

# BLUEPRINT

FOR MARYLAND'S FUTURE

PRESENTATION FOR THE  
CALVERT COUNTY BOARD  
OF EDUCATION

OCTOBER 27, 2022



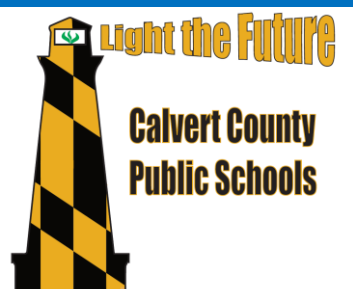
# Goals for Today

- Proposed changes to Implementation Plan
- Deliverables - Update
- Proposed AIB Timeline Updates
- Next Steps for CCPS

Phased  
Submission

Embedded  
Sequencing

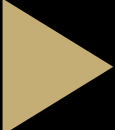
Implementation  
Plan Changes





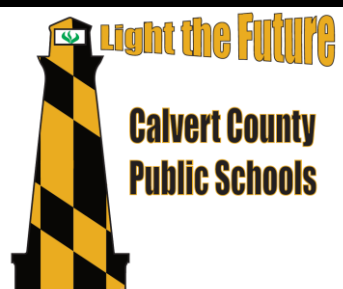


# Phased Submission



PLAN ASKS DISTRICTS TO  
DESCRIBE IMPLEMENTATION  
FOR DIFFERENT PARTS OF  
ALL FIVE PILLARS

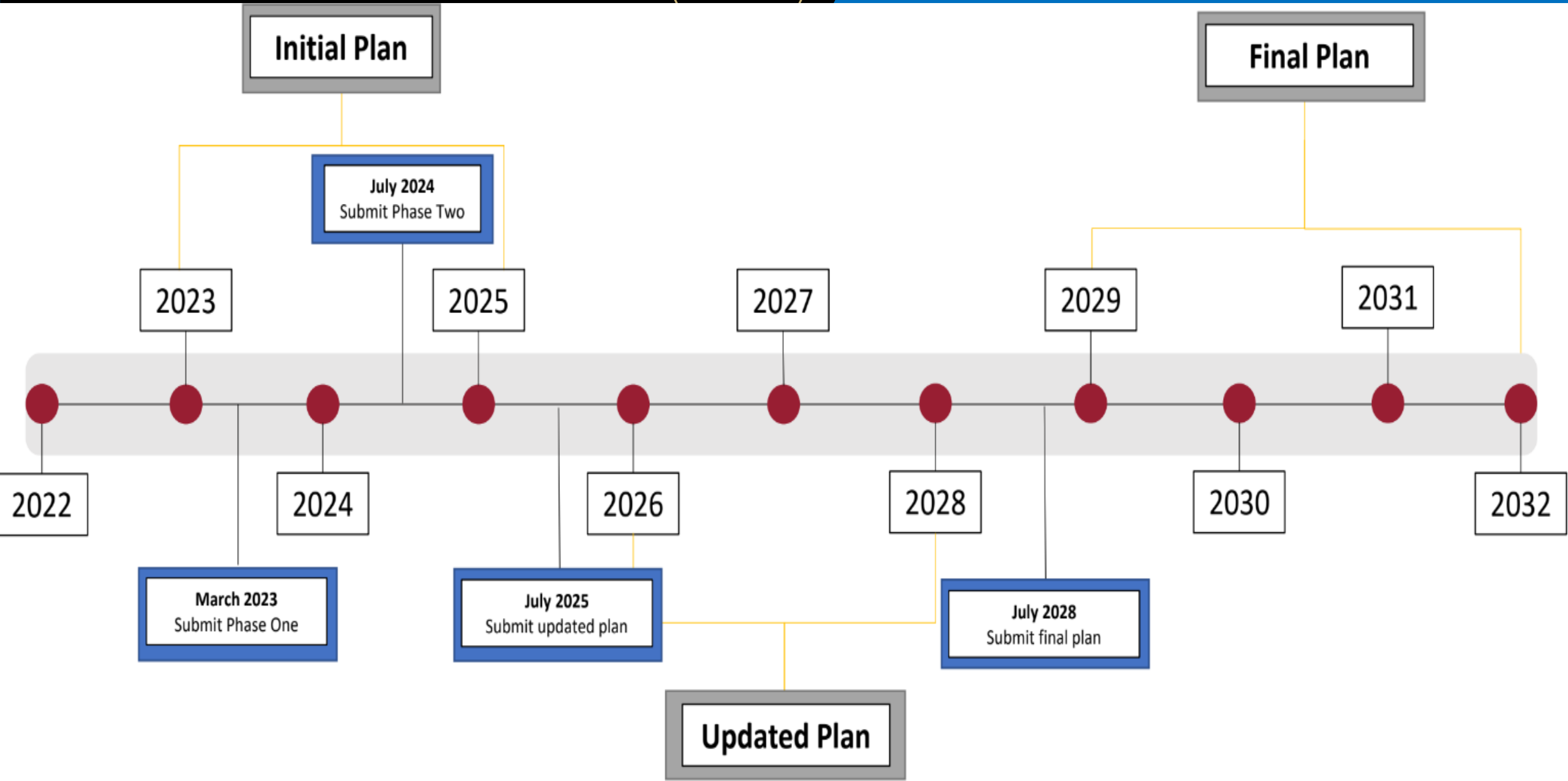
WILL NOT DELAY  
IMPLEMENTATION



# Deliverables for 2022-2023 School Year

July 1, 2022	MOU with MSDE and private PreK providers due to AIB		December 1, 2022	All staff must be trained in behavioral health and trauma
July 1, 2022	Diversity in hiring report due to AIB and Governor		December 1, 2022	PreK report due to AIB and MSDE
July 1, 2022	NBC salary increase		December 1, 2022	Federal and state spending reports due to AIB
September 1, 2022	9 <sup>th</sup> grade tracker report due to MSDE		December 1, 2022	County Health Dept and Social Services report (no action by CCPS)
September 1, 2022 *	Summer school and tutoring report due to AIB and Governor		January 1, 2023	Fiscal report on trauma relief funds spent due to AIB
October 10, 2022	KRA must be administered to all kindergarten students		January 1, 2023	Summer school implementation report due to legislature
November 1, 2022	Plan to develop and enhance behavioral health services due to AIB		March 15, 2023	Blueprint plan due to AIB
November 15, 2022	Technology spending report due to MSDE			AIB MSDE County Action *Delayed Other More than one agency/authority

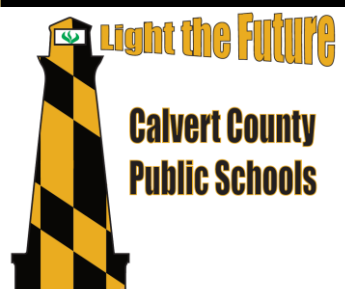
# Timeline Updates (proposed)



# Deliverables:

## Pillar 1

- 1.1 Expand publicly funded full-day Pre-K
- 1.2 Assess student readiness for kindergarten
- 1.3 Expand family supports



# Phase 1

# Pillar 1: Implementation

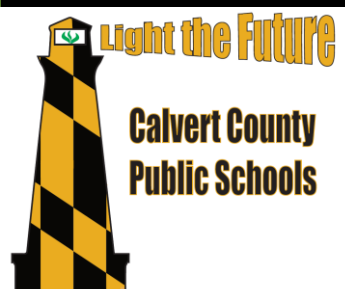
Task	Description	Mar-23	Mar-24
1.1.1	Expand access to free full-day pre-K for low-income 3- and 4-year-old children (up to 300% of the federal poverty level)	Yes	Yes
1.1.2	Expand access to full-day pre-K for 4-year-old children between 300-600% of the federal poverty level on a sliding scale		Yes
1.1.3	Implement a high-quality mixed-delivery (public and private) pre-K system	Partial	Yes
1.1.4	LEAs shall enter into a memorandum of understanding (MOU) with MSDE, each eligible private provider participating in publicly funded pre-K in the county, and other applicable government agencies	Yes	Yes
1.1.5	Require public and private providers to meet high-quality standards to receive public funding	Partial	Yes
1.1.6	Increase the number of high-quality private pre-K providers and staffs	Yes	Yes
1.2.1	Administer Kindergarten Readiness Assessment to all incoming kindergarten students	Yes	Yes
1.3.2	Create 135 new Judy Centers by FY30	Yes	Yes



# Deliverables :

## Pillar 2

- 2.1 Recruit and maintain a high-quality and diverse teaching staff
- 2.2 Increase rigor of teacher preparation programs and licensure requirements
- 2.3 Implement comprehensive in-service educator training
- 2.4 Establish new statewide educator career ladder and professional development system
- 2.5 Improve educator compensation



# Phase 1

# Pillar 2: Implementation

Task	Description	Mar-23	Mar-24
2.1.5	Monitor the quality and diversity of State teacher candidates and existing teacher workforce	Yes	Yes
2.2.2	Revise teacher prep programs to meet new requirements		Yes
2.3.1	Require all certified school personnel who have regular and direct contact with students to complete annual training on student behavioral health	Yes	Yes
2.3.3	MSDE, in consultation with LEAs and Education Deans and Directors, develops guidelines for comprehensive induction programs for all new teachers		Yes
2.3.4	LEAs select an expert to write curriculum and assessment items and develop model lessons from the distinguished teacher and professor distinguished tiers of the teacher leadership track		Yes
2.4.1	Implement a new program to support and encourage teachers to obtain and maintain NBC, particularly teachers from historically underrepresented populations	Yes	Yes
2.4.2	LEAs implement educator career ladder on or before 7/1/24	Partial	Yes
2.4.3	MSDE designs and implements a new system of professional development tied to the career ladder by 7/1/24		Yes
2.4.4	LEAs implement a teacher evaluation system tied to the career ladder that meets the requirements outlined in the Blueprint for Maryland's Future		Yes
2.4.5	LEAs implement non-instructional time requirements for classroom teachers, including collaborative time to improve teacher practice and identify struggling students, develop curriculum and instructional materials, and facilitate 1:1 and small-group tutoring sessions, among other activities		Yes
2.4.6	Require licensed principals to be NBC teachers by 7/1/29 (waiver available through MSBE)		Partial
2.4.7	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		Yes
2.5.1	Implement \$10,000 salary increase for eligible NBC teachers by 7/1/22	Yes	Yes
2.5.2	Implement \$7,000 salary increase for eligible NBC teachers working in low-performing schools by 7/1/22	Yes	Yes
2.5.3	Implement salary increases in accordance with the career ladder		Yes
2.5.4	Implement initial 10% salary increase for teachers by 6/30/24	Yes	Yes
2.5.5	Implement minimum \$60,000 starting teacher salary by 7/1/26	Partial	Yes

# Deliverables :

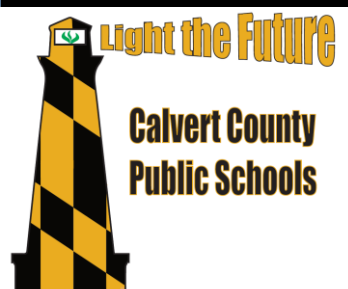
## Pillar 3

3.1 Students shall have equitable opportunities to become CCR ready and shall meet the CCR standard at an equal rate

3.2 Keep students on track to meet CCR

3.3 Implement CCR pathways

3.4 Provide high-quality career counseling and CTE programs



# Phase 1

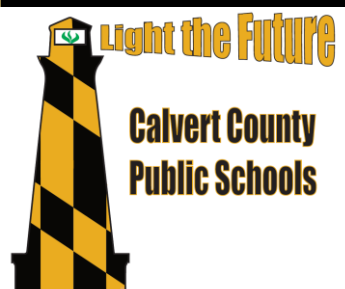
# Pillar 3: Implementation

Task	Description	Mar-23	Mar-24
3.1.1	Assess students no later than 10th grade for meeting the CCR standard	Partial	Yes
3.2.1	Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade	Yes	Yes
3.2.2	LEAs implement supplemental services (summer school, tutoring) to address pandemic-related learning loss	Yes	
3.2.3	LEAs create and implement 9th grade student tracker system to measure progress toward on-time graduation and report data annually to MSDE	Yes	Yes
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	Yes	Yes
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	Yes	Yes
3.3.3	LEAs develop accelerated pathways and enrichment programs for gifted and talented students to achieve CCR before the end of 10th grade		Yes
3.4.1	Middle and high school students access career counseling programs that provide them with individualized career counseling services	Yes	Yes
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	Yes	Yes

# Deliverables :

## Pillar 4

- 4.1 Accurately identify students who need more resources to be successful
- 4.2 Improve the education of English Learners (EL)
- 4.3 Improve the education of students with disabilities
- 4.4 Provide supports for students attending schools with a high concentration of students living in poverty
- 4.5 Enhance student health services





# Phase 1

# Pillar 4: Implementation

<b>Task</b>	<b>Description</b>	<b>Mar-23</b>	<b>Mar-24</b>
4.2.2	EL workgroup submits a final report with its findings and recommendations, including addressing learning loss resulting from the COVID-19 pandemic, on or before 11/1/22	Yes	Yes
4.2.3	Increase per pupil funding for English learners	Yes	Yes
4.3.1	Increase per pupil funding for special education students	Yes	Yes
4.4.1	Personnel grants awarded to schools where at least 55% of students are eligible for FRPM for a community school coordinator and healthcare coverage	Yes	Yes
4.4.2	Community school coordinators conduct school-level needs assessments in partnership with local entities/agencies	Yes	Yes
4.4.4	Provide per-pupil funding on a sliding scale for schools with a concentration of student poverty above 55%	Yes	Yes
4.4.5	A community school or community school coordinator may solicit assistance and support from community partners	Yes	Yes
4.5.1	LEAs must employ system-level behavioral health coordinators	Yes	Yes
4.5.2	Each local school system develops a plan to enhance and expand school behavioral health supports	Yes	Yes
4.5.3	As part of required annual training, behavioral health coordinators in LEAs teach school staff to recognize behavioral health issues in students	Yes	Yes
4.5.6	Identify and implement best practices in collecting and sharing student health (including behavioral health) data to ensure the timely provision of services while protecting student privacy		Yes

# Deliverables :

## Pillar 5

- 5.1 Create, review, and approve implementation plans
- 5.2 Establish and deploy Expert Review Teams
- 5.3 Coordinate Maryland's participation in PISA
- 5.4 Monitor Blueprint outcomes



# Phase 1-2

# Pillar 5: Implementation

Task	Description	Mar-23	Mar-24
5.1.3	LEAs submit Blueprint implementation plans	Yes	Yes

**AIB public hearing – November 10**

**CCPS – Expand Stakeholder**

**Awareness**

Focus Groups

Surveys

Town Halls

**Implementation:  
Next Steps**



Questions?

