

Baltimore County Public Schools

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.

Baltimore County Public School’s (BCPS) aspires to implement the systems, structures, and supports needed for all students to demonstrate college, career, and community readiness, positioning BCPS schools among the top achieving in the nation. BCPS’ goals operationalize its aspiration through its priority work: academic achievement; infrastructure; safety and climate; and highly effective educators, leaders, and staff. Academic achievement is broken down further to identify four focal content and service areas: ELA, Math, Special Education, and English for Speakers of Other Languages (ESOL)/English Language Development (ELD) These four priority areas are used to inform how the BCPS team works to support all children in becoming college, career, and community ready. BCPS’ alignment with the pillars in the Blueprint for Maryland’s future is evident through BCPS’ Strategic Priorities and school and office progress plans, which all align to the pillars in the Blueprint for Maryland's Future (see Table 1).

Table 1. BCPS – Blueprint Pillar Connections

	Blueprint Pillars				
	Early Childhood Education	Human Capital aligns to High Quality Diverse Teachers and Leaders	College and Career Pathways	More Resources to Ensure Students are Successful	Governance and Accountability
BCPS 2023 – 2024 Priority Focus Areas	Academic Achievement	Highly Effective Teachers, Leaders, and Staff	Academic Achievement	Academic Achievement Safety and Climate	Infrastructure
School Progress Plans	Academic Achievement		Academic Achievement	Academic Achievement Safety and Climate	
Office Progress Plans	Academic Achievement		Academic Achievement	Academic Achievement Safety and Climate	Infrastructure

The following section provides a summary of the connections across pillars and how the expected outcomes of the Blueprint intersect with and align to system programming.

Pillar 1 Early Childhood Education focuses on providing high quality early childhood education so that all children enter kindergarten ready to learn. To achieve this goal, Blueprint identified four levers for change which align with BCPS current and future system programming: 1) increasing access to full-day prekindergarten for Tier I three and four year-old children and Tier II four year-old children, 2) implement a high-quality mixed-

Baltimore County Public Schools

delivery (public and private) prekindergarten system, 3) increasing students kindergarten readiness, and 4) building the Pre-K educator and teacher assistant pipelines to support high quality instruction. BCPS uses a cross-divisional workgroup to lead its implementation efforts and made great strides in advancing this pillar through the ongoing expansion of early childhood access across the school system. This cross-divisional workgroup has traditionally been focused on expanding half-day sessions but has transitioned to actively expanding full-day options for three- and four-year-old students to align with the Blueprint goals. As a part of the system programming and in alignment with Blueprint, BCPS is expanding early childhood education programming to support 50 additional sections of full day prekindergarten, representing 147.5 FTEs and an investment of \$10.3M, including classrooms teachers, special area teachers, and paraeducators. BCPS expanded its special education support to provide full day programming, representing 37.5 FTEs and an investment of \$1.8M, including 17.5 teachers and 20 paraeducators. BCPS further prioritized students with disabilities in Tier I by reserving 30% of seats for incoming 3-year-olds for students with IEPs and 25% of the incoming preschool seats for students with IEPs.

BCPS continues to support local private providers identified by the Maryland State Department of Education with professional development opportunities, through on-going invitations to join BCPS professional development, and providing instructional supports to support students with disabilities. In addition, BCPS representatives are participating in a multiagency group, Baltimore County’s Early Childhood Advisory Council, to develop a shared vision and multiyear strategic plan to ensure that resources are leveraged to meet the needs of Baltimore County’s youngest learners and their families. Table 2 provides the number of schools (sessions) offering full day preschool, prekindergarten, and Judy Center programs.

Table 2. Number of BCPS Schools Offering Full Day Early Childhood Programs

School Year	preschool (three-year-old)	prekindergarten (four-year-old)	Judy Centers
Prior to 2022- 2023		3 (9)	2
2022 – 2023		6 (15)	2
2023 – 2024		28 (49)	4
2024 – 2025 (proposed)	8 (9)	50 (90)	4

Note: 8 (9) = Number of schools (sessions)

Pillar 2 High-Quality and Diverse Teachers and Leaders describes how BCPS will recruit and support high-quality and diverse teachers to meet system needs. This includes how BCPS will monitor the diversity of teacher candidates and the existing teacher workforce; advocating for the increased rigor of teacher preparation programs and licensure requirements; and develop and implement pathways for paraprofessionals to become certified teachers. To recruit and support high quality and diverse teachers to meet workforce need, BCPS Human Resources initiatives include College and University fairs, BCPS job fairs and diversity events, Historically Black Colleges and Universities (HBCU) recruitment plan, and recruitment in Puerto Rico. BCPS also advertises through the National Minority Update and EdWeek, visit institutions of Higher Education, leverages interns as long-term substitutes, and recruits through the Teacher Academy of Maryland and Educator Rising programs. Finally, BCPS is offering signing and relocation bonuses, and collaborating with the Equity Advisory Council to support and retain minority teachers.

In an effort to increase access to teacher preparation programs, BCPS Human Resource has developed para-educator undergraduate cohort programs, conditional certification cohort programs, and is offering teacher mentor stipends. There is a plan to register the teacher apprenticeship program with the Maryland Department of Labor. Stakeholder engagement for these pillar efforts includes institutions of higher education, MSDE/AIB, external partners, and community members. BCPS is also addressing the current needs of educators across the system to prepare for the expansion of the 3-and-4-year-old early childhood programming by collaborating with the early childhood team on special area instruction. The collaboration focuses on the specific professional learning needs that special area teachers will need to best meet the needs of 3-and 4-year-old students who may be new to a full school day program.

Baltimore County Public Schools

BCPS is in discussion with staff and bargaining units regarding the career ladder. BCPS will implement Levels 1-3 of the educator career ladder during the 2024-2025 school year. The BCPS Career Ladder Development Board and workgroup will work together throughout the 2024-2025 school year to establish Teacher Leader, Level 4 of the career ladder. Full implementation of the educator career will occur in the 2025-2026 school year.

BCPS is committed to the active recruitment of diverse staff in the school system to participate in the National Board process through a variety of avenues, including monthly informational sessions, targeted school visits, utilization of teacher and school-based leaders, advertisement through our networking platforms (i.e. NewsHub, Principal Bulletin, Schoology, etc.), and celebrations of recently certified teachers. Additionally, to support the achievement of our current candidates, BCPS has implemented a multi-tiered approach that meets candidates where they are in regard to need and status in the NBC journey. Candidate support is conducted through a variety of methods that include bi-monthly content-specific support sessions led by our trained Professional Learning Facilitators (PLFs), monthly candidate workshops led by PLFs, timely and relevant information sessions led by NBC Support Team members, coaching support from our PLFs, school-based/feeder pattern cohorts led by our PLFs, bi-weekly newsletters to all candidates (in all phases of the process: initial candidates, retake candidates, continuing candidates, and maintenance of certificate candidates), and individualized support from our National Board Certification Facilitators, as needed.

In accordance with the need to increase the number of teachers that achieve National Board Certification, the Board of Education recently approved a partnership with a local university. This partnership provides courses to assist with preparation for National Board Certification. A current BCPS employee is teaching the offerings at the local university. The partnership with the Institute of Higher Education recognizes our need to diversify the teaching staff that obtain National Board Certification.

To support teachers' and leaders' professional growth and development, BCPS is developing a partnership with Research for Better Teaching for professional learning for executive leadership, administrators, and teachers and to collaboratively to revise the evaluation system. Professional learning will impact executive leadership, administrators, and teachers beginning with Executive Leadership (Spring of 2024), identified cohorts of administrators and teachers (Summer of 2024) and continue during the school year. The effort and impact will be evaluated during the implementation year before the additional training continues during the 25-26 school year.

In addition, BCPS is offering a professional learning opportunity designed for BCPS professionally certified teachers who are planning to take either the ESOL or Special Education PRAXIS in Spring 2024 to add an ESOL or Special Education endorsement to their teaching certification. The four-week asynchronous study course, facilitated by current ESOL and Special Education Consulting Teachers consists of study materials and resources that include prerecorded virtual study sessions, optional virtual check-in sessions, and online interactive practice tests at no cost.

Pillar 3 College and Career Readiness describes how BCPS ensures that students have equitable opportunities to become college and career ready (CCR) beginning with access to high-quality early childhood educational opportunities. It requires all students to pursue pathways that include early college, Advanced Placement courses, and/or a rigorous technical education leading to industry-recognized credentials and high-paying jobs. BCPS's priority area of academic achievement, specifically the focus on English and Math directly aligns with Blueprint pillar sub-areas focused on ELA, Math, and Algebra readiness, BCPS is also providing High Quality Tutoring during the school day and through extended learning opportunities to address academic achievement gaps.

In the 2023-24 school year, BCPS implemented a new early childhood curriculum in preparation for its expanded access for 3- and 4-year-old students, Connect4Learning® (C4L) a research-based, interdisciplinary prekindergarten curriculum based on the Science of Reading. The C4L curriculum includes developmentally appropriate practice, which is defined as methods that promote each child's optimal development and learning through a strengths-based, play-based approach to joyful, engaged learning. BCPS measures student engagement and learning through the administration of the Early Learning Assessment, which is a performance-based measure of early childhood indicators, of which BCPS is monitoring seven.

Baltimore County Public Schools

BCPS has also provided competitive entry college prep programs, early college or dual enrollment at no-cost to all students who met College and Career Readiness (CCR) standards through the 2023-24 school year. Beginning in the 2024-25 school year, eligible students will continue to have access to courses at the community college or local university and receive Advanced Placement Exams, at no cost. Further, all students will continue to be offered robust Career and Technical Education (CTE) programs including credit or non-credit certificate, licensure programs or apprenticeships leading to occupational credential or a postsecondary certificate. BCPS has increased its emphasis on CTE preparation, specifically Youth Apprenticeship, with an increase from 9 students to 160+ students, respectively, over the last 3 years. BCPS is in the process of expanding its math tutoring offerings through a recent MSDE Math Tutoring Grant leveraging a new partnership with Towson University and the University of Maryland Baltimore County. It has also secured a private provider for the 2024-25 school year and beyond to provide targeted support to students in participating schools.

For students who have not met College and Career Readiness (CCR) standards by the end of tenth grade, a tailored program is necessary. This involves creating an Individualized CCR Plan, overseen by a teacher. A meeting with the student and their parent/guardian is essential to identify a course of study that may incorporate project-based and problem-based learning opportunities aimed at enhancing literacy and math skills crucial for college and career readiness. BCPS high school principals and counselors are collaborating with families and staff to organize these individual meetings and study plans for students. Additionally, BCPS is partnering with the Community College of Baltimore County (CCBC) to offer potential acceleration courses.

Pillar 4 More Resources for All Students to be Successful describes how BCPS will provide more resources to ensure student success for students who are English Learners, students receiving special education, schools serving high concentrations of students living in poverty, and behavioral health for students. BCPS restructured its system programming and resources to provide high-quality English Language Development programming for all Multilingual Learners (MLs) in their home schools, providing greater access to academic and extracurricular programs. Specifically, BCPS took the ambitious steps of decentralizing its ESOL centers at the middle and high school levels so that all ML students can be supported in their community schools, and families can be engaged in their neighborhood schools. BCPS began its transition in the 2022-23 school year with 5 middle and 5 high schools; 2023-24 school year with 12 middle and 11 high schools and in the 2024-25 school year will expand to 20 middle schools and 15 high schools. This change in system programming will impact over 3,000 students and will be complete in the 2025-26 school year. BCPS further expanded its resources for Multilingual Learners with a new curriculum investment of \$1.3M for secondary schools and educator staffing, representing \$2.2M and 35 FTEs. The Multilingual Achievement team will provide professional development and instructional support to educators, utilizing the SIOP professional development process and the ELLevation program with both data and resources for teachers and leaders.

BCPS implements a strategic plan for students with special needs, sharing it annually with the Board of Education and stakeholders. Through collaborative efforts involving families, school leaders, and executive leadership, systemic priorities, structures, and supports for students with disabilities are identified and addressed. This includes establishing consistent services and support across the educational continuum. Professional development opportunities are provided for special education teachers, administrators, and central office staff to enhance student outcomes. BCPS aligns special education resources with full-day PreK and preschool programs to facilitate early childhood expansion. Moreover, the school system emphasizes parent and community engagement through workshops, resource fairs, and other initiatives, empowering families to participate effectively in the special education process.

From 2019 – 2024, Community Schools within BCPS have seen significant growth fueled by Concentration of Poverty funds (See Table 3). A projected increase of 41 additional schools is anticipated for the 2024 – 2025 school year. The community schools' model is used to design programs and support for students, families, and community members based on the results of the needs assessment, which includes analysis of existing school level data, key informant interviews, surveys, listening sessions, and an assessment and Community Resource Inventory. Evaluation metrics for these community schools have been developed through collaboration with a steering committee and the Y of Central Maryland. As the evaluation transitions from the Y of Central Maryland to a BCPS-selected evaluator, ongoing assessment and refinement of the program will be ensured.

Baltimore County Public Schools

Table 3. BCPS Community Schools 2019 –2024

School Year	2019-20	2020-21	2021-22	2022-23	2023-24	2024-2025
Number of Schools	4	10	22	38	56	87

BCPS continues to enhance and expand behavioral health services availability to ensure all students have some exposure and access to services as needed. This work includes:

- Continuing provision of access to mental health providers through the community mental health partnership initiative, BCPS now has 24 approved providers for 138 schools.
- Initiating telehealth for students at the high school level and piloting of a School Support Line at selected middle schools.
- Focusing efforts on expanding awareness at secondary schools as BCPS has initiated MOM Ambassadors through the Mind Over Matters (MOM) campaign at all high schools where students lead efforts throughout the school to draw awareness.
- Providing professional learning opportunities on trauma informed and responsive care through the provision of Adverse Childhood Experiences (ACES), Mental Health First Aid for adults, and Signs of Suicide (SOS) for students and adults.

BCPS has engaged with the following major external partners to support student needs:

- BCPS partners with the National Center for School Mental Health to re-complete the SHAPE (School Health Performance Evaluation), that is a focus of the BCPS Mental Health Advisory Council. The data will inform the advisory council plans to expand screening for social, emotional, and behavioral health needs so that we can increase promotion and prevention services.
- The Maryland Consortium for Coordinated Community Supports (MCCCS), an outgrowth of Blueprint, recently awarded service providers (spokes) across the state of Maryland to expand the access to behavioral health services. This translates into increased partnerships with funding from the consortium to 8 providers across BCPS. At present, we are organizing processes and structures for the initiation of the grant awarded to service providers to initiate services in March 2024.

Pillar 5 Governance and Accountability describes how BCPS will support Blueprint implementation planning. Ensuring excellence, as stated in pillar five, includes creating an accountability-oversight board that has the authority to ensure that the Commission’s recommendations are successfully implemented and produce the desired results, which has been titled the Accountability and Implementation Board (AIB). This year, the Expert Review Team of educators and administrators will have completed five BCPS school visits and documentation review. This includes providing feedback on curriculum, instruction, and structures so that all students receive an excellent education, as envisioned by Blueprint. To date, BCPS has received positive informal feedback on the visits. The Governance team is in the process of developing a comprehensive framework of routines that will support ongoing Blueprint progress and reporting, which may include quarterly team meetings aligned with Blueprint goals and measures.

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.

BCPS currently engages in the following routines in support of students becoming college, career and community ready and the Blueprint goals and plans:

- **Principals** – Monthly Principal Leadership Development sessions include explicit training around English Language Arts, Math, supporting students receiving special education and multilingual learners. Topics include curriculum implementation, providing teacher feedback, monitoring student progress, using and responding to data.
- **Educators** – Department Chairs and Staff Development teachers participate in monthly professional learning on similar topics but with a focus on supporting teachers and students in the classroom.

Baltimore County Public Schools

- **Community Stakeholders** –The Board of Education and board committees receive Blueprint updates as part of presentations on related systemic topics. Quarterly community sessions are offered to provide updates and gather feedback. In addition, presentations are scheduled with the various Advisory and Stakeholder Groups (5 geographic Area Education Councils, CTE, Citizen’s Advisory Committee for Gifted and Talented Education, PTA Council, and Special Education Citizens Advisor Committee).

Through its implementation of Blueprint, BCPS has identified that it needs to be more intentional in creating explicit connections between the work done with educators and leaders and how that work supports the Blueprint goals. BCPS further recognizes that additional work will be needed to develop a comprehensive communication plan in collaboration with the offices of Communications and Community Outreach, Family and Community Engagement, and BCPS TV. As a next step, BCPS is in the process of developing a more robust communication framework that will help improve stakeholder understanding of the Blueprint’s purpose and its alignment with BCPS priorities.

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 expected outcomes.

The 2022-2023 Blueprint work was done in silos by BCPS staff who were assigned to various pillars and subtasks based on their specific job roles and duties. This approach allowed BCPS to create the 2022-2023 plan and begin implementation. However, it resulted in limited cross pillar integration. Moving forward, the 2023-2024 Blueprint for Maryland’s Future Implementation planning will look very different from the previous year. BCPS has initiated integrated pillar teams, consisting of central office staff from across divisions and school-based staff, aligned to the system work for the Blueprint requirements. With the support of the strategic facilitator, offered by the Accountability and Implementation Board (AIB), BCPS has selected co-leads to host integrated pillar team meetings to create a vision for the work. These pillar teams are developing an outline, documenting how BCPS will get to the ideal state of Blueprint implementation, gathering input and feedback from internal and external stakeholders, and authoring the sections of the Blueprint Implementation plan submitted in 2024. Once the Blueprint Implementation Plan is submitted, the pillar teams will continue as a standing workgroup to support implementation and communication to internal and external stakeholders about Blueprint. This team will also support monitoring and feedback to inform revisions and updates for system programs and initiatives in alignment with the requirements of the Blueprint for Maryland’s Future.

The pillar teams will utilize the Maryland Association of Boards of Education’s (MABE). Looking through the Equity Lens Framework ([link](#)) to critically examine all projects and initiatives with the goal of unearthing the systemic barriers that need to be dismantled in order to obtain the Blueprint goals. This framework directly supports BCPS’s Board Policy 0100 ([link](#)). Thus, in each pillar workgroup, programs and initiatives that align to the Blueprint requirements will be vetted through this lens to ensure equity for all students, families, staff, and community members.

To further support implementation, BCPS will also expand its stakeholder engagement with both internal (e.g., school-based leaders and educators) and external stakeholders (e.g., community advisory groups, bargaining units) to gather feedback and recommendations about ongoing implementation needs. This will require BCPS to develop a clearer communication strategy which entails:

- Creating key talking points for BCPS leadership to share connections between Baltimore County (vision, goals, and strategic plan) and Blueprint goals and implementation for school and office teams, students and families, stakeholders, and community members.
- Making explicit connections to BCPS system priorities and initiatives with the Blueprint (e.g., presentations, professional development, learning walks) and embedding Blueprint connection reflection prompts into the school and office progress planning process.

Baltimore County Public Schools

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.

In implementing Blueprint, BCPS has identified three primary challenges:

- Challenge 1: Expanding early childhood access for three-year-olds in public and private provider settings due to limited facility capacity and private provider participation, which adversely impacts BCPS's ability to implement Blueprint goals of offering access to all eligible Tier 1 preschool and PreK students to support the developmental skills needed to be kindergarten-ready;
- Challenge 2: Implementing High Quality Instructional Materials (HQIM) with evidence-based interventions and core instruction to support students with being on track to meet pre-identified college and career readiness measures as determined by the Maryland State Department of Education (MSDE), which adversely impacts BCPS's ability to implement Blueprint goals of ensuring that every student is college, career and community ready; and
- Challenge 3: Recruiting and hiring teachers in critical need areas and who are representative of the students who are being served in BCPS, which adversely impacts BCPS's ability to implement Blueprint goals of leveraging a high quality and diverse workforce to support students in their educational journey.

I. Early Childhood

Beginning in fall 2021, Baltimore County Public Schools (BCPS) developed an ambitious plan to increase access for families of Tier 1 three- and four-year-olds eligible to enroll in full-day prekindergarten. Through ongoing Blueprint implementation efforts, BCPS has identified a need for 3 additional seats for every 1 available seat it is able to provide within its BCPS facilities. BCPS has identified the following factors impacting kindergarten readiness: 1) capacity building with private providers to expand early childhood programming for eligible students, 2) designing a more comprehensive public-private facility utilization plan to serve all eligible students in a mixed-delivery model of programming, and 3) expand opportunities for parents and child care providers to receive developmentally appropriate tools and resources aligned with kindergarten readiness in their community, prior to enrolling their student with BCPS.

To address these challenges, BCPS has developed the following strategies for change:

1. Partner with private providers to expand program and operational capacity needed to apply for accreditation to participate in the mixed-delivery model.
 - a. Conduct a formal needs assessment with private providers to identify barriers to participation in the accreditation process and expand enrollment opportunities for 3- and 4-year olds.
 - b. Develop BCPS based tools and resources to support private providers willing to participate in the accreditation process (e.g., accreditation toolkits, professional learning hubs by subject/need, expanded professional learning opportunities aligned with core training requirements).
 - c. Leverage community based organizations that partner with private providers to support administrative burden in applying for accreditation.
2. Develop a more comprehensive public-private facility utilization plan to serve all eligible students in a mixed-delivery model of programming.
 - a. Continue expanding 3- and 4-year old sections; in 24-25SY BCPS will expand to support 99 sections of students receiving full day programming.
 - b. Conduct a space utilization assessment across the school system and private providers to determine available space within each facility type and determine three- and five-year targets for preschool expansion using a mixed-delivery model.
 - c. Develop a revised multi-year facility plan to increase access for eligible PreK3 and PreK4 students in full-day early childhood programming in both public and private settings.
3. Develop school-family partnership between elementary schools and community partners (i.e., faith-based organizations, libraries, county agencies, home and family childcare providers) for parents and community caretakers to use with their child to support kindergarten readiness prior to enrollment with BCPS.

Baltimore County Public Schools

- a. Identify opportunities to partner with community partners to provide additional educational programming aligned with kindergarten readiness standards.
- b. Develop school-family partnership framework that leverages community school model to support early learner skill development for kindergarten readiness.
- c. Develop tools and resources for use in the community by the community partners to support parents and family members in serving as their child's first instructor.

II. College and Career Readiness

BCPS has identified the challenge of implementing High Quality Instructional Materials (HQIM) with evidence-based interventions and core instruction to support students with being on track to meet pre-identified college and career readiness measures as determined by the Maryland State Department of Education (MSDE). This is a challenge because BCPS continues to have a disproportionate number of students who are not on track to meet the standards. Data shows that approximately 22.5% of our grade 11 students did not meet CCR standards in the 2022-2023 school year (source: 14b -College Career Readiness, 2023_BP_LEA_03). The 2022-2023 data also reveals that 17.8% of the Algebra students in grades 6 – 8 were proficient and proficient levels for students in grades 9 – 12 were less than 5% (source: 12-Algebra, 2023_BP_LEA_03). The English, Math, Algebra and College and Career Ready data shows gaps between student groups based on race, those experiencing poverty, multilingual learners, and students receiving special education services (source: 2023_BP_LEA_03). BCPS recognizes that increasing students CCR readiness begins with the youngest learners (see Pillar 1 in this document for additional information about Early Childhood Education). In conducting a deeper review of Blueprint implementation, BCPS has identified the following two factors impacting student career, college, and community readiness: integrity of implementation of high-quality instructional materials (HQIM) and the intentional use of data to inform supports for teachers and students. To address these challenges, BCPS has developed the following strategies for change:

1. Increase the integrity of implementation of High-Quality Instructional Materials by partnering with school system leaders to increase the capacity of principals, in their role as instructional leaders, to shift instructional practice with educators to support student CCR readiness.
 - a. Scale newly developed observation walks with school system and school leaders to review student data and outcomes; observe educator implementation of HQIM for areas of growth and development; partner with educators in reviewing results of student data, observation walks, and peer feedback to determine needed shifts in instructional practice; and develop a comprehensive support model to support educators requiring more focused professional learning opportunities.
 - b. Develop professional learning framework for principals to increase understanding of all core subjects for which they will provide instructional support to educators in their role as instructional leader.
 - c. Monitor student achievement data outcomes as evidence of impact of fidelity of implementation of high-quality instructional materials and plan differentiated professional learning as needed in response.
2. Develop school and office Professional Learning Communities (PLC) – an ongoing process in which staff members work collaboratively in recurring cycles of collective inquiry and action research – to achieve better results for the students and staff they serve.
 - a. Build leaders at all levels capacity to lead PLCs.
 - b. PLC members may engage in collaborative planning, review common assessments, examine student work, develop or implement new strategies or ideas, analyze the impact of changes to discover what was effective and what was not and or offer feedback to and from peers on teaching practices through job embedded professional learning opportunities such as instructional rounds or lesson studies.
 - c. Use discussion protocols to ensure collaboration and encourage multiple perspectives.
 - d. Meet regularly to review both qualitative and quantitative data in an environment that honors the expertise within our community.
 - e. Monitor progress by examining multiple indicators, including achievement data, changes in instructional practice, changes in how staff understand the written curriculum, the rigor of standards, and changes in practice around how data is analyzed and used.

Baltimore County Public Schools

3. Develop a comprehensive data tracking system to monitor students' on-track status.
 - a. Reimagine data review with teams to address students at greatest risk of not meeting CCR goals.
 - b. Identify leading indicators to design, provide intervention models for students consistently missing grade level indicators, and progress monitoring, e.g., high quality school day tutoring and just-in-time instructional support, expanded learning opportunities for non-CCR students.
 - c. Reimagine the master schedule across the grades and curricular pathways for students e.g., use of time - schedule and bell hour, frequency and types of support, pathways for students not on track for CCR.

III. High Quality and Diverse Teachers and Leaders

BCPS continues to struggle to recruit and hire teachers in critical need areas, including special education, mathematics, science, technology education, world languages, and English Speakers of Other Languages (ESOL) and to find staff who are representative of the students being served in BCPS. BCPS further identified several levers for change in implementing Blueprint including initial discussions with its union around operationalizing early elements of the Career Ladder, developing a Grow Our Own educator pipeline model and other educator initiatives focused on helping with entrance testing requirements, with varying impacts related to scale. BCPS has identified the following factors impacting implementation: 1) BCPS continues to partner with traditional partners to develop a diverse educator pipeline; however, the data and outreach highlight that many colleges and universities – including HBCUs – continue to experience a decline in applicants participating in the teacher certification program, demonstrating a need to rethink educator recruitment from Maryland colleges and universities; 2) BCPS internal data highlights the lack of diversity in BCPS leadership, indicating additional engagement and training may be needed around bias and pre-selection of candidates nominated for leadership roles within BCPS; and 3) feedback from BCPS educators noting a reluctance to pursue National Board Certification due to the heightening ongoing time and effort post-certification balanced against the relatively modest pay increase. To address these challenges, BCPS has developed the following strategies for change:

1. Continue to expand the Grow Our Own initiative to create a pipeline of educators to support BCPS students.
 - a. Expand Grow Our Own staffing partnerships with Maryland Institutes of Higher Education (IHE) and expand to engage IHEs outside of Maryland.
 - b. Partnering with BCPS students interested in pursuing the pathway to work as an educational support staff team member to full-time educator.
 - c. Develop a new educator induction plan to provide additional support at each stage of an educator's experience, including where possible, resources and tools by subject area (e.g., Conditional teacher, new teacher, teacher working less than 5 years, teacher working 6-10 years).
 - d. Leverage funding to provide more teacher mentor incentives (e.g., stipends, professional development points, advancement on Career Ladder).
2. Develop a more rigorous pre-selection framework to reduce unconscious bias when recruiting for BCPS leadership roles.
 - a. Develop recruiting frameworks, aligned with the skills needed to be successful in the role and that limit opportunities for bias, for current school leaders to leverage when recommending potential applicants for new leadership opportunities.
 - b. Develop opportunity portal to share about upcoming leadership opportunities, including leadership information sessions, leadership opportunities webpage and information on the National Board Certification for Aspiring Leaders program.
 - c. Expand the interview process to include standardized work sample tests that will allow for candidates' skills to be more objectively standardized and for opportunities to evaluate peer side by side comparison of work.
3. Expanding engagement about National Board Certification to show educators the alignment between participation and professional career growth.
 - a. Develop school-based NBC Cohorts at MSDE Identified Low Performing Schools (new is the target at Low Performing Schools).

Baltimore County Public Schools

- b. Utilization of school-based Staff Development Teachers to advertise benefits and process of National Board to increase awareness and target elementary schools to increase number of certified teachers in that setting.
- c. The internal transfer of NBC from the BCPS Office of Workforce Development to the BCPS Office of Teacher Leadership.

BCPS has identified the above strategies for change with the goal of creating a roadmap that provides inclusive support for ALL learners.

How the district will monitor progress towards addressing its three greatest challenges to reaching the Blueprint’s expected outcome

Pillar teams will be responsible for holding the system accountable for the measures put together in this updated Implementation Plan. Through the problem of practice protocol, a smart goal will be created and then monitored multiple times a year. A system structure of chief level staff reviewing the work of each pillar team and monitoring the progress at the Superintendent’s cabinet level will be necessary to hold the system accountable for implementation of the requirements of the Blueprint for Maryland’s Future.

Criteria for Success
<ul style="list-style-type: none">● 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 it’s response clearly, concisely, and comprehensively