



Blueprint for Maryland's Future:

2024 LEA Blueprint Implementation Plan Development Guide

December 2023



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Submission Guidance and Instructions

Submission Timeline

Guidance for the 2024 LEA Blueprint Implementation Plan submissions was released December 2023. Responses to the Systemwide Blueprint Implementation Response are due on **March 15, 2024**. Full LEA Blueprint Implementation Plans are due on **May 1, 2024**.

See the “Important Dates” section below for additional submission dates.

Template Format

The 2024 LEA Blueprint Implementation Plans will not utilize a standardized question and answer template, as the 2023 Plans did. AIB and MSDE have identified 23 questions that must be answered within the final LEA Blueprint Implementation Plan. Please be sure to completely answer all questions. While an LEA may choose to include data (references, analysis, visualizations) in support of any narrative response to a question, some questions include a required data analysis. A data appendix to this document with data that should be used to demonstrate implementation progress for specific questions or will specify the kinds of LEA-provided data that should be included will be provided to LEAs at a later date.

The 2024 LEA Blueprint Implementation Plan must be no more than 99 pages in length, in addition to the length of the questions provided, which is 15 pages, so the total allowed length for final submitted LEA Blueprint Implementation Plans is 114 pages. The Systemwide Blueprint Implementation response shall be no more than 10 pages. The Systemwide Blueprint Implementation response is included in the total allowed length of the LEA Blueprint Implementation Plans. Final submitted Plans should include the full text of the questions as well as the responses. The 2024 Implementation Plans may be formatted and styled as the LEA chooses using the following guidelines:

- **Font:** Either Arial, Calibri, or Times New Roman
- **Font size:** Between sizes 10 and 12 (Headers may be larger)
- **Margins:** Between 0.5 inches and 1.0 inches on all sides
- **Footer:** Include “2024 [LEA Name] Blueprint Implementation Plan” and page numbers on each page.
- **File Name:** Please name the main plan document as: LEA_Name_2024_Blueprint_Plan.pdf (Replace “LEA_Name” with specific name)

Submission Process

To submit completed Blueprint Implementation Plans and any needed attachments that support the narrative responses, LEAs will upload all documents to their designated SharePoint folder. Each LEA Blueprint Implementation Coordinator will be sent a unique link and password to a SharePoint folder. Please upload the completed Implementation Plan saved as a Word Document and a PDF into the “2024 Plan” folder.

In addition to submitting final plans, LEAs may also upload any supporting artifacts. Supporting artifacts are additional documentation that supports the LEA’s narrative response. These artifacts do not replace the need for a narrative, but rather reinforce and expand on the given response. Unless otherwise indicated in the template,

supporting artifacts are encouraged but not required. Artifacts should be named appropriately that clearly associate the document to the associated Template question related to the artifact. (e.g., “21-Teacher Assistant Development Plan”). Save all artifacts in the “Supporting Artifacts” subfolder within the “2024 Plan” folder. You do not need to add hyperlinks to any documents uploaded to the submission folder. You may add hyperlinks to other documents or websites that are publicly available as well.

Uploading documents to the SharePoint folder will serve as the official submission to both AIB and MSDE. Uploads must be complete by 3:00pm on May 1, 2024. Upon final submission of all materials, submit a response using the Submission Notification Form. Once completed, LEAs will no longer be able to revise, add, or remove items from the folder. Use this link to indicate a completed submission: <https://bit.ly/BPsubmitPlan>.

Review Process

Details of the review process will be released at a later date and will include the LEA receiving combined feedback, representative of reviewers from MSDE and AIB. Review of the submitted Implementation Plans will be based on the included Criteria for Success. For an LEA Implementation Plan to be approved, it must meet all criteria listed in the 2024 Criteria for Success.

LEAs should use the Criteria for Success as a guide for completing each question found in the Implementation Plan, including by having the Criteria for Success readily available for reference while developing responses.

Important Dates

| Submission Dates | |
|--------------------|--|
| January 15, 2024 | Draft Pre-K-5 Comprehensive Literacy Plan |
| March 15, 2024 | Systemwide Blueprint Implementation Response |
| May 1, 2024 | LEA Blueprint Implementation Plans (Including Draft 6-12 Comprehensive Literacy Plan) |
| May 1, 2024 | Waiver for Public vs. Private Pre-K Slots |
| June 28, 2024 | Final Pre-K-12 Comprehensive Literacy Plan |
| June 28, 2024 | Attestation of 10% Teacher Salary Increase |
| July 1, 2024 | Career Counseling Impact Report (§ 5-213) |
| July 1, 2024 | Career Ladder Plan (Levels 1-3 and 4 if applicable) |
| September 16, 2024 | Draft Pre-K-5 Comprehensive Math Plan |
| June 30, 2025 | Final Pre-K-12 Comprehensive Math Plan |
| July 1, 2025 | Full Career Ladder Plan |

Systemwide Blueprint Implementation

The Blueprint for Maryland's Future will improve the quality and equity of Maryland's education system so that ALL Maryland students, regardless of where they live, their household income, race, ethnicity, gender, language spoken at home, disability, and any other unique characteristic, can leave high school globally competitive and prepared for success in postsecondary education, work, and life.

To reach this outcome, Maryland public schools must transform by rethinking and redesigning existing policies and practices to create a system that equitably serves all students and prepares them for success. This is your opportunity to share how your district has been approaching this change and its plans for the future.

Be sure to include or address the following points in your response:

- How are your district's vision, goals, strategic plan, and other system and school-level plans aligned to the Blueprint? Consider the connections across pillars and how the expected outcomes of the Blueprint intersect with and align to district programming.
- How your district is communicating its goals and plans with those implementing the Blueprint in the district, including principals and educators; soliciting feedback; and adapting its communication strategies to improve stakeholder understanding of the Blueprint's purpose.
- How your district is making systemic changes to support ongoing Blueprint implementation; consider the strategies that have and have not been successful in your approach to reaching the Blueprint's expected outcomes.
- Your district's three greatest challenges to Blueprint implementation, including the rationale for selecting them, the specific initiatives/programs/strategies the district will implement to address them, and how your district will transform to implement these strategies effectively.
- How the district will monitor progress towards addressing its three greatest challenges to reaching the Blueprint's expected outcome.

Criteria for Success

- Describes how the district is creating a system that equitably serves all students and prepares them for success in alignment with the Blueprint's expected outcome.
- Addresses all of the bullets in its response clearly, concisely, and comprehensively.



PILLAR 1

Early Childhood Education



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.

Criteria for Success

- Identifies highest priority areas and/or strategies discussed in the March 2023 submission and provides detailed updates related to progress, including identifying challenges where progress has been limited.
- Identifies and provides the rationale for new/revised strategies, activities, and/or outcomes that have been developed or revised since the 2023 submission.
- Discusses how specific feedback provided for the 2023 submission has been addressed if applicable.
- Analyzes public and private Pre-K enrollment data.
- Includes data projections demonstrating increased access and enrollment of Tier 1 4-year-old children in Pre-K by Blueprint deadline of SY 2025-2026.



02. A High-Quality, Mixed-Delivery (Public And Private) Pre-K System

Initial Blueprint Implementation Plan Reference: Questions 6 – 10, and 18

In March 2023, the LEA described how it would collaborate with private providers to **implement a mixed-delivery Pre-K system and ensure every student has access to a high-quality Pre-K program.**

Responses included considerations for increasing access as discussed in the previous question as well as sharing data and information, providing comprehensive services, and leveraging shared resources.

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.

Criteria for Success

- Identifies highest priority areas and/or strategies discussed in the March 2023 submission and provides detailed updates related to progress, including identifying challenges where progress has been limited.
- Identifies and provides the rationale for new/revised strategies, activities, and/or outcomes that have been developed or revised since the 2023 submission.
- Discusses how specific feedback provided for the 2023 submission has been addressed if applicable.
- Describes how the LEA collaborates with private providers to develop and implement a mixed-delivery system.



03. Workforce Development and Pipelines for High-Quality Pre-K Staff

Initial Blueprint Implementation Plan Reference: Questions 19 - 22

In March 2023, the LEA described its plan to **develop its workforce and build pipelines for teachers and teacher assistants that meet the high-quality requirements.**

Responses addressed providing professional development related to the instructional program and high-quality instructional materials discussed in Pillar 3, using a diverse set of strategies to build the Pre-K teacher and teacher assistant pipelines, supporting teachers and teacher assistants in meeting the credentialing requirements set forth by the Blueprint by the beginning of SY 2027-2028, and communicating opportunities to current and prospective employees.

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 of Pre-K teachers and teacher assistants meeting high-quality requirements.

Criteria for Success

- Identifies highest priority areas and/or strategies discussed in the March 2023 submission and provides detailed updates related to progress, including identifying challenges where progress has been limited.
- Identifies and provides the rationale for new/revised strategies, activities, and/or outcomes that have been developed or revised since the 2023 submission.
- Discusses how specific feedback provided for the 2023 submission has been addressed if applicable.
- Analyzes and uses quantitative data (e.g., staffing data) to demonstrate progress towards pipelines meeting hiring and workforce development needs in alignment with the high-quality standards under the Blueprint (Education Article § 7-1A-04).



04. Kindergarten Readiness

Discuss the LEA's plans to **ensure all students in Pre-K programs, public and private, are ready for kindergarten.**

Plans should include strategies for supporting the development and implementation of the instructional program in mixed-delivery settings and using data (e.g., Kindergarten Readiness Assessment) to adapt instruction.

Considerations:

- Private provider collaboration
- Selection and use of materials
- Teacher training and professional development
- Resource sharing
- Specific instructional strategies for early learning
- Transition from half-day to full-day Pre-K
- Alignment between Pre-K and K-2
- Transition into Pre-K and from Pre-K to Kindergarten
- Student groups (special education, multilingual learners, students experiencing homelessness)



- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the Blueprint Outcome of ensuring all Pre-K students are ready for kindergarten.

Criteria for Success

- Describes a cohesive and coherent plan that addresses all considerations provided to ensure all Pre-K students are ready for kindergarten.
- Analyzes data to identify trends, needs, and projections for kindergarten readiness.
- Cites specific strategies the LEA utilizes to develop, implement, and adapt the instructional program, including leveraging KRA and other data to make decisions.



PILLAR 2

High-Quality and Diverse Teachers and Leaders



05. A High-Quality and Diverse Teacher Workforce

Initial Blueprint Implementation Plan Reference: Questions 28 – 36

In March 2023, the LEA described how it would **recruit and hire a high-quality and diverse teacher workforce**.

Responses included identifying the most critical hiring needs, strategies for recruiting and hiring a diverse workforce, and how the LEA would partner with institutions of higher education and educator preparation programs to build talent pipelines in response to its needs (e.g., strategic placement and support of teacher candidates, full certification of conditionally certified teachers, grow your own programs, alternative preparation programs, etc.).

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 district's staffing needs and the Blueprint Outcome of recruiting and hiring a high-quality and diverse teacher workforce.

Criteria for Success

- Identifies highest priority areas and/or strategies discussed in the March 2023 submission and provides detailed updates related to progress, including identifying challenges where progress has been limited.
- Identifies and provides the rationale for new/revised strategies, activities, and/or outcomes that have been developed or revised since the 2023 submission.
- Discusses how specific feedback provided for the 2023 submission has been addressed if applicable.
- Analyzes and uses quantitative data (e.g., staffing data) to demonstrate progress towards recruiting and hiring a high-quality and diverse teacher workforce.



06. A High-Quality and Diverse Corps of School Leaders

For the March 2024 submission, the LEA must also discuss how it **recruits and hires a high-quality and diverse corps of school leaders, including its collaboration with institutions of higher education and other organizations to build leadership pipelines.**

Consider the potential impact of the Career Ladder and how the LEA will adapt its plans to address any challenges (e.g., National Board Certification for future school leaders, smaller candidate pools if teachers remain in classrooms, etc.).



- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the district's staffing needs and the Blueprint Outcome of recruiting and hiring high-quality and diverse leaders.

Criteria for Success

- Describes a coherent and cohesive plan to recruit and hire high-quality and diverse school leaders, including an analysis of school leader demographics compared to the LEA's student population.
- Includes examples of partnerships with educator preparation programs and/or institutions of higher education.
- Leadership pipelines include strategies to recruit and support aspiring leaders in earning National Board Certification.
- Discusses potential impact of the Career Ladder.
- Analyzes and uses quantitative data (e.g., staffing data) to demonstrate progress towards recruiting and hiring a high-quality and diverse corps of school leaders.



07. National Board Certification

Initial Blueprint Implementation Plan Reference: Questions 37 – 44, 48, and 51

In March 2023, the LEA described its plans to **recruit and support diverse candidates through the successful completion of National Board Certification or advanced degrees (if NBC is not available)** to be eligible for the designation of Lead Teacher within the Career Ladder.

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 recruit and support diverse candidates pursuing and achieving National Board Certification or advanced degrees (if NBC is not available).

Criteria for Success

- Identifies highest priority areas and/or strategies discussed in the March 2023 submission and provides detailed updates related to progress, including identifying challenges where progress has been limited.
- Identifies and provides the rationale for new/revised strategies, activities, and/or outcomes that have been developed or revised since the 2023 submission.
- Discusses how specific feedback provided for the 2023 submission has been addressed if applicable.
- Analyzes and uses quantitative data to demonstrate progress towards recruiting and supporting diverse candidates pursuing and achieving National Board Certification or advanced degrees (if NBC is not available).



08. Cultivating and Managing Effective Partnerships

How does the LEA **cultivate and manage its partnerships with institutions of higher education (IHE) and educator preparation programs (EPP) to ensure the needs of all organizations are met?**

Consider the challenges associated with the current labor market and the individual mission and goals of each partner. Discuss how the LEA works with its partners to build relationships and adapt each organization's systems and practices to achieve shared goals.

Considerations:

- Teacher candidate placement and experiences
- Teacher induction and mentorship programs
- Talent pipelines, including alternative pathways to certification, and professional development
- Advanced degree (e.g., in support of dual enrollment expansion, filling critical needs areas, etc.)
- Developing and implementing Post-College and Career Readiness (CCR) pathways and CCR Support pathway
- Regular communication and feedback between LEA and IHE/EPP leadership to strengthen programs and systems

Criteria for Success

- Describes a cohesive and coherent plan that addresses all considerations provided to partner successfully with educator preparation programs and institutions of higher education.
- Identifies specific challenges and associated strategies to overcome challenges.
- Discusses how it collaborates with partners to meet the needs and goals of all organizations.



09. Educator Compensation

Initial Blueprint Implementation Plan Reference: Questions 52 and 54

In March 2023, the LEA discussed how it intended to **meet the requirements set forth in the Blueprint to improve teacher compensation.**

The LEA's response was to ensure that teachers receive a minimum starting salary of \$60,000 by July 1, 2026.

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 ensure teachers receive a minimum starting salary of \$60,000 by July 1, 2026.

Criteria for Success

- Identifies highest priority areas and/or strategies discussed in the March 2023 submission and provides detailed updates related to progress, including identifying challenges where progress has been limited.
- Identifies and provides the rationale for new/revised strategies, activities, and/or outcomes that have been developed or revised since the 2023 submission.
- Discusses how specific feedback provided for the 2023 submission has been addressed if applicable.
- Indicates the LEA will meet the Blueprint outcome of teachers receiving a minimum starting salary of \$60,000 by July 1, 2026.



PILLAR 3

College and Career Readiness



10. College and Career Readiness in English Language Arts

Initial Blueprint Implementation Plan Reference: Questions 57 – 76 and 81

In March 2023, the LEA described how it would **ensure all Pre-K-5 students are proficient in reading by the end of 3rd grade and on the path to becoming college and career ready in English language arts.**

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 ensuring all students are proficient in reading by the end of 3rd grade and on the path to becoming college and career ready in English language arts.

Note: LEAs must submit their final Pre-K-12 comprehensive literacy plans in alignment with the science of reading by June 28, 2024.

Criteria for Success

- Identifies highest priority areas and/or strategies discussed in the March 2023 submission and provides detailed updates related to progress, including identifying challenges where progress has been limited.
- Identifies and provides the rationale for new/revised strategies, activities, and/or outcomes that have been developed or revised since the 2023 submission.
- Discusses how specific feedback provided for the 2023 submission has been addressed, if applicable.
- Provides analysis of ELA data to identify trends in achievement and lack of achievement, including disaggregated by student groups, and describes instructional changes to improve achievement and how progress will be monitored for students' academic achievement in literacy in grades Pre-K-3.



11. College and Career Readiness in Mathematics

Initial Blueprint Implementation Plan Reference: Questions 82 – 100 and 105

In March 2023, the LEA described how it would **ensure all Pre-K-5 students are on the path to becoming college and career ready in mathematics.**

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 ensuring all students are on the path to becoming college and career ready in mathematics.

Note: LEAs must submit their draft Pre-K-5 comprehensive math plans in alignment with the science of learning by September 15, 2024.

Criteria for Success


- Identifies highest priority areas and/or strategies discussed in the March 2023 submission and provides detailed updates related to progress, including identifying challenges where progress has been limited.
- Identifies and provides the rationale for new/revised strategies, activities, and/or outcomes that have been developed or revised since the 2023 submission.
- Discusses how specific feedback provided for the 2023 submission has been addressed if applicable.
- Provides analysis of math data to identify trends in achievement and lack of achievement, including disaggregated by student groups, and describes instructional changes to improve achievement and how progress will be monitored for students' academic achievement in math in grades Pre-K-5.



12. Algebra Readiness and Success

Describe the LEA's plan to **increase student readiness and success in Algebra I at both the middle and high school levels**, including specific strategies and supports to intervene with students struggling with math. Discuss related challenges and data as needed.

Considerations:

- Analysis of student-level data by specific skills
 - Intervention models and progress monitoring
 - Training and professional development for teachers
 - High-quality school day tutoring
-  • **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the Blueprint outcome of increasing middle and high school students' college and career readiness in mathematics.

Criteria for Success

- Describes a cohesive and coherent plan that addresses all considerations provided to increase student readiness and success in Algebra I at both the middle and high school levels including acceleration and remediation.
- Identifies specific challenges and associated strategies to overcome challenges.
- Describes how LEA evaluates effectiveness of strategies and supports and how these evaluations inform adjustments/changes to interventions.
- Provides analysis of math data to identify trends in achievement and lack of achievement, including disaggregated by student groups, and describes instructional changes to improve achievement and how progress will be monitored for students' enrollment and academic achievement in Algebra I.



13. High-Quality School Day Tutoring

Initial Blueprint Implementation Plan Reference: Questions 77 and 101

In March 2023, the LEA discussed how it **leveraged high-quality school day tutoring to accelerate instruction and provide additional support to students in literacy and math.**

Responses included considerations related to the LEA's organization of the school day, collaboration with external partners, and alignment of resources (e.g., Transitional Supplemental Instruction Aid).

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.

Criteria for Success

- Identifies highest priority areas and/or strategies discussed in the March 2023 submission and provides detailed updates related to progress, including identifying challenges where progress has been limited.
- Identifies and provides the rationale for new/revised strategies, activities, and/or outcomes that have been developed or revised since the 2023 submission.
- Discusses how specific feedback provided for the 2023 submission has been addressed if applicable.
- Demonstrates that tutoring meets the requirements of high-quality in alignment with the Blueprint (Education Article § 5-226)
- Describes how the LEA has/will reorganize the school day to allow for high-quality tutoring that occurs during school hours.



14. Support for Students to Demonstrate College and Career Readiness in High School

Initial Blueprint Implementation Plan Reference: Questions 109 – 110 and 112 – 115

In March 2023, the LEA described the **services and support provided to students identified as not on track to graduate in 9th grade and/or not demonstrating college and career readiness (CCR) by the end of 10th grade.**

Responses included creating and implementing student support pathways, collaborating with institutions of higher education partners, developing individualized CCR plans for each student, and engaging families in supporting student success.

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 of providing support to students identified as not on track to graduate in 9th grade and/or not demonstrating college and career readiness (CCR) by the end of 10th grade.



Criteria for Success

- Identifies highest priority areas and/or strategies discussed in the March 2023 submission and provides detailed updates related to progress, including identifying challenges where progress has been limited.
- Identifies and provides the rationale for new/revised strategies, activities, and/or outcomes that have been developed or revised since the 2023 submission.
- Discusses how specific feedback provided for the 2023 submission has been addressed if applicable.
- Describes how the LEA engages and collaborates with parents/families for students who are not on track to graduate and/or not progressing towards reaching the CCR standard by the end of 10th grade.
- Describes how individualized plans are developed for each student who has not reached the CCR standard by the end of 10th grade.
- Describes how the LEA supports teachers to lead the development of individualized CCR plans for students who have not met the CCR standard by the end of 10th grade.
- Describes a new program of study for students who have not met the CCR standard by the end of 10th grade developed in collaboration with IHEs that includes courses grounded in experiential learning.



15. Access to Post-CCR Pathways

Initial Blueprint Implementation Plan Reference: Questions 118 – 122 and 128 – 133

In March 2023, the LEA discussed how it would **ensure every student has access to post-CCR pathways, including college preparatory programs** (IB Diploma Programme, Cambridge AICE Diploma Program, and Advanced Placement Program), **dual enrollment programs, middle and early college high school programs, and CTE programs that include opportunities for apprenticeships and other industry-recognized credentials.**

The LEA's response included descriptions of current offerings and proposed expansion plans if applicable, strategies to recruit students representative of the school system's demographics, and plans to overcome barriers for student enrollment such as transportation, scheduling, entry requirements, or inadequate academic support.

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.

Criteria for Success

- Identifies highest priority areas and/or strategies discussed in the March 2023 submission and provides detailed updates related to progress, including identifying challenges where progress has been limited.
- Identifies and provides the rationale for new/revised strategies, activities, and/or outcomes that have been developed or revised since the 2023 submission.
- Discusses how specific feedback provided for the 2023 submission has been addressed if applicable.
- Provides specific examples of revised policies or practices that lead to increased access to post-CCR pathways for all students, including those participating in a CCR support pathway



PILLAR 4

More Resources to Ensure All Students are Successful



16. Engagement and Communication with Multilingual learner (ML) families

Initial Blueprint Implementation Plan Reference: Question 137

In March 2023, the LEA described how it would **engage and communicate with Multilingual learner (ML) families, also known as English learners (EL), including leveraging the EL family coordinator position.**

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.

Criteria for Success

- Identifies highest priority areas and/or strategies discussed in the March 2023 submission and provides detailed updates related to progress, including identifying challenges where progress has been limited.
- Identifies and provides the rationale for new/revised strategies, activities, and/or outcomes that have been developed or revised since the 2023 submission.
- Discusses how specific feedback provided for the 2023 submission has been addressed if applicable.
- Explains how the EL family coordinator will be strategically utilized to engage with Multilingual learner families.



17. Supporting Multilingual Learners and Increasing Language Acquisition

Initial Blueprint Implementation Plan Reference: Question 138 – 139

In March 2023, the LEA described how it would **support Multilingual learners (ML), also known as English learners (EL), and implement the recommendations of the ML workgroup to increase English proficiency for ML students.**

Responses included strategies to increase language acquisition and ensure the alignment and investment of resources.

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 of increasing English proficiency for Multilingual learner students.

Criteria for Success

- Identifies highest priority areas and/or strategies discussed in the March 2023 submission and provides detailed updates related to progress, including identifying challenges where progress has been limited.
- Identifies and provides the rationale for new/revised strategies, activities, and/or outcomes that have been developed or revised since the 2023 submission.
- Discusses how specific feedback provided for the 2023 submission has been addressed if applicable.
- Provides analysis of English proficiency data to identify trends in proficiency and lack of proficiency, including disaggregated by student groups, and describes instructional changes to improve Multilingual learner students' English proficiency and how progress will be monitored.



18. Improve Education for Students with Disabilities

Initial Blueprint Implementation Plan Reference: Question 140 – 142

In March 2023, the LEA described how it would **improve education for students with disabilities**.

Responses addressed supporting general and special education teachers in the implementation of effective classroom instructional practices and increasing and aligning investments in talent, time, and resources.

Considerations included:

- 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.

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 of improving education for students with disabilities.



Criteria for Success

- Identifies highest priority areas and/or strategies discussed in the March 2023 submission and provides detailed updates related to progress, including identifying challenges where progress has been limited.
- Identifies and provides the rationale for new/revised strategies, activities, and/or outcomes that have been developed or revised since the 2023 submission.
- Discusses how specific feedback provided for the 2023 submission has been addressed if applicable.
- Provides analysis of student outcome data to identify trends in achievement and lack of achievement for students with disabilities and describes instructional and programmatic changes to improve achievement and how progress will be monitored.
- Describes specific strategies from the list of considerations above to better support general and special education teachers.



19. Disproportionate Identification and Disciplinary Practices

Discuss the LEA's plan to **improve education for students with disabilities through accurate screening and disciplinary practices**. Provide an analysis of current data related to both the under- and over-identification of students with disabilities and disproportionality of student discipline during the pre-referral process or once identified as a student with a disability.

Identify affected student groups and areas of disproportionality, the root causes for the disproportionality(ies), and the specific strategies the LEA uses or intends to use to mitigate and eliminate such occurrences at individual schools and across its system of schools.



- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the Blueprint Outcome to mitigate disproportionate identification and disciplinary practices.

Criteria for Success

- Provides an analysis of data disaggregated by student groups to identify disproportionalities in identification and disciplinary practices and determine their root causes and identifies systemic changes that address the root causes.
- Provides a plan for professional learning and support for general education teachers to build knowledge and skills in order to provide high-quality instruction and interventions that are differentiated to meet the needs of individual students.
- Includes a detailed description of the pre-referral process and its relationship to the LEA's system of multi-tiered supports for students.



20. Effective Community Partnerships

How does the LEA **support students attending community schools where there is a higher concentration of poverty** by supporting their community schools through a collective impact approach?

Describe how the LEA ensures its schools align partnerships to their needs assessments and collaborate with partners to share leadership, establish goals, and increase accountability for achieving intended outcomes in service of a specific community and its students.

Note: This question is only required for LEAs with schools designated as community schools receiving concentration of poverty grants.

Criteria for Success

- Describes how collective impact (that leverages shared leadership and accountability across multiple organizations) is being utilized to identify community needs.
- Discusses a process for developing partnerships aligned to the needs assessment(s) of individual community schools.
- Describes how it collaborates with partners to establish goals, coordinates services and support, and monitors achievement of intended outcomes.



21. Expanding Behavioral Health Support

Discuss how the LEA will **enhance and expand behavioral health support for students**, including how it leverages the Consortium on Coordinated Community Supports to provide services to students and communities.



- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the Blueprint outcome to enhance and expand behavioral health support for students.

Criteria for Success

- Provides an analysis of data to identify trends and needs related to students' behavioral health.
- Describes how the LEA uses data to identify opportunities to enhance and expand behavioral health support for students.
- Provides specific examples of how the LEA incorporates the work of the Consortium on Coordinated Community Supports in its behavioral health programming.



PILLAR 5

Governance and Accountability



22. Stakeholder Engagement

Initial Blueprint Implementation Plan Reference: Question 161

In March 2023, the LEA discussed how it would **engage and represent the voices of stakeholders in the development and implementation of its Blueprint Implementation Plan**, an essential element for the 2024 submission as well.

Discuss the LEA's strategy or framework for successfully engaging multiple stakeholder groups for varied purposes during this process, including empowering stakeholders to provide meaningful input into developing and implementing its Blueprint Implementation Plan. Describe how the LEA determines success in this area, including lessons learned and adjustments needed.

Provide specific examples of where stakeholder input has been incorporated into the plan and explain why stakeholder input was critical for each example.

Considerations:

- Key stakeholders (teachers, school leaders, community members, LEA Executive Team including the superintendent)
- Vision building and goal setting
- Communicating to educate and inform about Blueprint implementation (e.g., the Career Ladder)
- Collaborating to create and refine plans
- Establishing feedback loops
- Data collection and analysis
- Engaging educators across subject areas (e.g., social studies, science, fine arts)
- Engaging underrepresented groups
- Successful strategies and opportunities for improvement
- Reporting and sharing progress
- Leveraging strategic facilitators and Blueprint coordinators



Criteria for Success

- Articulates a highly detailed outline of engagement that addresses multiple stakeholder groups with a well-defined timeline that considers the diversity of demographics, interests, and experiences.
- Clearly demonstrates a thorough understanding of stakeholder assets (subject-matter expertise, skill sets, knowledge, insights, etc.) and how they can contribute to the plan's development and implementation.
- Identifies multiple ways the LEA is intentionally educating their community about the Blueprint's expected outcomes and goals (e.g., parents, students, teachers, support staff, facilities staff, business owners, local council members).
- Demonstrates use of protocols and/or facilitation strategies to engage a variety of groups and capture and incorporate feedback into the plan's development and implementation.
- Provides a detailed and insightful summary of feedback from each stakeholder group, demonstrating a deep understanding of their perspectives.

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23. Blueprint Funding and Resources

Discuss the process the LEA uses to assess budgetary needs and make critical decisions about the **allocation of new resources and the reallocation of existing resources to implement its Blueprint Implementation Plan**. Include estimated funding allocations by pillar and program. Provide specific examples and the rationale for the allocation and reallocation of resources.

Considerations:

- Budgeting annually and over multiple years
- Funds following students to their schools (Education Article § 5-234)
- Targeted funds (e.g., Transitional Supplemental Instruction Aid, Concentration of Poverty grants, State Aid Funding for CCR, etc.)
- **Required Data Analysis:** Through an analysis of data, discuss progress towards meeting the Blueprint outcome to ensure resources are aligned to meeting student needs at the school level.

Criteria for Success

- Clearly describes how new resources are being allocated and existing resources are being reallocated to address Blueprint priorities.
- Provides a multi-year budgeting plan with estimated funding allocations by Blueprint pillar and program.
- Identifies and describes strategies to increase the number of schools meeting the minimum school funding requirements.