establish and expand local industry partnerships and apprenticeships, ensures quality instructional programs, works to address disparities in enrollment and recruitment needs. This position is supplemental to the already established



Work-based Learning Coordinator at each high school who facilitates internships, related instruction and job placement visits.

BCPS utilizes the course registration guide to help students in the development of a 6-year education plan. This begins in Grade 7 and is supported by the JA Inspire career research and exploration event and integrated curricular units.

Linked Artifacts:

[3.4.4.question 128.CTE 5-Year Plan](#)

Pillar 3: Equitable Access and Tracking

134. Progress-monitoring student performance and assigning students to groups, classes, and programs based on their achievement levels can result in tracking, a practice which can further limit educational access and opportunities for historically underserved groups and widen achievement gaps. Tracking occurs at all grade levels (Pre-K-12) and the Blueprint aims to eliminate that practice. What safeguards does the school system implement to mitigate and eliminate opportunities and occurrences of tracking at the elementary, middle, and high school levels?

BCPS has established a centralized position, Supervisor of Master Scheduling, that supports master scheduling and offices to improve systemic capacity in designing and sequencing of course and program requirements and opportunities for students. This has established training and resources that allow stakeholders to understand the range of options and interdependencies of course offerings including dual enrollment (artifact 3.4.4.question 134. Master Scheduler Course Information).

Students have ongoing opportunities to access advanced learning experiences throughout their educational careers. Working with master schedulers, department chairs and counselors on a consistent basis, the Office of World Language ensures equitable student access to high rigor World Language coursework leveraging course sequencing and dual enrollment for students to earn the Maryland seal of biliteracy. Additionally, all 7th grade students sit for the AAPPL test so that there are additional data and diagnostic measures to set goals and understand their individual pathway to proficiency. The Office of Advanced Academics ensures students have access to universal screening in 3rd and 5th grade with the opportunity for school-based review and referral at any point in a student's academic career. The Review and Referral Team collects and analyzes multiple data points. At the middle and high school level, referrals for students to participate in advanced courses, such as Gifted and Talented/Advanced Academics classes, Advanced Placement classes or Dual Credit classes, may be made at any time by a teacher, parent/guardian, administrator, counselor, or student. Advanced Academic courses are available in a variety of subjects including English Language Arts, Mathematics, Science, Social Studies, World Languages, and Fine Arts, among others. (artifact 3.4.4.question 134. Advanced Academics FAQ).

BCPS has begun piloting and plans to extend the role of a CTE Site Coordinator at each high school. Under the direction of the principal and CTE office, the CTE Site Coordinator provides



leadership and daily support to school-based staff and community stakeholders while working closely in the planning, monitoring, developing, and implementing of the site's CTE programs. Leads the implementation of Youth Apprenticeship Maryland, ACTE Quality CTE Framework, NAPE PIPE, and improved accountability for Methods of Administration/Consolidated Plans; Perkins V, and Blueprint for Maryland. This individual provides daily instructional support to teachers and staff; assists with professional development activities; and monitors CTE data, student engagement, equity, and access. They are responsible for the related instruction and curriculum development of the Apprenticeship Maryland Coursework.

BCPS CTE Office participates in and facilitates the NAPE PIPE process for school teams in order to disrupt disparities and build program capacity. This work has served as a model for analysis and planning across content offices. It is reflective of the CTE & Fine Arts Office Progress Plan examining issues of access to advanced level coursework across CTE, Visual and Performing Arts. (artifact 3.4.4.question 134.NAPE Program Agenda_Process).

Linked Artifacts:

[3.4.4.question 134.NAPE Program Agenda_Process](#)

Pillar 3: (OPTIONAL) Proposed Regulatory Revisions and Waivers

135. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

No proposed regulatory revisions or waivers are requested at this time.

Linked Artifacts:

Pillar 3: Stakeholder Engagement

136. Identify the key stakeholder groups the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the College and Career Readiness Pillar. LEAs must include industry partners and institutions of higher education to increase dual credit and apprenticeship opportunities for students. Describe the anticipated contributions of each group and how frequently the team will engage with them.



Stakeholder Group	Contributions	Frequency of Engagement
Career and Technical Education Advisory Council (CTEAC)	Centralized advisory council made up of industry and higher education partners provides, guidance and approval on district plans to expand and refine CTE in BCPS	Quarterly
Program Advisory Councils	Advisory council made up of program specific industry partners, local schools and district CTE leadership. provides, guidance and expertise on district and school plans to expand and implement high quality CTE in BCPS. CTE has a PAC for every CTE program of study, they are sometimes grouped by Career Cluster (e.g. all construction and development cluster programs meet as one PAC).	Semester
Blueprint Implementation Planning Committee	Cross divisional group of BCPS employees including teachers and school-based leaders providing feedback and reflection on district plans	Monthly
CTE Site Coordinators	School-based leaders that provide daily support to school-based staff and community stakeholders while working closely in the planning, monitoring, developing, and implementing of the site's CTE programs.	Monthly

Linked Artifacts:



Pillar 4: More Resources to Ensure All Students Are Successful

In each of the three previous Pillars, LEAs are asked to describe how they meet the needs of unique learners, including English learners and students with disabilities. In this section, LEAs will discuss the differentiated support and specific investments being made to support individual service groups. LEAs may reference prior responses as needed.



Pillar 4, Objective 2: Improve the education of English Learners (EL)

4.2.2: Implementing the English learner workgroup recommendations

- 137. Engagement and Communication with Multilingual Families:** How will the school system share important information and engage English learner families in increasing activities to support students? Explain which strategies, including the use of family coordinators, are used and how they are employed at both the school system and school levels.

Commonly utilized methods of parent communication and involvement include:

- Telephonic and in-person interpretation
- Translation
- Bilingual facilitators
- English learner parent leadership academies
- Digital communication applications
- English learner parent outreach engagement activities

The school system uses a multi-tier approach to share important information and engage English learner families in increasing activities to support students. BCPS employs over 60 contractual interpreters who speak more than 30 of BCPS' more prevalently spoken languages. Additionally, BCPS utilizes the *Fluency* app to schedule meetings with an interpreter in a convenient process. To augment the support for families who speak some of the other 70+ languages, BCPS employs Language Line Phone Services. Language Line, a telephonic interpreting service, is available to all BCPS personnel to facilitate communication with families who have limited English proficiency.

The Office of ESOL collaborates with the BCPS Office of Communication to ensure translation and interpreting needs are streamlined and timely in all communications. In the past year, the Office of Communications has hired a Bilingual Senior Communications Specialist which ensures that BCPS is able to send messages in both English and Spanish. The Office of ESOL has also worked with BCPS TV to develop informational videos in the 6 top languages on different topics including Prekindergarten and Magnet Programs.

Translation services ensure that systemwide documents are translated into the top 11 languages in Baltimore County. BCPS is in the process of integrating Talking Points to give principals, teachers and families the ability to text message one another in the language that each prefers.

The Office of ESOL has 4.0 full time ESOL Family School Liaisons who manage and train the contractual interpreters, provide training systemwide on using interpreting and translating tools, and develop parent programming to support multilingual families. These employees also support training to specific system employees in conjunction with other office members, including training for administrative and secretarial teams on working with multilingual families, training to transportation and custodial staff in culture and Spanish language use, support for the Spanish



for Educators course, and providing support to families through school-based cultural events involving school community participation to enhance belongingness. Family School Liaisons also oversee the International Parent Leadership Academy, where BCPS identifies parents who are newer to the system and provide specialized training to learn about all the programming available to students in Baltimore County Public Schools. Recently, the Office of ESOL has collaborated with the Community Schools Program to create school based ESOL family school liaisons. The school-based liaisons will be trained by the Office of ESOL's family school liaisons to ensure that they have the tools needed to support the multilingual families in their school community. At this time there are 3 school-based family school liaisons who are located at elementary schools with large Spanish-speaking populations.

Finally, the Office of ESOL is collaborating with the Department of Communications and Community Outreach to support family outreach activities at 13 secondary schools who will have ESOL programs next year for the first time. These outreach activities will be integral to the creation of the ESOL program at each school.

[Linked Artifacts:](#)

- 138. Language Acquisition and Reclassification:** Describe the individual strategies and support the LEA provides to increase the number of students eligible for reclassification and ensure the level of language acquisition necessary for academic success. Include specific strategies for long-term English learners, particularly at the secondary level.

In the 2023-2024, BCPS will begin implementing a plan to return multilingual learners who currently attend ESOL Centers for their ESOL services back to their home schools. This plan will be a gradual phase-in and will require programmatic review and additional recruitment efforts to ensure that the strongest teachers are working with the growing multilingual population.

School-wide training will be required for all new schools and will be led by the Office of ESOL in collaboration with outside partners. Each school leader has been provided a menu of professional development activities that include both required and optional training for their staff.

Beginning in the 2021-2022 school year, the Office of ESOL developed its Office Progress Plan goals to support long-term English learner support, including ensuring that every school has immediate access to their data on long-term ELs using the Ellevation Platform. Additionally, all teachers in BCPS have access to an asynchronous self-paced professional development module titled An Introduction to Long Term English Learners as well as additional modules to support their development of skills to work with all multilingual learners. BCPS has also focused on supporting long-term English learners by the development of a course specifically designed for long-term English learners at the middle and high school level which has a greater focus on literacy. Finally, the Office of ESOL has been working closely with various content offices to also integrate best instructional practices for multilingual learners directly into content curriculum.

ESOL teachers continue to receive robust trainings to support all their multilingual learners including long-term English learners including Thinking Maps training and linguistically



responsive teaching. Lastly, BCPS master schedulers and school counselors have been trained on the most appropriate scheduling sequence for all English learners to ensure that students can participate in rigorous coursework.

Data literacy coaching has been an integral part of moving these students forward and staff have continued to provide systemic training on the Ellevation platform data analysis tools in addition to conducting professional learning sessions focused on understanding ESOL WIDA scores and appropriate course scheduling for ESOL students.

Linked Artifacts:

4.2.3: Increase per pupil funding for English learners

139. Alignment and Investment of Resources: The Blueprint provides additional aid to LEAs specifically to support English learners. Discuss how the LEA has leveraged this aid, along with other funding sources, to meet the needs of this student group, including the results of the efforts and how they will inform future actions. Describe specific examples of how the LEA will increase its investments and reallocate or realign its use of talent, time, and resources.

Examples may include:

- *Increasing the number of district or school staff to support English learners, including ESOL certified teachers*
- *Increasing training and professional development for all teachers related to the assets of multilingualism and improving academic outcomes for English learners*
- *Increasing access to high-quality school day tutoring and/or extended learning opportunities*
- *Launching dual language immersion programs where enrollment allows*

Significant gains can be made in increasing the number of ESOL teachers at the elementary and secondary levels. Decreasing the teacher to student ratio will help address the growing, dynamic population trends with over 200% growth in multilingual learner enrollment over the past five years alone. Significant investment will be made into the coaching of all home schools in conjunction with the ESOL Strategic Plan, as BCPS embarks upon a multi-year effort to return ESOL students in centers to their home/community schools, which will address not only more engagement and resources in the communities where students and families live and work, but it will also address increases in waivers, which often occur as the result of students and parents not wanting students to travel for extended time periods to reach their ESOL center.

A critical component of this plan includes professional learning around SIOP (Sheltered Instructional Observation Protocol) strategies and implementation as well as ongoing observations and walk throughs, coaching for staff in the use of the Ellevation platform to better evaluate student data and implement support modules provided within the platform, as well as



professional learning around working with multilingual learners and trauma-informed best practices. The *Hey Tutor! Platform* is currently being integrated for implementation to help support tutorial services for multilingual learners in a variety of subject areas, including World Languages, with the hope that additional Spanish for Native and Heritage Speakers and other courses and supports can help multilingual learners earn the Maryland Seal of Biliteracy. The Office of ESOL continues to run extended summer programming opportunities for multilingual learners, including sites for summer immersion opportunities, as a platform to a larger scale immersion offering. BCPS has identified elementary programming and leaders where immersion would be an appropriate shift for the school community. The Office of ESOL meets with the BCPS Magnet and Advanced Academics Team to continue to explore ways to increase the multilingual learner representation in these programs. The Office of ESOL staff present not only to departmental leaders, content offices and leadership teams across the system as well as various Board and local agencies on the needs and best practices for the multilingual population, the Office plans to engage in enhanced programming supports through a mobile Welcome Center, which is in the final stages of completion, and which will bring both services and much-needed programming to BCPS communities. In order to support this work, the office uses a combination of grants as well as local funding.

[Linked Artifacts:](#)

Pillar 4, Objective 3: Improve education for students with disabilities

4.3.1: Improve education for students with disabilities using the increased per pupil funding

140. Alignment and Investment of Resources: The Blueprint provides additional aid to LEAs specifically to support students with disabilities. Discuss how the LEA has leveraged this aid, along with other funding sources, to meet the needs of this student group, including the results of the efforts and how they will inform future actions. Describe specific examples of how the LEA will increase its investments and reallocate or realign its use of talent, time, and resources.

Examples may include:

- *Increasing the number of district or school staff serving special education students*
- *Increasing training and professional development for all teachers related to inclusion and improving academic outcomes*
- *Increasing access to high-quality school day tutoring and/or extended learning opportunities*



BCPS aligns resources and investments with system wide data. Department of Special Education is committed to investing in evidence-based support and services for students based on student outcomes and systemwide initiatives and data indicators. The Department of Special Education will continue to braid grant funds with operating funds. Department of Special Education will collaborate with the Budget Office to ensure that funding is aligned with student needs and location of services.

BCPS is committed to increasing inclusive opportunities for students with disabilities. The Department of Special Education in collaboration with the Budget Office, allocated 2.0 teachers and at least 1.0 paraprofessional to support the continuum for each elementary school.

To improve outcomes for our youngest learners, a kindergarten support structure will be implemented during the 2023-2024 school year to support home school kindergarten. Based on this model, targeted elementary schools will receive an additional paraprofessional to increase general education access for kindergarten students with disabilities. As part of this professional learning plan, the Department of Special Education provided professional development to building administrators, general education kindergarten teachers, special educators, and paraprofessionals aligned with the supported model.

The following professional learning sessions were offered in the 2022-2023 school year and are planned for the 2023-2024 school year.

- “Life Space Crisis Intervention (LSCI) Day 1” was offered to kindergarten teachers, paraeducators, and special educators
- “Role of the Paraeducators in Inclusive Settings” was offered to kindergarten paraeducators. The topics covered were strategies for differentiation and data collection
- “Introduction to Co-teaching in the Inclusive Classroom” was offered to kindergarten teachers, paraeducators, and special educators

During the 2023-2024 school year, BCPS will realign staffing and resources to meet the needs of preschool and prekindergarten students in their home school as part of the prekindergarten expansion.

BCPS will continue to align resources to build school-based capacity and encourage administrative oversight of the IEP process by increasing the number of IEP facilitators at the elementary school level. The facilitator positions will enable assistant principals to monitor and respond to noncompliance and insufficient progress.

During the 2022-2023 school year, the Department of Special Education initiated a proactive visitation model that enabled central office staff to provide ongoing instruction, and compliance feedback. The proactive support model will be expanded during the 2023-2024 school year, to include professional learning communities designed to promote fidelity of programming, instructional coaching, and equitable outcomes for students with disabilities.

To increase academic outcomes for students with disabilities, BCPS has strengthened collaborative partnerships between the academic content offices and the Department of Special Education. During the 2022-2023 school year, special education leadership and specialists conducted joint school visits, learning walks, and professional learning sessions for administrators, central office staff and school-based instructional leaders. To increase math achievement, the Department of Special Education and the Office of Mathematics will conduct an Algebra Symposium for general, special educators, central office leaders, and building administrators. The goal of the collaborative training sessions is to increase teachers’



understanding of math standards. Participants will gain a deeper understanding of algebraic standards. The partnerships will reinforce tiered systems of support for all students.

To enhance services, and academic outcomes for students with disabilities, the Department of Special Education partnered with an external consultant firm to develop a strategic plan. Members of the strategic planning team included multiple community and system level stakeholders. The draft plan will enable the Department of Special Education and BCPS to align curriculum, comprehensive supports and professional learning in a manner that prioritizes the needs of students and families receiving special education services.

The Department of Special Education will build internal capacity around student advocacy, resilience, and pro-social development by investing in conferences and professional learning such as the National Youth Advocacy and Resilience (NYAR). Special Education specialists in our central office will utilize the strategies gained through engagement and participation to decrease suspension, promote student achievement and increase attendance for students with disabilities.

Linked Artifacts:

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

To mitigate the opportunities for under identification of special education students representing individual demographic groups. As part of outreach for Child Find, BCPS targets public awareness activities to parochial schools, pediatricians, and parent advocacy groups to ensure students are identified. The BCPS Child Find office disseminates special education screening tools and resources to each geographic area. Information is presented in multiple languages. Virtual screening, evaluation and team participation is used to engage working families in the eligibility process. Screening and monitoring procedures will continue throughout the following school year, 2023-2024. To address over representation of students representing individual demographic groups, BCPS reviewed data and determined a need to develop criteria to reduce over identification with appropriately identifying students in specific disability areas. Revised eligibility criteria are shared with IEP facilitators and school team members.

BCPS utilized identification data to develop a systemic response to identification disproportionality. During the 2022-2023 school year, BCPS attended a statewide Intellectual Disability Workgroup. BCPS staff received resources and professional learning to assist with disproportionate identification.

- 1. Black/African American Emotional Disability identification and Multi Race Emotional Disability identification:** Department of Special Education and The Office of Social Emotional Learning will work to identify strategies to reduce the risk ratio. Additional professional development during the 2023-24 school year on the use of the eligibility determination process. In addition, BCPS allocates funds through CCEIS to provide targeted support to reduce identification of Black/African American students. BCPS continues to utilize grant funds to align staff to support schools with higher rates of Black/African American students identified as ID.
- 2. Black/African American Other Health Impairment identification:** Department of Special Education and the Office of Social Emotional Learning will work to identify



strategies to reduce the risk ratio. BCPS will provide additional professional development during the 2023-24 school year.

3. **White Speech or Language Impairments identification:** During the 2023-2024 school year, the Department of Special Education will continue to provide opportunities for roll alike professional learning communities to build the capacity of school based related service providers IEP chairs and child find referral staff around the multi-tiered levels of support process and eligibility. Development of equity workgroups to explore the impact of implicit bias on eligibility.

Linked Artifacts:

142. Effective Classroom Instruction: Discuss the strategies the LEA uses to ensure all teachers of special education students (general education and special education) can provide instruction effectively for this service group. Include references to Pillar 3: College and Career Readiness as needed.

Examples may include:

- *Strategic staffing to implement a co-teaching model that allows for two teachers to share all responsibilities for a single classroom*
- *Professional development to support all teachers in differentiating instruction effectively*
- *Scheduling models to support collaboration and co-planning between general and special education teachers*

BCPS is committed to increasing the capacity of all teachers to provide effective instruction for students receiving special education services. Specially designed professional learning has been developed for school and central office staff. Targeted training initiatives started during the 2021 school year. Ongoing systemwide training and support will increase each school year to meet the instructional and behavioral needs of students with disabilities. Through coordinated collaboration among offices, BCPS works to ensure students with disabilities have equitable access to general education curriculum instruction (artifact 4.3.1.question 142.Professional Development Plan for Special Educators) College and Career Readiness as needed.

The Department of Special Education and Department of Teaching and Learning are collaborating to provide summer professional learning aligned with increasing access for all learners. Targeted groups for professional learning will include administrators, general educators, and special educators.

During the 2022-23 school year, the Department of special education reviewed systemic instructional and behavioral data trends to develop professional learning series for special education teachers and support staff. Additional data was collected during pro-active school visits and meetings with building administrators. Once the topics were generated, Department of Special Education staff prioritized professional learning based on school and district wide needs. As part of the planning process, the Department of Special Education identified outside consultants to support equitable access for students with disabilities. Multiple presentation methods such as weekly coaching check-in sessions and system-wide professional learning offerings will be used to increase participation and engagement.

Through a professional partnership with the Maryland Coalition for Inclusive Education (MCIE)



administrators received comprehensive training and strategies to increase inclusive opportunities for students with disabilities. MCIE facilitated book studies with central office special education staff to improve internal practices and reinforce service delivery along full continuum. The Department of Special Education partnered with Towson University to build the internal capacity of central office staff through a case study model, Project ECHO. Special education central office staff engaged in professional didactic and case review sessions that enabled staff to develop consistent school support structures. The intended outcome was to provide teachers and central office with evidenced-based strategies and support for students with disabilities. The Project ECHO sessions targeted preschool through age 21.

During the 2022-2023 school year, professional learning communities were developed and implemented for each service delivery model in BCPS. In addition, special education leaders engaged in interoffice collaboration with the content offices to ensure that students with disabilities are given access to grade level standards. Professional Learning Series included:

- “Adult Assistant Professional Development” for support staff
- “Assessing with a Purpose” for school psychologists, special educators, and general educators
- ‘Kindergarten Series’ for Social Emotional Learning Teachers, general educators, special educators, and paraprofessionals
- “Role of the Para-professional” for paraprofessionals
- “Inclusive Education” for special educators, general educators, administrators, and paraprofessionals
- “Integrated Service Delivery Model” for special educators
- “Transition” for Middle and High school special educations and IEP Chairs

Linked Artifacts:

[4.3.1.question 142.Professional Development for General and Special Educators](#)

143. Disciplinary Data and Practices: What policies, procedures, or systems will the school system utilize to mitigate discriminatory discipline practices for special education students? What data will the school system use to monitor and evaluate disciplinary practices?

BCPS follows systemic behavior policies as outlined in the Student Handbook. In addition, systemic discipline practices for students with disabilities are aligned with federal and state guidelines (IDEA, COMAR). The Department of Special Education works across divisions to monitor disproportionality. BCPS utilizes a variety of discipline data sources related to student referrals and suspension to monitor and address systemic disciplinary trends.

BCPS has been under corrective action for disproportionality around the disciplinary removal of black/African American students. In collaboration with the Department of Social Emotional Learning, BCPS suspension data is closely monitored. Targeted professional learning to identified schools is provided. Centrally funded resources teachers are supporting schools through a residency model where they are supporting school-based staff and students for one-



month blocks of time. The focus of their time in schools is to model strategies and proactive support to prevent suspension.

Additionally, BCPS has a System Improvement Team which focused on suspension. This is a multidisciplinary group of central office and school leaders who analyze data monthly and provide systemic recommendations related to discipline procedures.

Ongoing professional learning to increase the use of proactive support is available systemwide.

Life Space Crisis Intervention training is offered to all school administrators to build the capacity of behavioral support, specifically de-escalation allowing more students to be supported within a comprehensive school with access to rigor and content experts for all academic areas.

In preparation for the 2023-24 school year, special education staff will partner with academic content offices to ensure special education teachers receive professional learning and grade level resources to increase academic outcomes for students with disabilities. During the 2023-2024 school year, special education teachers within the regional service delivery model will receive curriculum training alongside their general education colleagues with the intent of providing access to grade-level standards and increased inclusive opportunities.

The Department of Special Education has engaged in interoffice collaboration to address disproportionate disciplinary practices, policies, and procedures. During the 2022-2023 school year, the Department of Special Education and the Department of Social Emotional Supports conducted a deep dive into systemic discipline data to identify problems of practice and a list of schools with the highest percentages of disproportionate disciplinary practices. Through student specific data analysis, BCPS identified Black African American students at risk for disciplinary removals. These students (<800) receive at least weekly tier 2 and tier 3 support and interventions from various staff trained to address individualized social emotional deficits. Social emotional learning teachers, social workers, psychologists, central office resource staff and MTSS teachers are included as potential providers for the identified Black African American students. The targeted schools will continue to receive extensive professional development, resources, and direct consultative support from a Board-Certified Behavior Analyst (BCBA).

To ensure consistent implementation, each targeted professional learning series is provided in a turnkey format which is monitored through centralized fidelity checks. Social emotional teachers and school-specific staff for targeted schools are expected to attend the monthly professional learning sessions. Below outlines a sampling of the professional learning sessions provided during the 2022-2023 school year. Professional learning topics are updated annually based on identified trends in systemic disciplinary data. The professional Learning Series included:

- “Tired Classroom Supports” for Social Emotional Learning teachers, school psychologists, special and general education teachers
- “Restorative Practices” for Social Emotional Learning teachers, school psychologists, and special and general education teachers
- “Behavior Skills Training” for Social Emotional Learning teachers, school psychologists and special and general education teachers
- “Functions of Behavior” for Social Emotional Learning teachers, administrators, and special and general education teachers
- “Implicit Bias” for Social Emotional Learning teachers, administrators, and teachers

In addition, BCPS has assigned five centralized resource teachers to support staff and students in the identified buildings. This level of direct support will continue through the 2023-2024 school



year and beyond based on disciplinary data.

The Department of Pupil Personnel Services and Responsive Student Planning presented disproportionate disciplinary practices to school-based administrators and executive leadership. Comprehensive resources and training have been provided on alternatives to suspensions, disproportionate disciplinary removals, and the utilization of proactive strategies to reduce reactive response to student discipline. The goal of these sessions is to address disciplinary practices for student's district wide.

The practices utilized to address disproportionate disciplinary policies, practices and procedures has resulted in a decrease in school and out of school suspension of Black African American students. For students ages 3-21 who are Black/African American, the following data was reported:

- In 2019-2020, out of school suspension less than or equal to 10 days was 2.24 and in 2021-2022 was reduced to 1.87, illustrating a -0.37 change.
- In 2019-2020, out of school suspension greater than 10 days was 4.15 and in 2021-2022 was reduced to 3.14, illustrating a -0.74 change.
- In 2019-2020, in school suspension less than or equal to 10 days was 2.01 and in 2021-2022 was reduced to 1.03, illustrating a -0.98 change.
- In 2019-2020, the Sum Discipline Total was 2.37 and in 2021-2022 was reduced to 1.88, illustrating a -0.49 change.

Data informed decisions to the current intensive support model will occur because of systemic data analysis. BCPS will continue to engage in a deep data analysis to identify current systemic areas of need to address the disproportionate disciplinary practices. In collaboration with the Office of Equity, professional learning related to implicit bias and discriminatory practices will be incorporated into school and central office professional learning communities (PLCs).

Linked Artifacts:

Pillar 4, Objective 4: Provide supports for students attending schools with a high concentration of students from low-income households

4.4.1: Personnel grants are phased in through FY 2025 until grants are awarded to schools where at least 55% of students are eligible for FRPM (185% FPL)

Note: Only LEAs that are current recipients or anticipated recipients of the Concentration of Poverty Grant must complete section 4.4.1 and 4.4.2 regarding community schools.

[Blueprint Requirement \(MD Code, Educ §9.9–101\)](#)



144. Current Community Schools: Community schools are funded via Concentration of Poverty Grants, which provide funding for both personnel and additional per pupil funding and are required to have a full-time Community Schools Coordinator and access to a health care practitioner. Use the table below to list the schools that currently meet the definition of community school and provide the requested information.

School Site Code	School Name	Staffed with a Community Schools Coordinator (Y/N)	Provides Access to Health Care Practitioner (Y/N)
1307	Baltimore Highlands Elementary School	Y	Y
1517	Battle Grove Elementary School	Y	Y
303	Bedford Elementary School	Y	Y
1205	Berkshire Elementary School	Y	Y
113	Chadwick Elementary School	Y	Y
1503	Colgate Elementary School	Y	Y
1525	Deep Creek Elementary School	Y	Y
1557	Deep Creek Middle School	Y	Y
1202	Dundalk Elementary School	Y	Y
1251	Dundalk Middle School	Y	Y
104	Edmondson Heights Elementary School	Y	Y
204	Featherbed Lane Elementary School	Y	Y
1255	General John Stricker Middle School	Y	Y
1313	Halethorpe Elementary School	Y	Y
912	Halstead Academy	Y	Y
1515	Hawthorne Elementary School	Y	Y
1253	Holabird Middle School	Y	Y
105	Johnnycake Elementary School	Y	Y
1311	Lansdowne Elementary School	Y	Y
1351	Lansdowne Middle School	Y	Y
1217	Logan Elementary School	Y	Y
1512	Mars Estates Elementary School	Y	Y
1506	Martin Boulevard Elementary School	Y	Y
1403	McCormick Elementary School	Y	Y
1514	Middlesex Elementary School	Y	Y



307	Milbrook Elementary School	Y	Y
1207	Norwood Elementary School	N- Current Vacancy	Y
810	Padonia International Elementary School	Y	Y
1308	Riverview Elementary School	Y	Y
72	Rosedale Alternative Center	Y	Y
1527	Sandalwood Elementary School	Y	Y
1216	Sandy Plains Elementary School	Y	Y
206	Scotts Branch Elementary School	Y	Y
1409	Shady Spring Elementary School	Y	Y
1513	Sussex Elementary School	Y	Y
1505	Victory Villa Elementary School	Y	Y
211	Winfield Elementary School	Y	Y
253	Woodlawn Middle School	Y	Y

145. Staffing the Community School Coordinator Role: For those schools without a full-time Community School Coordinator, describe the LEA’s plans for ensuring that the role of Community School Coordinator is filled for each of its community schools. Discuss the key recruitment and retention strategies used, especially those that are unique to this role.

The Office of Human Resources has advertised the position for potential candidates until the position is filled. BCPS has worked with the community school partner agency to advertise within the community and with other existing community school facilitators. Community awareness meetings are held across the district to promote the initiative and the responsibilities of the community school facilitator position. Until the vacancy is filled, BCPS has a partnership with the Y in Central MD and in collaboration with the Office of Title I, Homeless Programs, and Community Schools will ensure that the MSDE requirements are met.

Community School Facilitators (coordinators) receive extensive professional learning monthly from BCPS personnel in partnership with the Y in Central MD focused on facilitating the Needs Assessment, Shared Decision Making, Multi-Year Implementation planning, and programming. Additionally, half day professional learning communities convene monthly to focus on topics such as: English Language Learners, Middle Schools, Community Engagement, etc. Furthermore, we have structured our community schools into feeder pattern networks. These networks meet as facilitators once a month to ensure wrap around services support needs of the entire neighborhood are addresses at all schools. These monthly learning opportunities assist in fostering a collaborative network amongst the facilitators providing an additional layer of support and promoting retention of our facilitators. An extensive onboarding process occurs each summer bringing together school administrators, Community School Facilitators, Program Specialists, central office staff, and others to assist newly identified Community Schools in understanding the strategy and planning for the year ahead.



Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §5–203\)](#)

- 146. Providing Access to a Health Care Practitioner:** For those schools without access to a health care practitioner, discuss how the LEA ensures continuous access to a health care practitioner in all its community schools as described above during school days as well as extended learning time.

All schools have access to a health care practitioner. When vacancies occur, the Office of Health Services works with outside health care practitioner vendor agencies to fill full-time employee vacancies with temporary support until a full-time employee is hired. All schools can utilize their certified nurse for extended learning time as well as approved contracted providers, if needed.

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §9.9–102\)](#)

4.4.2: Community school coordinators shall establish a community school and conduct a school-level needs assessments in partnership with local entities/agencies



147. Community Partnership Projections

Identify the strategic partnerships between schools, the school system, and community organizations in the areas of academics, health and social services, youth and community development, and family and community engagement. Use the table below to list existing partnerships and those the school system intends to develop with anticipated implementation dates. Partnerships should align to the needs identified through the community school needs assessments.

Examples may include:

Providing educational opportunities for adults and family members of students

Extending or expanding learning time

Providing enrichment opportunities for students

Training and facilitation of Academic Parent-Teacher Teams

Collaborative leadership strategies to build collective trust and shared responsibility

Name of Partner	Purpose of Partnership	School(s) Served	Grade Level(s) Served	Stakeholder Group(s) Served	Existing or Planned	Implementation Date
Y in Central Maryland	Provide professional development and technical assistance to central office and schools.	All schools, All offices	n/a	Staff	Existing	Current
Baltimore Hunger Project	Provides weekend food	Baltimore Highlands ES Battle Grove ES Lansdowne MS Logan ES Martin Boulevard ES Milbrook ES Padonia International Riverview ES Scotts Branch ES	K-8	Students, Caregivers, Community	Existing	Current
Student Support Network	Clearinghouse of supports and resources for member schools	Baltimore Highlands ES Battle Grove ES Halstead Academy Woodlawn MS	K-8	Students, Caregivers, Community	Existing	Current
Chick Fil A	Local business, providing food and coupons	Baltimore Highlands ES Battle Grove ES Colgate ES Lansdowne ES Woodlawn MS	K-8	Students, Caregivers, Community	Existing	Current



Maryland Food Bank	Local food access organization	Baltimore Highlands ES Colgate ES Dundalk ES Logan ES Martin Boulevard ES Milbrook ES Riverview Elementary Scotts Branch ES	K-8	Students, Caregivers, Community	Existing	Current
Positivity Project	SEL program/staff support	Baltimore Highlands ES	K-5	Students, Caregivers, Community	Existing	Current
Colgate Dental Van	Mobile dental screenings	Baltimore Highlands ES	K-5	Students	Existing	Current
Christ United Methodist Church	Faith based organization, various	Baltimore Highlands ES	K-5	Students, Caregivers, Community	Existing	Current
Girl Scouts of Central MD	Social organization for girls	Baltimore Highlands ES Berkshire ES Riverview ES Scotts Branch ES Winfield ES	K-5	Students	Existing	Current
Discover STEAM, Inc	STEAM enrichment organization that provides out of school time or in school programming	Baltimore Highlands ES	K-5	Students	Existing	Current
Bridge MD	Faith based organization, various	Baltimore Highlands ES Lansdowne ES Riverview ES	K-5	Students, Caregivers, Community	Existing	Current
North Point Village Civic Association	School supplies	Battle Grove ES	K-5	Students, Caregivers, Community	Existing	Current
The Maryland Book Bank	Bookmobile visit - books	Battle Grove ES	K-5	Students, Caregivers, Community	Existing	Current
CCBC	Spanish classes for admin, staff, and teachers ESOL Classes	Battle Grove ES Chadwick ES Chesapeake HS Padonia International	PreK-5	Students, Staff, Caregivers, Community	Existing	Current
North Point Public Library	Library cards, resource	Battle Grove ES	PreK-5	Students, Caregivers, Community	Existing	Current
Bailes Mi Tierra Mexican Folk Dance Company	Entertain, education, etc.	Battle Grove ES	PreK-5	Students, Staff, Caregivers, Community	Existing	Current
The Maryland Zoo	Visits in person and virtually	Battle Grove ES	PreK-5	Students, Staff	Existing	Current
Amazon	Multi-billion-dollar company that provides items and multiple services for stakeholders (mentors, etc.) Volunteers	Berkshire ES Chesapeake HS Deep Creek ES Dundalk ES Halstead Academy Logan ES Sandy Plains ES Woodlawn MS	PreK-5	Students, Staff, Caregivers, Community	Existing	Current
Boy Scouts	Youth development	Berkshire ES	PreK-5	Students	Existing	Current
Holistically Empowered Youth	A membership to a full-service warehouse that will provide families with resources that they need, such as clothing, home appliances, air mattresses and space heaters to name a few.	Chadwick ES	PreK-5	Students, Staff, Caregivers, Community	Existing	Current
Islamic Society of Baltimore	Provide cultural knowledge and competency as it relates to the growing Islamic population at Chadwick.	Chadwick ES	PreK-5	Students, Staff, Caregivers, Community	Existing	Current



Christ the King Church	Provide food during weekly food pantry and school supplies yearly.	Chadwick ES	PreK-5	Students, Caregivers, Community	Existing	Current
Purpose Church	Provide mentoring opportunity for students	Chadwick ES	PreK-5	Students	Existing	Current
A.R.T.S	Counseling for students	Chesapeake HS Deep Creek MS	Grades 9 - 12	Students	Existing	Current
Towson Elks	Donation of cozy corner	Deep Creek ES	K-5	Students, Staff, Caregivers, Community	Existing	Current
NAMI	Provide parent and staff sessions	Deep Creek ES	K-5	Staff, Caregivers	Existing	Current
Planned Parenthood	Provide parent information sessions	Deep Creek ES	K-5	Caregivers	Existing	Current
Santa's Helper Anonymous	Donates presents to students over the holidays	Lansdowne ES	PreK-5	students, caregivers	Existing	Current
St. Clements Church	Donates food bags to students once a week	Lansdowne ES	PreK-6	students, caregivers	Existing	Current
Ravens Roost	Donates food and presents to students over the holidays	Lansdowne ES	PreK-7	students, caregivers	Existing	Current
Machado Construction	Donates food and presents to students over the holidays	Lansdowne ES	PreK-8	Students, caregivers	Existing	Current
Preston Mitchum Foundation	Donates back to school supplies every year during BTS event and donates holiday help items for the annual toy drive	Lansdowne ES	PreK-9	students	Existing	Current
Drops of Love	Donates presents for families over the holidays	Lansdowne ES	PreK-10	Students, Caregivers, Community	Existing	Current
Lansdowne Volunteer Fire Dept.	Provides their services to students on field day and or other school events	Lansdowne ES	PreK-11	Students	Existing	Current
LES Watch D.O.G.S. (Dads of Great Students)	Volunteers at the school and serves as a mentor/role model to selected students	Lansdowne ES	PreK-12	Students,	Existing	Current
Lansdowne Alliance Church	Volunteers at school events and donates items during the holidays and donates supplies to school events/initiatives	Lansdowne ES	PreK-13	Students, Caregivers	Existing	Current
Sunflowers for Sallie	Donates Thanksgiving baskets to families in need	Lansdowne ES	PreK-14	Students, Caregivers, Community	Existing	Current
Lansdowne Corner Florist	Donates holiday help items	Lansdowne ES	PreK-15	Students, Caregivers, Community	Existing	Current
Love Light City Church	Volunteers at school events and donates items during the holidays and donates supplies to school events/initiatives	Lansdowne ES	PreK-16	Students, Caregivers, Staff, Community	Existing	Current
Argo Company	Donates STEM supplies to schools and volunteered at the school to put the STEM packets together	Lansdowne ES	PreK-17	Students, Staff	Existing	Current
Mosaic Christian Church	Volunteered to spruce up a classroom and donated and potted flowers for the front entrance	Lansdowne ES	PreK-18	Students, Staff	Existing	Current
Superhero Support Inc. Causeplay Service Specialists	Attends school and community events to send a positive message and make it more engaging, also will come to the school to talk about important topics such as bullying	Lansdowne ES	PreK-19	Students, Staff, Caregivers, Community	Existing	Current
Lansdowne Public Library	Attends school events and shares resources from the library	Lansdowne ES	PreK-20	Students, Staff	Existing	Current
Plus One Foundation	Donates items to students for holiday help	Lansdowne ES	PreK-21	Students, Caregivers	Existing	Current



Level the Playing Field	Donates recess equipment to the school and community	Lansdowne ES	PreK-22	Students, Staff, Community	Existing	Current
Boone Blaine	Donates holiday gifts and supports to families	Lansdowne ES	PreK-23	Students, Caregivers, Community	Existing	Current
Liberty Promise	Supports low-income immigrant youth by providing them with means to become actively involved in civic life, pursue higher education, and embark upon meaningful careers.	Lansdowne MS	Grades 6-8	Students	Existing	Current
Creative Coders	Creative Coders teaches students the basics of computer science through game programming in Scratch. Work with middle school students to instill in them a love of programming for years to come.	Lansdowne MS	Grades 6-8	Students	Existing	Current
LASH	LASH provides low-income individuals with free vision screenings and low-cost or free glasses	Lansdowne MS	Grades 6-8	Students, Caregivers, Community	Existing	Current
Alpha Beta Gamma	Donations, volunteers, etc.	Logan ES	PreK-5	Students, Staff, Caregivers, Community	Existing	Current
Boys and Girls Club of America	After school and summer programming	Martin Boulevard ES	PreK-5	Students	Existing	Current
Food Lion	Donations, volunteers, etc.	Martin Boulevard ES	PreK-5	Students, Staff, Caregivers, Community	Existing	Current
Victory Villa Senior Center	Donations, volunteers, etc.	Martin Boulevard ES	PreK-5	Students, Staff, Caregivers, Community	Existing	Current
Dollar General	Donations, volunteers, etc.	Martin Boulevard ES	PreK-5	Students, Staff, Caregivers, Community	Existing	Current
Tiger Paw Martial Arts	After school and summer programming	Martin Boulevard ES	PreK-5	Students, Staff, Caregivers, Community	Existing	Current
Villa Maria	Mental health therapy sessions	Milbrook ES Padonia International Riverview ES	PreK-5	Students	Existing	Current
SchoolStore	Monetary donations	Milbrook ES	PreK-5	Students, Staff	Existing	Current
Pikesville School Coalition	General resources to students and families	Milbrook ES	PreK-5	Students, Caregivers, Community	Existing	Current
Level the Playing Field	Sports equipment for students	Milbrook ES Scotts Branch ES Winfield ES	PreK-5	Students	Existing	Current
Playcenters	Before and after care	Norwood ES	PreK-3	Students, Caregivers	Existing	Current
Rotary Club	Local chapter of national organization providing essential resources to the community. Partner with Operation Warmcoat to provide winter coats to students.	Padonia International	PreK-5	Students, Caregivers, Community	Existing	Current
Love in Action World Wide Ministries	Ministry that holds monthly food distributions at PIES and co-organizes holiday events.	Padonia International	PreK-5	Students, Caregivers, Community	Existing	Current



Towson University	Towson Tigers club hosts College of Education students earning experience hours by tutoring ESOL students in Literacy/Math skills in the format of an after-school program.	Padonia International	PreK-5	Students	Existing	Current
Baltimore County Department of Human and Health Services - Food Coordinator	Donation of produce and food items for food distributions	Padonia International	PreK-5	Students, Caregivers, Community	Existing	Current
American Heart Association	Provide health education to families and students	Padonia International	PreK-5	Students, Caregivers, Community	Existing	Current
Crunch Fitness	Local gym franchise willing to donate basic need resources; volunteered at health fair	Padonia International	PreK-5	Students, Caregivers, Community	Existing	Current
Shoes that Fit	Provides free shoes for 20 children.	Riverview ES	PreK-5	Students	Existing	Current
Love Light City Church	A local church that serves the Lansdowne community. Several of the Riverview families are members of the church. They donated 20 backpacks filled with supplies and came as a resource table for Back to School Night and Community Resource Fair on 9/27.	Riverview ES	PreK-5	Students, Caregivers, Community	Existing	Current
ABL (African American Business Leaders) - EAS	A local chapter of a national organization working to serve their local communities. They donated school supplies for the resource room that have been utilized by students and staff.	Riverview ES	PreK-5	Students, Staff	Existing	Current
Federal Data System	A local business that donated 100 backpacks and other various school supplies that have been stored in the Community School Resource Room and utilized by students and staff.	Riverview ES	PreK-5	Students, Staff	Existing	Current
Girls on the Run	Provides a curriculum and structured support for an afterschool program that supports healthy growth and sisterhood.	Riverview ES	PreK-5	Students	Existing	Current
Y in Central MD - Programming	Afterschool programming 4 days a week	Sandalwood ES	PreK-5	Students	Existing	Current
Church of the Harbor	Provides physical donations and volunteers	Sandalwood ES	PreK-5	Students, Caregivers, Community	Existing	Current
Chamber of Commerce	Donations, volunteers, etc.	Sandy Plains ES Sussex ES	PreK-5	Students, Caregivers, Community	Existing	Current
Chi Beta Zeta Chapter, Zeta Phi Beta Sorority Inc.	Community organization offering supports	Scotts Branch ES	PreK-5	Students, Caregivers, Community	Existing	Current
The Good Shepherd COGIC	Community organization offering supports, faith-based	Scotts Branch ES	PreK-5	Students, Caregivers, Community	Existing	Current
Helping Hands	Community organization offering supports, seasonal	Scotts Branch ES	PreK-5	Students, Caregivers, Community	Existing	Current
Main Street Mental Health	Mental health service provider	Scotts Branch ES	PreK-5	Students, Caregivers, Community	Existing	Current
Thrive Behavioral Health	Behavioral health service provided	Scotts Branch ES	PreK-5	Students, Caregivers, Community	Existing	Current



Santa's Helpers	Community organization offering supports, seasonal	Scotts Branch ES	PreK-5	Students, Caregivers, Community	Existing	Current
Always Reading Inc.	Free books available in designated area of school	Scotts Branch ES	PreK-5	Students, Caregivers, Community	Existing	Current
H.O.P.E Foundation	Donor, seasonal	Scotts Branch ES	preK-5	Students, Caregivers, Community	Existing	Current
The Good News Club	After school virtual engagement	Scotts Branch ES	PreK-5	Students	Existing	Current
St Michael's Church	Church provides holiday food	Sussex ED	PreK-5	Students, Caregivers	Existing	Current
St John's Lutheran Church	Church provides holiday food and food pantry	Sussex ES	PreK-5	Students, Caregivers, Community	Existing	Current
Essex United Methodist Church	Church provides holiday food and food pantry	Sussex ES	PreK-5	Students, Caregivers, Community	Existing	Current
Baltimore County Public Library	Offers tutoring assistance with homework, attends family and engagement school events to provide library resources for families and community members, additional program offered.	Winfield ES Woodlawn MS	Prek-5	Students, Caregiver, Community	Existing	Current
Baltimore County Alumnae Chapter of Delta Sigma Theta Sorority, Inc	Provides educational enrichment, In-kind donations for family and community engagement events	Winfield ES	PreK-5	Students, Caregivers, Community	Existing	Current
Lifebridge Health Services	Provides services for the school community to include Back to School Supply Drive, Annual Trunk or Treat event, Hats and mittens for students, and presentations for Career Day	Winfield ES	PreK-5	Students, Staff, Caregivers, Community	Existing	Current
Braglio Farms	Provides opportunities for field trips, catering for school family and community events, and family and community engagement events at the farm on weekends.	Winfield ES	PreK-5	Students, Caregivers, Community	Existing	Current
Winfield Pal Center	Provides a safe positive and developing atmosphere for youth after school and summer drop in programs, where youth are offered a variety of fun and enriching daily programs. Affirms behavior and strength of character, respect towards others, camaraderie with peers, academics, arts, athletics, community service, and social interaction.	Winfield ES	PreK-5	Students, Staff, Caregivers, Community	Existing	Current
Stanley Snacks	Donations, volunteers, etc.	Woodlawn MS	Grades 6-8	Students	Existing	Current
Lyric Theater	Provide free opportunities	Woodlawn MS	Grades 6-8	Students	Existing	Current
Set the Captives Free	Church - providing sponsorship	Woodlawn MS	Grades 6-8	Students, Caregivers	Existing	Current

[Blueprint Requirement \(MD Code, Educ§5-223\)](#)



148. Consolidated Funding Plans (Required question for LEAs with 40 or more community schools): LEAs with 40 or more community schools may develop a plan in consultation with eligible schools describing how they may expend no more than 50% of the funds received from the state on behalf of the schools. Discuss whether the LEA has such a plan or intends to develop one. If available, link the plan as an artifact.

Currently, Baltimore County Public Schools has 38 Community Schools so is unable to consolidate funding.

Linked Artifacts:

Pillar 4, Objective 5: Enhance student health services

4.5.1: LEAs shall employ behavioral health coordinators

[Blueprint Requirement \(MD Code, Educ §7-447\)](#)

149. Behavioral Health Services Coordinator: Identify the name and contact information of the individual(s) serving as the school system's Behavioral Health Services Coordinator.

Name	Position	Responsibilities
Courtney Brown, LCSW-C	Behavioral Health Supervisor	<p>Coordinates and facilitates appropriate behavioral health services for students, birth through 21.</p> <p>Collaborates with school-based mental health professionals in providing school teams, families, and stakeholders with professional learning and direct assistance for students with serious emotional needs. Professional learning would consist of, but not limited to, mental health awareness, interventions, supporting students in an emotional and/or behavioral crisis, trauma responsive practices and the application of social emotional learning to foster increased protective factors.</p> <p>Provides a continuum of assistance inclusive of direct service, consultation, and problem-solving addressing social, emotional and behavioral needs, as needed.</p> <p>Serves as a liaison in the application, approval and progress monitoring/reporting of community based behavioral health partnerships and maintains a centralized database of accessible resources to support the provision of information sharing and resource mobilization.</p> <p>Collaborates with community-based crisis response providers (i.e., mobile crisis, police).</p> <p>Maintains documentation of student service records as a member of school problem-solving teams as needed and aligned to policy and rule.</p> <p>Leads systemwide workgroups related to behavioral health needs that serve as a potential driver of systemwide solutions.</p> <p>Participates in communities of practices through partnership with workgroups, committees and professional associations.</p> <p>Coordinates the preparation, review and interpretation of data that provides information related to the efficient and effective use of mental health resources to identify and reduce barriers within a system of supports.</p>



Assists with the supervision and program implementation of behavioral health services, county-wide.
Assists the school system with the application(s) for grant funds in areas of identified mental health needs.

150. Appointing a Behavioral Health Services Coordinator: Describe the LEA's plans for ensuring that the role of Behavioral Health Services Coordinator is fulfilled for the school system. Discuss the key recruitment and retention strategies used, especially those that are unique to this role.

The recruitment of the Behavioral Health Services Coordinator was achieved in 2019 (then named mental health services coordinator) in alignment to the BCPS human resources hiring procedures followed by appointment of the Board of Education. Recruitment consisted of posting with qualifications of a mental health provider, as well as experience in not only service provision, but also program development. The investment in retaining this position has been through fostering coordination of behavioral health services through a tiered system of support that is promoted through prevention, early and intensive intervention. Facilitating the implementation of the role in this way has created space for connection to systemic initiatives, collaboration with community partners, and continued individual professional growth opportunities.

Linked Artifacts:

4.5.2: Each local school system develops a plan to enhance and expand school behavioral health supports

151. Supporting Students' Behavioral Health: Discuss the challenges that exist in meeting students' behavioral health needs and how the LEA overcomes these challenges. Include strategies related to funding, specialized staff, community partnerships, etc.

Supporting Students' Behavioral Health by identifying challenges and appropriate strategies to address challenges has continued to be prioritized in BCPS. The growth of access to resources, including school counselors, psychologists and social workers has continued to expand with increased staffing as well as increased community partnerships with community mental health providers, mental health organizations and the local department of behavioral health. The focus on student behavioral health has forged community collaboration resulting in the Mental Health Advisory Council (artifact 4.5.2.question 151.Supporting Students' Behavioral Health [Mental Health Advisory Council Annual Report 2022] and 4.5.2.question 151.Supporting Students' Behavioral Health [MH Advisory Report 2021]).

The BCPS Mental Health Advisory Council (MHAC) (artifact 4.5.2.question 151.Supporting Students' Behavioral Health [Mental Health Partnerships Advisory Council Agenda 10.25.22]) that is representative of all stakeholders, identified various challenges with specificity around awareness and access to the tiered system of supports that includes access points to mental



health supports for students across schools, the measurement of success of the interventions in each tier, understanding the gaps in services, equitable and accessible supports and services, and what determinants inform professional learning.

As a result of the expressed needs to be aware of the resources and access points to address the social, emotional and behavioral health needs of students, there was an effort to communicate the tiered supports through the establishment of a Webpage that includes information and processes to accessing community mental health partnerships, Resource Toolkit, Children's Mental Health Campaign, Virtual Calming Room, and the Mind Over Matters Campaign (artifact 4.5.2.question 151.Supporting Students' Behavioral Health [22_23_Mind Over Matters Campaign]). Communication of this information is posted in systemic communication as well as provided during professional learning and parent events in collaboration with Parent University.

Additionally, there was expressed concern from the council and schools of the growth in mental health needs that were escalating prior to and have continued through the pandemic. To address the expanded mental health needs, BCPS sustained Title IV grant funds and utilized funding from Trauma Behavioral Health and Department of Justice (DOJ)/School Violence Prevention grants to mobilize resources to increase awareness, professional learning of mental health professionals and school teams in advancing practices and resources in meeting the behavioral health needs. Title IV has continued to support the funding of universal initiatives including social and emotional learning curriculum for elementary, restorative practices, and suicide awareness training for students and families at the secondary level; the implementation of growing staff knowledge in funding Mental Health First Aid training for staff and community stakeholders. The Trauma and Behavioral Health grant has afforded funding to expand tier II supports for students as well as individual services through the provision of services by community mental health partners (artifact 4.5.2.question 151.Supporting Students' Behavioral Health [Mental Health Partnerships Data Jan 2023] and 4.5.2.question 151.Supporting Students' Behavioral Health [Mental Health Partnerships]) and the provision of summer mental health services at 20 secondary school sites. The DOJ/School Violence Prevention Grant is providing the expansion of annual professional learning for school-based providers and school teams to enhance the Behavior Threat Assessment Team structure and procedures by extending learning with the CSTAG (Comprehensive School Threat Assessment Guidelines), that is a model that for threat reporting through assessment, planning, intervention, and follow up.

While the MHAC has identified gaps in awareness and the need for communication regarding access, the council most recently has explored the need for a structure to explore School Health Assessment and Performance Evaluation (SHAPE) to explore growth since the initial SHAPE (2013 version) to support examining growth since the initial SHAPE (2013 version) to support to support school mental health quality improvement.

Linked Artifacts:

- [4.5.2.question 151.Supporting Students' Behavioral Health \[Mental Health Advisory Council Annual Report 2022\]](#)
- [4.5.2.question 151.Supporting Students' Behavioral Health \[MH Advisory Report 2021\]](#)
- [4.5.2.question 151.Supporting Students' Behavioral Health \[Mental Health Partnerships Advisory Council Agenda 10.25.22\]](#)
- [4.5.2.question 151.Supporting Students' Behavioral Health \[22_23_Mind Over Matters Campaign\]](#)
- [4.5.2.question 151.Supporting Students' Behavioral Health \[Mental Health Partnerships Data Jan 2023\]](#)
- [4.5.2.question 151.Supporting Students' Behavioral Health \[Mental Health Partnerships\]](#)



- 152. Behavioral Health Screening:** Describe how the school system screens students to identify and provide services to meet their behavioral health needs, including how it ensures services have been provided and if additional services are needed.

Baltimore County Public Schools has an established Student Support Team (SST) model (artifacts 4.5.2.question 152.Behavioral Health Screening [BCPS-MTSS] and 4.5.2.question 152.Behavioral Health Screening [MTSS Overview Document with Roles]) that brings together the knowledge of administrators, teachers, and student support staff to reduce barriers and close gaps to student achievement and safe learning environments. The SST is a general education, problem-solving team that addresses complex academic and behavioral issues by developing and implementing a continuum of interventions and supports for individual students, groups of students and settings in the school. This process promotes schoolwide prevention and early intervention for all students and determines the need for additional interventions based on student response and systematic progress monitoring.

Tier 1 refers to core instruction and universal academic and behavioral interventions provided to all students across all settings. Tier 1 interventions are generally monitored by teacher-level teams. Tier 2 refers to targeted interventions provided to individual students, groups of students, or settings on the basis of more complex needs. Tier 2 interventions are generally monitored by the SST. Tier 3 refers to more intensive interventions and/or special education interventions that are generally monitored by either the SST or IEP team.

Students with behavioral needs are referred to the SST when they do not respond to classroom management and interventions within the classroom and these behaviors continue to interfere with learning and achievement. The process of screening students for behavioral health needs through the SST begins with a request by the parent or a referral by a teacher or school staff member.

The SST referral is reviewed to consider moving forward towards teaming with all data regarding behavior, learning, and response to interventions provided by teachers and parents. Any additional information is reviewed, such as that provided by community-based providers. Additionally, the team can recommend that screenings (i.e., the Vanderbilt Assessment Scale) can be utilized for behavioral needs. If the student is identified to have behavioral needs, consideration for a student support plan to support the student's needs, establish the provision of school-based services, discuss the referral for community-based resources and services with established timelines for progress monitoring is pursued. Progress monitoring allows for reviewing/revising the Student Support Plan and note progress towards goals and changes in interventions, accommodations, resources and supports necessary for a student to achieve success. If the SST suspects or has knowledge of an impairment and need for accommodations and related services as a result of the impairment, a student's eligibility under Section 504 is considered. A 504 Plan includes specific accommodations and related services that address disability-related needs by reducing or removing barriers to provide the student equal access to the general education program and services as adequately as students without disabilities.

Linked Artifacts:

[4.5.2.question 152.Behavioral Health Screening \[BCPS-MTSS\]](#)



[4.5.2.question 152.Behavioral Health Screening \[MTSS Overview Document with Roles\]](#)

153. Behavioral Health Services: Discuss the behavioral health services available to students and indicate services provided directly through the school system and those that are provided through community partners and wraparound services.

BCPS recognizes the importance of student mental health, wellness and safety. Behavior health involves the emotional, social, and behavioral wellness of students and staff. Across BCPS there are staff assigned to schools from school counseling, psychology and social work engaging in the provision of services to students who are experiencing behavioral health needs. School-based professionals provide a tiered system of support that spans from universal prevention (Tier 1) to individual, small group and family services (Tier 2 and 3), as well as crisis response and behavioral threat management. Additionally, BCPS partners with the Baltimore County Department of Behavioral Health and community-based partners to mobilize resources in meeting the individual behavioral health needs of students and families.

BCPS, in alignment with Pupil Services 115 (artifact 4.5.2.question 153.Behavioral Health Services [PS115]) , also hosts community mental health partners in the provision of behavioral health services at the school level who have access to community behavioral health services (artifact 4.5.2.question 153.Behavioral Health Services [Behavioral Health Tiered Supports and Services]). These services that can consist of access to therapeutic and psychiatric care, inpatient and outpatient behavioral health services, and case management to close gaps that exist to accessing resources and services outside of the school setting in managing behavioral health needs.

Linked Artifacts:

[4.5.2 Question 153.Behavioral Health Services \[PS115\]](#)

[4.5.2 Question 153.Behavioral Health Services \[Behavioral Health Tiered Supports and Services\]](#)

154. Family Engagement in Supporting Student's Behavioral Health: How does the LEA engage families in identifying and providing behavioral health supports for students?

Family engagement in the support student's behavioral health is highly valued in BCPS. Parents are key stakeholders in their participation in systemic initiatives including the Mental Health Advisory Council, as well as the contributions provided in the universal prevention efforts that are part of the BCPS Mind Over Matters annual campaign workgroup. These opportunities with both family and student voice afford decisions to be made inclusive of the parent and student perspective. While parents serve as contributors to systemic initiatives, families are also key contributors at the area advisory councils and school level engaging in activities provided that include participating in Signs of Suicide training (suicide prevention), participating in presentations at area advisory meetings, resource fairs, and events hosted by Parent University to discuss behavioral health needs and provide awareness of tiered supports and resources



(artifact 4.5.2.question 154.Family Engagement in Supporting Student's Behavioral Health [Parent U Schedule 2022 2023]) to parents when navigating student needs.

At the school level and specific to individual student needs there are school-based student support staff who serve on the schools SST, that can support parents and families in exploring their student's needs and accessing resources that are school and community-based in meeting behavioral health needs. Pathways to accessing support and resources can be initiated through speaking with a staff member who can support the parent or refer the parent to a support staff person to engage in exploring the student need. The support staff person can also aid the parent in facilitating screening and teaming for the purpose of identification of needs and planning, or for the purpose of a crisis response in alignment with the BCPS Comprehensive Safety Plan.

Linked Artifacts:

[4.5.2.question 154.Family Engagement in Supporting Student's Behavioral Health \[Parent U Schedule 2022 2023\]](#)

4.5.3: As part of required annual training, behavioral health coordinators in LEAs teach school staff to recognize behavioral health issues in students

Blueprint Requirement (MD Code, Educ §6-122)

155. Behavioral Health Training: How does the LEA ensure that all certificated school personnel who have direct contact with students receives behavioral health training annually? Discuss how the training is provided and the systems used to monitor completion by individual employees.

BCPS provides professional learning to grow the capacity in practice to support behavioral health training annually. To meet this requirement staff members, receive training through Safe Schools videos that include a reflection and a knowledge check. The annual implementation of the Safe Schools video ensures that all required staff receive the training and provides BCPS with documentation that the required mandate has been met. This information is provided via system communication in the weekly news HUB with reminders through the Safe Schools platform for timely completion.

Linked Artifacts:

Pillar 4: (OPTIONAL) Proposed Regulatory Revisions and Waivers



156. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

No proposed regulatory revisions or waivers are requested at this time.

Linked Artifacts:

Pillar 4: Stakeholder Engagement

157. Identify the key stakeholder groups the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the More Resources to Ensure that All Students are Successful Pillar. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement
Students	Participate and contribute to various workgroups, including the Mind Over Matters and Mental Health Advisory Council to provide the student perspective through voice.	Mind Over Matters-monthly Mental Health Advisory Council-quarterly
Community Partners (refer to question 147 for extensive list)	Participate, lead, and collaborate with various schools, offices, and stakeholders to provide resources, perspective, and support.	Quarterly
BCPS Staff (school-based and centrally)	Participate and contribute to the development and review of the implementation plan. Provides resources, perspective and supports.	Quarterly
Caregivers	Participate and contribute to the development and review of the implementation plan. Provides resources, perspective and supports.	Quarterly

Linked Artifacts:

[4.5.2.question 151.Supporting Students' Behavioral Health \[Mental Health Advisory Council Annual Report 2022\]](#)

[4.5.2.question 151.Supporting Students' Behavioral Health \[Mental Health Partnerships Advisory Council Agenda 10.25.22\]](#)



Pillar 5: Governance and Accountability



Pillar 5, Objective 1: Support Blueprint implementation planning

5.1.3: AIB and MSDE review implementation plans submitted by LEAs; AIB approves/disapproves plans (plans subject to periodic updates)

158. Authors of the Blueprint Implementation Plan: Describe how the LEA identified and selected the individuals responsible for developing and writing its Blueprint Implementation Plan, including consideration for an individual's position, experience, expertise, or membership in a particular stakeholder group.

Baltimore County Public Schools (BCPS) had been holding internal stakeholder meetings since the inception of the legislation beginning in August 2021. Those meetings included staff who lead offices related to the *Blueprint for Maryland's Future*. In the beginning, these meetings were fact finding and quickly went into action steps as the Maryland State Department of Education and the Accountability and Implementation Board developed guidance. Offices whose work aligns with each pillar were selected to author the plan. BCPS also has an internal vetting process that includes teachers and principals which have been approved by the teacher's union and principal supervisors. Those individuals were selected to join the group as reviewers of the implementation plan. The individuals responsible for developing and writing the Blueprint Implementation Plan engaged with the Blueprint Stakeholder Group (artifact 5.1.3.question.158.Blueprint Stakeholder Group) for feedback and creative ways to make the *Blueprint for Maryland's Future* come to life for the students and families of BCPS.

Linked Artifacts:

[5.1.3.question 158.Blueprint Stakeholder Group](#)

Use the table below to list the individuals responsible for developing and writing the Blueprint Implementation Plan and their positions within the school system and/or stakeholder groups they represent.

Name	Position	Stakeholder Group
Rochelle Archelus Taylor Bacon Jason Barnett Stephen Bender Nashae Bennett Elizabeth Berquist	Principal Teacher Principal Executive Director, Department of Schools Executive Director, Department of Schools Director, Employee Training and Development	Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group
Joelle Bielski Jordan Birnbaum Paula Boykin Capathia Campbell Kevin Connelly Jennifer Craft	Manager, Staff Relations Manager, Employee Training and Development Coordinator, Special Education Teacher Executive Director, Research, Accountability, and Assessment Director, English Language Arts	Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group
Lisa Dingle Douglas Elmendorf Kimberly Ferguson Sherri Fisher Sonja Floyd Melissa Forster	Coordinator, Early Childhood Programs Executive Director, Academic Programs and Options Executive Director, Social-Emotional Support Director, Career and Technical Education Teacher Coordinator, Community Schools	Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group



Michael Grubbs Douglas Handy Christopher Hartlove Jennifer Hernandez Jeffrey Holmes Kyria Joseph	Coordinator, Career and Technical Education Executive Director, Equity and Cultural Proficiency Chief Financial Officer Director, World Languages Senior Executive Director, Curriculum Programs and Services Executive Director, Department of Schools	Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group
Bradley Kouyoumjian Heather Lageman Charles Landon April Lewis Homer McCall Kimberly Mills	Manger, Human Resources Executive Director, Organizational Development Supervisor, Research, Accountability and Assessment Executive Director, School Safety and Security Director, Human Resources Teacher	Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group
Eric Minus Adrienne Morrow Kasele Mshinda Jennifer Mullenax Patricia Mustipher Allison Myers	Executive Director, Department of Schools Executive Director, Department of Schools Director, Mathematics Executive Director, Department of Schools Director, Student Support Services Executive Director, Special Education	Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group
Deborah Piper MaatenRe Ramin Monica Sample Larissa Santos Megan Shay Carla Simons	Coordinator, Teacher Development Coordinator, School Counseling Principal Executive Director, Department of Schools Executive Director, Teaching and Learning Manager, Certification	Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group
Michele Stansbury Erin Sullivan Whitney Tantleff Melissa Whisted Heather Wooldridge	Director, Title I and Community Schools Coordinator, ESOL Director, Budget and Reporting Executive Director, Academic Services Coordinator, College and Career Readiness	Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group

159. Teacher and Principal Voice: Discuss how the LEA ensured that its Implementation Plan included teacher and principal voice throughout the development of the Plan.

Beginning in the fall of 2021, principals and assistant principals were educated on the *Blueprint for Maryland's Future* during principal and assistant principal professional development on December 1 and 8, 2021. Teachers and administrators were educated in the Board of Education presentation on December 21, 2021. Following those meetings, small groups were engaged that included teachers and principals and a large stakeholder group was then formed, to include teachers and administrators, along with external stakeholders in the community. The large stakeholder group has met quarterly starting in May 2022. Finally, teachers and principals were added to the implementation planning committee in October 2022. Those individuals were recommended by the union and principal supervisors and met six times from October 2022 to January 2023.

Linked Artifacts:

160. Quality Control and Project Management: What guidance, support, or structures (working groups, recurring meetings, protocols for communicating and collaborating, project management tools, etc.) did the LEA provide to the individuals responsible for



developing and writing the Plan to ensure the Plan was well developed, clearly articulated, and representative of the LEA's community and its needs?

In early October, a spreadsheet was developed (artifact 5.1.3 question 160.Blueprint Draft Plan Review Team) and a SharePoint site was created to hold all documentation for staff who were authoring, reviewing, and editing the Blueprint Implementation Plan. Resources are organized by pillar in this electronic filing system. Guidance documents, recordings, and slideshows from the Maryland State Department of Education (MSDE) have been posted for easy access. Implementation Planning team meetings were held on October 13, 2022, November 9, 2022, December 1, 2022, December 8, 2022, January 5, 2023, and January 19, 2023. Individual and group emails were sent to authors and reviewers daily to respond to questions and offer the latest update received from MSDE. Stakeholder input for development of the plan is detailed in question 161.

Linked Artifacts:

[5.1.3.question 160.Blueprint Draft Plan Review Team](#)

161. Stakeholder Engagement: At the end of each Pillar, LEAs list the stakeholders engaged to develop plans for a specific Pillar.

In response to this question, discuss how and when the individuals responsible for writing the LEA's Blueprint Implementation Plan engaged community members at large, including the local school board, and any other key groups across all pillars in the development of its Blueprint Implementation Plan. Describe the strategies the LEA employed to increase participation by members of historically underrepresented groups, especially groups representative of the LEA's student demographics. Discuss the evidence the LEA collected that reflects its engagement efforts.

All of the authors and reviewers of the Blueprint Implementation Plan had the opportunity to participate with the Blueprint Stakeholder Group. This group began with stakeholders recommended by the Board of Education contacts for stakeholders within Baltimore County Public Schools. It grew as the year went on to include members from the NAACP, Special Education Advisory, and Strong Schools Maryland. The student member of the Board of Education requested that students be added. The Blueprint Coordinator presented and solicited feedback from the Board of Education on November 23, 2021, December 21, 2021, February 22, 2022, December 6, 2022, and February 28, 2023. Presentations and solicitation of feedback also occurred with the Board of Education Area Education Advisory Councils on March 24, 2022, March 21, 2022, and February 27, 2023. Additional groups requested presentations and an opportunity to provide feedback such as the Chesapeake Gateway Chamber of Commerce on October 13, 2022 and the Reopening Planning Committee on December 7, 2022. The individuals responsible for developing and writing the Blueprint Implementation Plan engaged with the Blueprint Stakeholder Group (artifact 5.1.3.question.158 Blueprint Stakeholder Group) for feedback and creative ways to make the *Blueprint for Maryland's Future* come to life for the students and families of BCPS. Those meetings were held on May 26, 2022, November 3, 2022, and February 2, 2023.

Linked Artifacts:

[5.1.3.question 158.Blueprint Stakeholder Group](#)



162. Monitoring Implementation: Discuss who will be responsible for monitoring the implementation of the Blueprint Implementation Plan, including annual progress monitoring, and revisions or amendments as needed. What systems and structures will the LEA leverage to support the individuals responsible for monitoring implementation (e.g., working groups, recurring meetings, protocols for communicating and collaborating, project management tools, etc.)?

The Blueprint coordinator appointed by the superintendent will be responsible for the monitoring of the plan with support from the senior executive director of Curriculum and Instruction. Each pillar has a lead central office person responsible for that section, along with their supervisor, as a lead for that pillar's implementation monitoring. The Department of Research, Accountability, and Assessment will support the work with data gathering, processing, and quality control for progress monitoring data needed for the metrics required. A Blueprint Monitoring Tool (artifact 5.1.3 question.162.Blueprint Monitoring Tool), as an excel document, will be used to memorialize the monitoring of each pillar. It tracks due dates, notes, the person responsible, and point of contact. Outlook calendar reminders will be used to support staff in due dates for progress monitoring. The Blueprint coordinator has planned quarterly check in meetings on March 29, 2023, June 28, 2023, September 27, 2023, December 20, 2023, March 27, 2024, and June 26, 2024, for the Blueprint Implementation Plan workgroup to share updates, monitor progress, provide feedback, and respond to questions. Regular emails and small group support sessions will be offered to any individual contact.

Linked Artifacts:

[5.1.3.question.162.Blueprint Monitoring Tool](#)

Use the table below to list the individuals responsible for monitoring the implementation of the Blueprint Implementation Plan and their positions within the school system and/or stakeholder groups they represent.

Name	Position	Stakeholder Group
Jason Barnett Stephen Bender Nashae Bennett Elizabeth Berquist	Principal Executive Director, Department of Schools Executive Director, Department of Schools Director, Employee Training and Development	Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group
Joelle Bielski Jordan Birnbaum Paula Boykin Kevin Connelly Jennifer Craft	Manager, Staff Relations Director, Employee Training and Development Coordinator, Special Education Executive Director, Research, Accountability and Assessment Director, English Language Arts	Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group
Michael Grubbs Douglas Handy Christopher Hartlove Jennifer Hernandez Jeffrey Holmes Kyria Joseph	Coordinator, Career and Technical Education Executive Director, Equity and Cultural Proficiency Chief Financial Officer Director, World Languages Senior Executive Director, Curriculum Programs and Services Executive Director, Department of Schools	Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group
Bradley Kouyoumjian Heather Lageman	Manger, Human Resources Executive Director, Organizational Development	Blueprint Stakeholder Group Blueprint Stakeholder Group



Charles Landon April Lewis Homer McCall	Supervisor, Research, Accountability and Assessment Executive Director, School Safety and Security Director, Human Resources	Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group
Eric Minus Adrienne Morrow Kasele Mshinda Jennifer Mullenax Patricia Mustipher Allison Myers	Executive Director, Department of Schools Executive Director, Department of Schools Director, Mathematics Executive Director, Department of Schools Director, Student Support Services Executive Director, Special Education	Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group
Deborah Piper MaatenRe Ramin Larissa Santos Megan Shay Carla Simons	Coordinator, Teacher Development Coordinator, School Counseling Executive Director, Department of Schools Executive Director, Teaching and Learning Manager, Certification	Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group
Michele Stansbury Erin Sullivan Whitney Tantleff Melissa Whisted Heather Wooldridge	Director, Title I and Community Schools Coordinator, ESOL Director, Budget and Reporting Executive Director, Academic Services Coordinator, College and Career Readiness	Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group Blueprint Stakeholder Group

163. Local Board Approval of Implementation Plans: Discuss the role of the local school board in the approval and/or oversight for the LEA's Blueprint Implementation Plan if applicable. If the local board is required to approve the Plan under local board policies or procedures, include the date it was approved. If the board will consider approval after the date by which the Plan must be submitted to the state, describe any activities (that have occurred or are planned) to recommend the plan to the board for approval and the anticipated date.

Note: If an LEA's Implementation Plan needs to be revised as a result of the Board approval process after the March 2023 submission, the LEA must submit the new plan as soon as possible.

The Board of Education of Baltimore County Public Schools was interested in information on the legislation and how the *Blueprint for Maryland's Future* was being implemented in the school system. The Blueprint Coordinator presented and solicited feedback from the Board of Education on November 23, 2021, December 21, 2021, February 22, 2022, December 6, 2022, and February 28, 2023. Presentations and solicitation of feedback also occurred with the Board of Education Advisory on March 24, 2022, March 21, 2022, and February 27, 2023. Executive Summaries were provided to the Board of Education on December 17, 2021, December 2, 2022, and February 24, 2023. The Board of Education is not required to approve the *Blueprint for Maryland's Future* Implementation Plan. The final Blueprint Implementation Plan was submitted with an executive summary with links to the full plan for their review on February 24, 2023. A presentation was made to the Board of Education on February 28, 2023.

Linked Artifacts:



Pillar 5, Objective 4: Monitor Blueprint outcomes

5.4.2: AIB monitors and analyzes availability and use of Blueprint funding

164. The Blueprint requires MSDE to implement a new Statewide Finance and Data System to be interoperable with local Enterprise Resource Planning (ERPs) Systems and Student Information Systems (SISs). This system will allow districts to submit school level State Aid calculation data, budgetary data, and expense data directly to MSDE in one system. MSDE will work with all LEAs to implement the State side of the system, including support related to system access and training. LEAs will need to ensure their systems are able to interface with MSDE's new system to submit and meet Blueprint reporting requirements.

On or before July 1, 2024, for fiscal year 2025, and each July 1 thereafter each county board shall report on the county board's compliance with this Md. Education Article, §5-234. This Subtitle establishes the Major Aid programs that are subject to school level per pupil budget and spending requirements.

What is your district's initial plan to budget Blueprint formula funds at the school level by category and demonstrate that the budgeted funding amount at the school level meets the minimum school funding requirements in Md. Education Article, §5-234? LEAs should consider which costs are currently budgeted and/or recorded centrally but may need to be allocated to the school level.

Note: Local Education Agencies need not implement site-based management or site-based budgeting to comply with the requirements of Md. Education Article, §5-234. Local Education Agencies can meet the requirements of §5-234 through proper demonstration of budget allocation and expense allocation at the school level, by Aid category.

BCPS has developed a model which will allow us to allocate the requisite amounts of each program to each school, based on the number of students in each school with the identified attributes. BCPS may vary the student allocation based on level of services required. Once BCPS has completed the allocations defined in 5-234, gaps in the amounts allocated versus what is required to effectively operate each school will be identified. Those gaps will then be filled with unallocated funds (for example, 25% of Foundation program).

In order to demonstrate that BCPS has met the funding requirements in 5-234, BCPS will compile the direct budgeted costs for each program and school, such as salaries and benefits and principal's operating budgets. Then BCPS will allocate budgeted funds that impact the schools, but are managed centrally, such as building maintenance, information technology, and other school overhead costs. The total budgeted cost per school will then be compared to the budgeted program model allocation noted above.

BCPS has already implemented reporting codes that indicate the school location in the chart of accounts. This allows BCPS to tie most school-based staffing expenditures to their associated school. BCPS has for many years been allocating a per pupil allocation to each school, for the principal to manage discretionary expenses. These features have been included by BCPS in the



Blueprint mandates implementation of a new Statewide Finance and Data System (PowerSchool) reporting, that is being developed by MSDE. BCPS is also developing plans so that more centrally managed items in the FY2025 budget, such as textbooks, printing, and computers are charged directly to the school level. There are also a number of school-based costs that will take more time to assign at the school level, such as energy, maintenance, etc. BCPS will allocate these items based on similar metrics to the existing ESSA report, such as square footage. Benefits are not currently charged to the school level and will need to be allocated. BCPS will be implementing a new Enterprise Resource Plan (ERP) system over the next two years and will include many of these required Blueprint reporting features in our implementation requirements. By July 1, 2024, BCPS will be able to report school level expenditures, as required by the Blueprint for Maryland's Future.

Linked Artifacts: