The Blueprint for Maryland's Future:
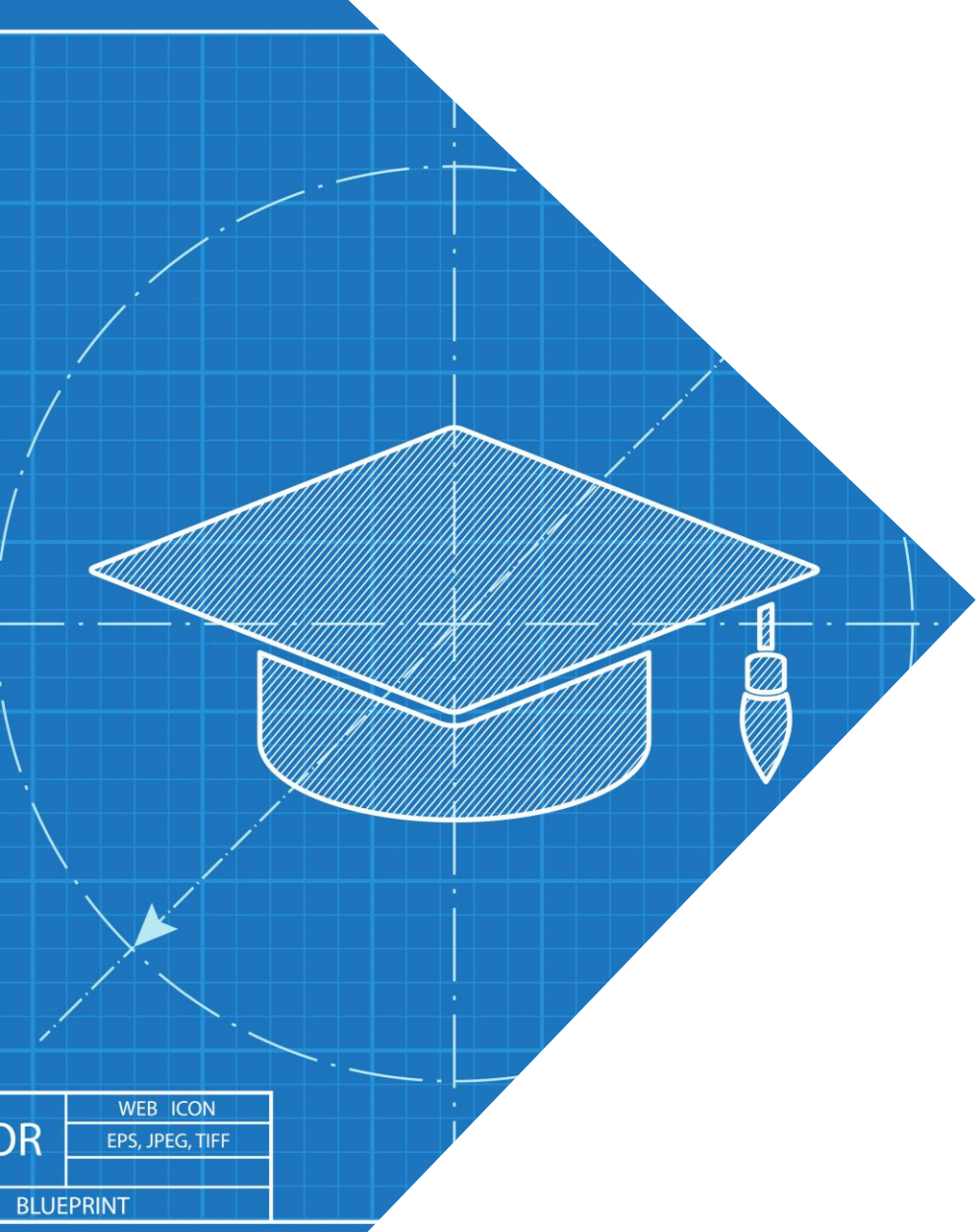
Updates for CCPS Board of Education

April 11, 2024

March Implementation Plan Submission

Our team successfully submitted our March Implementation plan on March 15, 2024.

Ten-page narrative, with five major points of emphasis:
- Core Instruction
- Building teachers and leaders
- Multi-Tiered System of Supports (MTSS)
- PreK Expansion
- College and Career Readiness (CCR) Pathways

Display 1. District Priorities, Systemic Changes, and Challenges

	Systemic Change	Challenge	Alignment
Priority #1: Maintaining and continually improving core instruction, including the use of high-quality instructional materials.	Yes		Pillar 1 and 3
Priority #2: Continuing to build strong leaders and teachers, including diversifying, and ensuring a high-quality workforce.	Yes		Pillar 2
Challenge: Strategically and meaningfully changing the structure of the school day to leverage the career ladder		Yes	Pillar 2 and 3
Priority #3: Developing a robust multi-tiered system of support (MTSS) focusing on student-specific supports.			Pillar 3 and 4
Challenge: Shifting mindsets and providing teachers with skills and resources to meet all students' needs.		Yes	All
Priority #4: Expanding and ensuring students' access to high quality pre-k education.	Yes		Pillar 1
Priority #5: Continuing and expanding college and career pathways.			Pillar 3
Challenge: Financial Challenges		Yes	All

Next Steps and May Implementation Plan Submission

- AIB Feedback on March (Phase 1) Submission by April 25th.
- May Phase 2 submission due May 1st.

Phase 2 Plan Response Requirements

- No more than 99 pages in length, in addition to the length of the questions provided

- Total allowed length for final submitted LEA Blueprint Implementation Plans is 114 pages.

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Question Format Example

01. Access to High-Quality, Full-Day Pre-K

Initial Blueprint Implementation Plan Reference: Questions 1 – 5, 11 – 16

In March 2023, the LEA described how it would **increase access to high-quality, full-day Pre-K** for Tier 1 and 2 students, including students with disabilities, students experiencing homelessness, and Multilingual learners, also known as English learners.

Responses discussed considerations related to facilities, including expansion to new facilities, transformation of existing facilities, opportunities for shared spaces with private providers, strategic communication and outreach, and the development of a common and unified enrollment system to support racially and socioeconomically diverse learning environments.

Based on implementation of the LEA's plans over the last year, discuss the district's progress in transforming its systems and practices and achieving the intended outcomes of the Blueprint. Responses must address the following questions.

- What progress has been made in implementation related to both planned activities and anticipated outcomes? If progress has been limited, what challenges has the LEA encountered? Consider, identify, and refer to available data as needed to demonstrate progress.

- How is the LEA adapting its plans to mitigate challenges and/or ensure continued progress and future success? Which strategies are not working that the LEA will no longer implement, and which new strategies does the LEA intend to implement? Include the rationale for adjustments.

- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the Blueprint outcome to serve all Tier 1 4-year-old children who wish to enroll in Pre-K by SY 2025-2026.
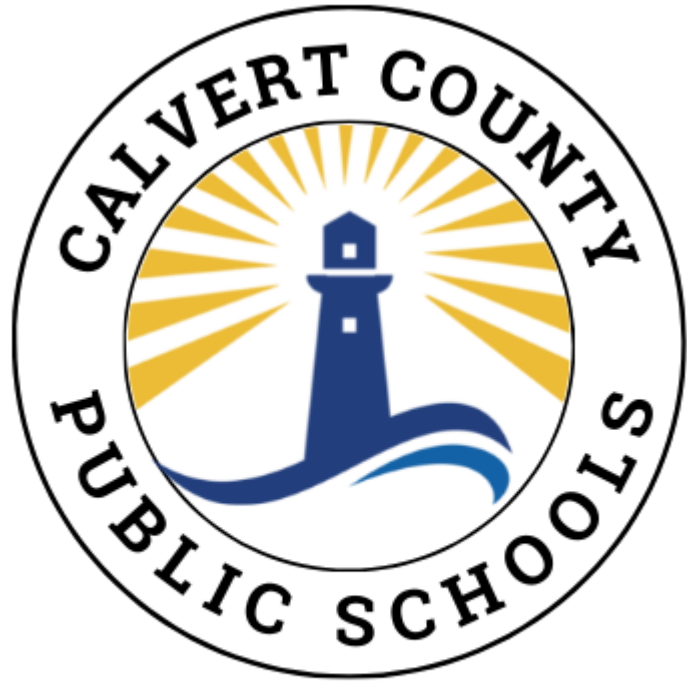
Career Advising Program

Greatest "Glows" and Highlights So Far

- Career advisors have been able to focus on our goal of ensuring every 6th and 9th grade student has received individualized career advising and we will meet 100% of that goal.

- In addition, we have provided advising to a large number of additional students in each building. We have set a good foundation to ensure next year, *every student* will receive individualized career advising.

- Support and buy-in from administration at all levels, including our elected board as well as from the community.

- First year focus on training, awareness, etc: getting "everyone on the same page" so we can build _together_. Ultimately, there are systemic shifts that will need to occur: this is "all hands on deck" work and will not successfully be done "just by career advisors."

- A focus on transformational vs. transactional: intentionally thinking about changing the status quo. We are not just "repackaging" or "doing more of" "what's always been done." We are thinking intentionally about how to build on "what's always been done" and take it to the next level. This type of thinking and building is what is encouraged by the Blueprint.

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Anticipated and Planned Data Collection/Baseline Sets for SY23-24

- Data being collected is based on what we expect will be the reporting requirements for AIB for the implementation of the program:
  - Number of students (by grade level, by class type if appropriate, by school) with "broad" lesson exposures via Xello or "whole class"
  - Number of students (by grade level, by school) with individualized counseling
    - We have set a specific goal that career advisors will provide this level of support to *every* 6th and 9th grade students this year. Next year, the expectation will expand to all grade levels.]
  - Field Trips by number of experiences, number of students (with targeted group if appropriate) (by school)
  - Guest speaker experiences by number of experiences and group presented to/impacted (and by school)
  - Enrollment data for pathways: AP, Dual Enrollment/Early College, CTE
    - A goal of career advising is to ensure equity of access to all post CCR pathways; therefore, we plan to monitor data that connects between career advising services and student enrollment in pathways.

Planned Activities/Future Timeline

- Continue training of school staffs until all middle and high school instructional staff have had the introductory RIASEC "training."
- Partnering with department of Special Education to build intentional activities toward IEP transition meeting planning.
- Begin reach-outs to elementary staff, introduction to RIASEC
- Continue parental engagement: parent nights and family events and ways for parents to "continue the conversations" at home.
- Expanding existing career fair opportunities for students
- Expanding, adding field trips (as budget allows), guest speakers
- Continue engagement of middle and high school instructional staff to plan for embedding of career language/RIASEC into daily instruction.

Continued Considerations/"Grows"

- Continue to plan for the "phase in" of the program across grade-levels (a 3-year process in middle schools and 4 years in high schools).
- Create/identify better data-tracking tools that allow sharing of data between school levels or stakeholders (as appropriate)
- Create/maintain a "master database" of vetted speakers, opportunities, businesses, regularly available field-trip opportunities.
- Create student "career planning"/"transition" documents that concretely identify career goals and plans and carry with students.
- Continue to strengthen the partnership and work together with TCCSMD and CSM.
- Review MOU with TCCSMD and CSM regarding allocation of resources/assignment of responsibilities as contract with Educator's Cooperative consulting group concludes.

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Greatest Challenge Areas/Potential Barriers

- The greatest concern/struggle is TIME:
  - Students "missing" instructional time for career advising activities, increased field trips, etc.
  - Taking care not to disrupt the school day in general.
- Concern for capacity of having just one advisor in our largest schools.
- Funding for transportation for student activities/field trips. These trips have been a fantastic opportunity to expose students to career opportunities.

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Questions?

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