



Baltimore County Public Schools

# Blueprint for Maryland's Future

Stakeholder Group  
November 3, 2022

Division of Curriculum and Instruction





# Blueprint for Maryland's Future

## Objectives

- Review of Blueprint for Maryland's Future
- Update on Components of Implementation Plan
- Timelines
- Impact on Baltimore County Public Schools
- Solicit Feedback







# Blueprint Development





# Goals of the Blueprint

To transform Maryland's early childhood, primary and secondary education system to the levels of high performing systems around the world

Establish a career ladder system for educators composed of levels through which teachers may progress and gain certain authority, status, and compensation as they gain certain expertise



# Blueprint Pillars

Early Childhood  
Education

High-quality and  
Diverse Teachers  
and Leaders

College and Career  
Readiness Pathways

- including Career and  
Technical Education

More Resources to  
Ensure All Students  
are Successful

Governance and  
Accountability





# Strategic Plan Alignment

## The Compass: Our Pathway to Excellence



**Learning, Accountability,  
and Results**



**Safe and Supportive  
Environment**



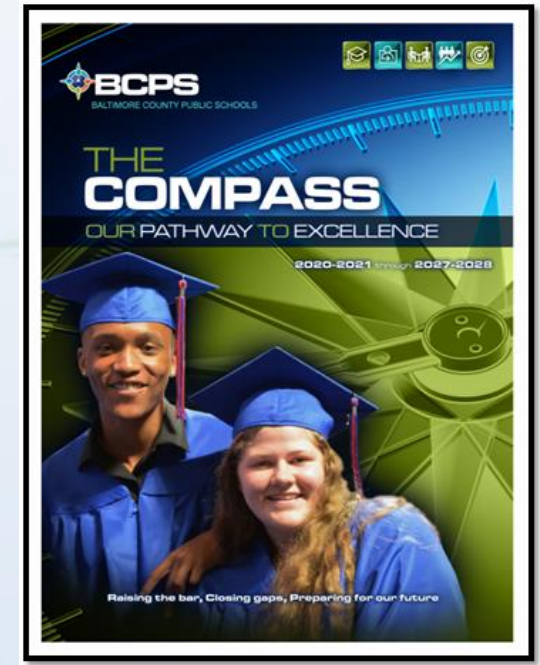
**High Performing Workforce  
and Alignment of Human Capital**



**Community Engagement  
and Partnerships**



**Operational Excellence**





# Implementation Plan

Should be aligned with the Blueprint Comprehensive Plan

Should be actionable and concise

Should cover implementation across all pillars

Will require State and local agencies/entities to consider how they can do things differently

Is sequential and work together across the five pillars to achieve the Blueprint's expected outcomes



# Implementation Planning Team



Blueprint Implementation Plan Team

## Team Membership

A team will consist of a **minimum of 11 members**, including the following:

- **Local Superintendent**
- **Blueprint Coordinator**
- **Three district-level leaders** appointed by the local superintendent
- **Three teachers**, at least one of whom must be selected by the teachers' association, who represent **all grade levels (Elementary, Middle, and High School)**
- **Three principals** who represent **all grade levels (Elementary, Middle, and High School)**





# Responsibilities of the Team



## Blueprint Implementation Plan Team

### Responsibilities

- Under the **direction of the local superintendent**, the **Blueprint Implementation Plan Team** will develop a strategy to:
  - **Draft the Implementation Plan** with relevant stakeholders.
  - **Communicate the Plan** to the broader community.
  - **Engage the local school board** on the development of the Implementation Plan and request approval as needed (e.g., Career Ladder, budget, policies, etc).
  - **Monitor the execution** of the Implementation Plan on an annual basis to ensure continued improvement and success over time.
- **Attend the workshops** and any other events hosted by MSDE and AIB to support LEAs in developing their Implementation Plans.
- **Create the meeting schedules and structures** that will be most conducive to fulfilling the responsibilities as described above.



# Engaging the Community



## Engaging the Community

### Key Engagement Activities

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



# Initial Plan Approval



## Criteria for Success: Initial Plan Approval

### Organization of the Criteria for Success

- The Criteria for Success is **organized by Pillar** and includes references to the **template questions** for which it applies.
- Criteria for questions that include a **Blueprint Milestone** have a **target icon**.
- Each row will receive a rating of “Meets All Criteria,” “Partially Meets Criteria,” or “Does Not Meet Criteria.”
- LEAs will receive **feedback on responses** when appropriate.

#### Pillar 1: Early Childhood Education

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



# Template



153 pages

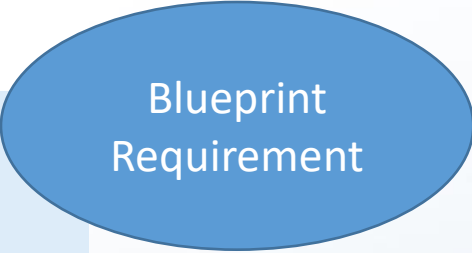
## ECE Section 1.1: Expansion of Full-Day Pre-Kindergarten (Pre-K)

### 1.1.1 Expanding Pre-K for 3- and 4-Year-Olds



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

- a) Beginning in the 2022–2023 school year, Tier I children who are 3 or 4 years old may be enrolled in a full-day prekindergarten program under this subtitle
- b)
  - 1) The proportion of enrolled Tier I children who are 3 years old shall increase annually until all Tier I children who are 3 years old are enrolled in a full-day prekindergarten program.
  - 2) The proportion of enrolled Tier I children who are 4 years old shall increase annually so that all Tier I children who are 4 years old shall be enrolled in a full-day prekindergarten program.
- c) Beginning in the 2024–2025 school year, Tier II children may be enrolled in a full-day prekindergarten program if space is available to encourage socioeconomic diversity in prekindergarten classrooms.
- d) Priority in expanding prekindergarten slots shall be provided to 3- and 4-year-olds who are:
  - 1) Tier I children;
  - 2) Children with disabilities, regardless of income;
  - 3) Homeless youth; and
  - 4) Children from homes in which English is not the primary spoken language.
- e) The ability of a family to choose the prekindergarten provider in which to enroll their child does not supersede local authority to set school attendance boundaries.



Blueprint Requirement

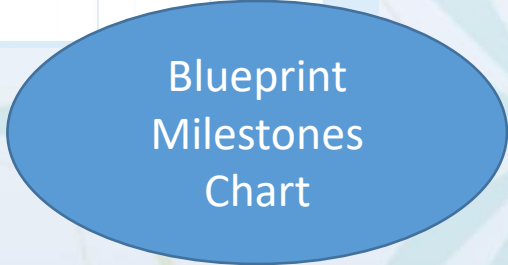


#### (Blueprint Milestone) D. Pre-K Enrollment Projections

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

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

	2022-23			2023-24			2024-25			2025-26			2026-27		
	3	4	All	3	4	All	3	4	All	3	4	All	3	4	All
All Students (Number)															
All Students (Percentage)			100			100			100			100			100
% Female															
% Male															
% Nonbinary															
% American Indian/Alaska Native															



Blueprint Milestones Chart

**A. Increasing Tier I Participation:** Describe how the school system will increase participation among eligible Tier I 3- and 4-year-olds in Pre-K. Identify the challenges that prevent families from enrolling students and the strategies the school system will utilize to overcome the identified challenges. Consider challenges associated with priority groups such as children with disabilities, youth experiencing homelessness, and English learners.

Response here...

Linked Artifacts:

Scaffolded Questions- Narrative response and artifact





# BCPS Timeline for Plan Submission

- November 3, 2022 – Stakeholder meeting
- November 9, 2022 – Begin drafting plan with planning committee
- December 1, 2022 – Planning committee input
- December 6, 2022 – Present update to Board of Education
- December 7, 2022 – Re-opening group input
- December 19, 2022 – Cabinet review of draft plan
- December 22, 2022 - January 8, 2023 – Posting of plan and feedback
- January 19, 2023 – Additional edits to plan based on input
- February 2, 2023 – Stakeholder meeting
- February 6, 2023 – Cabinet review of final plan
- February 28, 2023 – Present final plan to Board of Education
- March 15, 2023 – Submission of plan to Accountability and Implementation Board



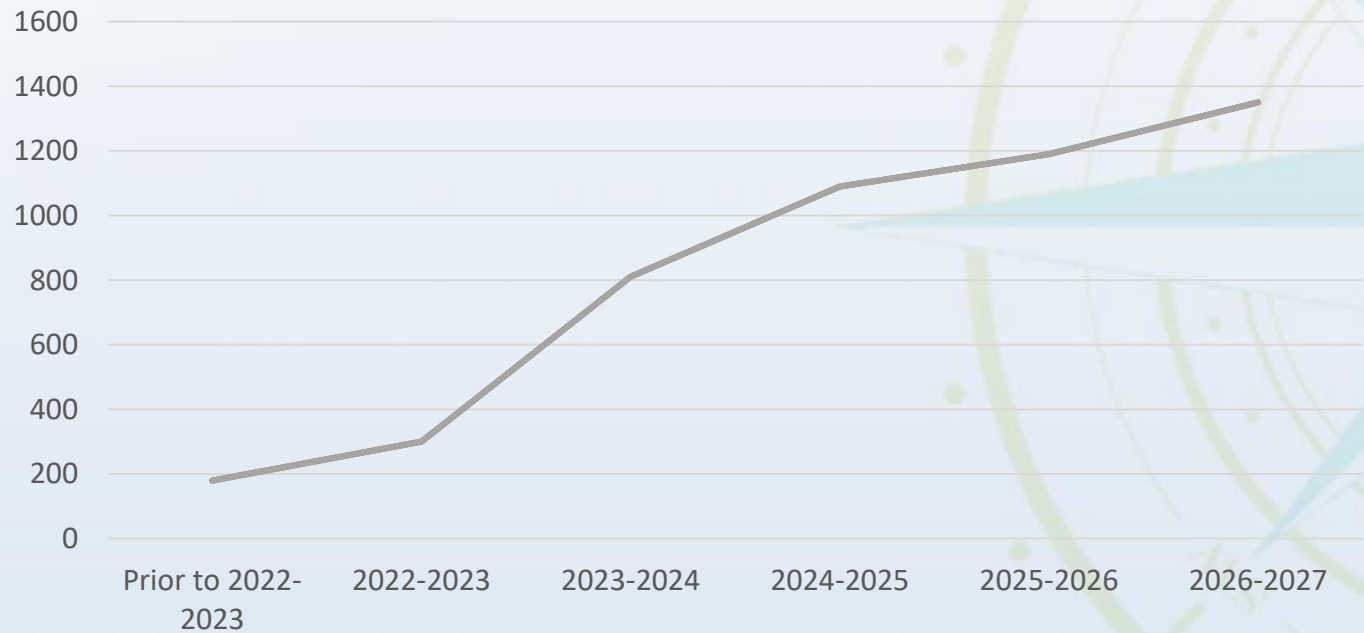
# BCPS Implementation Plan

Early  
Childhood  
Education

Expand private  
provider

Over 1300 full  
day students by 2026-  
2027 School Year

Para-educator in  
each full day  
classroom





# BCPS Implementation Plan

High-quality and  
Diverse Teachers  
and Leaders

Grow Number of Nationally  
Board Certified Teachers

Negotiate Career Ladder



# BCPS Implementation Plan

## College and Career Readiness Pathways

- including Career and Technical Education

Youth Apprenticeship salaries and transportation for eligible students

Unlimited courses at CCBC including books and fees

One Advanced Placement Exam per student

**Blueprint for Maryland's Future Establishes Post College and Career Readiness Pathways**

Beginning in the 2023-2024 school year, school systems shall provide all students who meet College and Career Ready Standards access to the following post college and career readiness pathways at no cost to students

Competitive Entry College Preparatory Programs	Early College or Dual Enrollment Programs	Career and Technical Education Programs
<ul style="list-style-type: none"> <li>• The International Baccalaureate (IB) Diploma Program,</li> <li>• The Cambridge AICE Diploma Program, or</li> <li>• A comparable program consisting of Advanced Placement courses</li> </ul>	<p>Students can earn</p> <ul style="list-style-type: none"> <li>• An associate degree or</li> <li>• At least 60 credits toward a bachelor's degree</li> </ul>	<ul style="list-style-type: none"> <li>• A credit or noncredit certificate or license program, course, or sequence of courses that leads to an industry recognized occupational credential or postsecondary certificate</li> <li>• A registered or youth apprenticeship program</li> </ul>

MARYLAND STATE DEPARTMENT OF EDUCATION  
EQUITY AND EXCELLENCE





# BCPS Implementation Plan

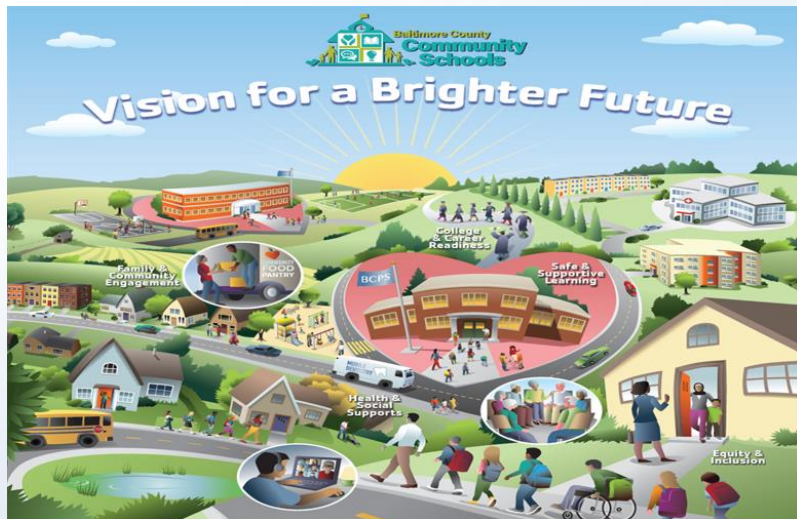
More Resources to Ensure All Students are Successful

Behavioral Health

English Learners

Special Education

Cohort A School Year 2019-2020 4 schools	Cohort B School Year 2020-2021 10 schools	Cohort C School Year 2021-2022 22 schools	Cohort D School Year 2022-2023 38 schools
<ol style="list-style-type: none"> <li>1. Deep Creek ES</li> <li>2. Hawthorne ES</li> <li>3. Riverview ES*</li> <li>4. Sandalwood ES</li> </ol>	<p>All Year 1 schools and:</p> <ol style="list-style-type: none"> <li>5. Baltimore Highlands ES</li> <li>6. Colgate ES</li> <li>7. Halstead ES</li> <li>8. Logan ES</li> <li>9. Martin Blvd ES</li> <li>10. Shady Spring ES</li> </ol>	<p>All Year 1 &amp; 2 schools and:</p> <ol style="list-style-type: none"> <li>11. Bedford ES</li> <li>12. Berkshire ES</li> <li>13. Chadwick ES</li> <li>14. Dundalk ES</li> <li>15. Mars Estates ES</li> <li>16. Middlesex ES</li> <li>17. Norwood ES</li> <li>18. Padonia ES</li> <li>19. Rosedale Center</li> <li>20. Sandy Plains ES</li> <li>21. Sussex ES</li> <li>22. Woodlawn MS</li> </ol>	<p>All Year 1, 2, &amp; 3 schools and:</p> <ol style="list-style-type: none"> <li>23. Battle Grove ES</li> <li>24. Deep Creek MS</li> <li>25. Dundalk MS</li> <li>26. Edmondson Heights ES</li> <li>27. Featherbed Lane ES</li> <li>28. General John Stricker MS</li> <li>29. Halethorpe ES</li> <li>30. Holabird MS</li> <li>31. Johnnycake ES</li> <li>32. Lansdowne ES</li> <li>33. Lansdowne MS</li> <li>34. McCormick ES</li> <li>35. Milbrook ES</li> <li>36. Scotts Branch ES</li> <li>37. Victory Villa ES</li> <li>38. Winfield ES</li> </ol>





# BCPS Implementation Plan

Governance  
and  
Accountability

Accountability and  
Implementation Board  
(AIB)

Expert Review Teams

Implementation  
Plan

Funding Formula follows  
students at specific schools



# Thank you



## **Baltimore County Public Schools**

*Raising the bar, Closing gaps, Preparing for our future*