



Initial LEA Blueprint Implementation Plan Review Process

Team Review Ratings and Feedback

Local Education Agency	Baltimore County Public Schools
Review Team Number(s)	1 and 6
Date	April 14, 2023

Pillar 1: Early Childhood Education			Pillar 2: High Quality and Diverse Teachers and Leaders			Pillar 3: College and Career Readiness			Pillar 4: More Resources to Ensure All Students are Successful			Pillar 5: Governance and Accountability			Rating Totals			
Does Not Meet Criteria	Partially Meets Criteria	Meets Criteria	Does Not Meet Criteria	Partially Meets Criteria	Meets Criteria	Does Not Meet Criteria	Partially Meets Criteria	Meets Criteria	Does Not Meet Criteria	Partially Meets Criteria	Meets Criteria	Does Not Meet Criteria	Partially Meets Criteria	Meets Criteria	Does Not Meet Criteria	Partially Meets Criteria	Meets Criteria	N/A
0	8	3	0	5	6	0	14	14	0	3	5	0	0	4	0	30	32	1

Pillar 1: Early Childhood Education						
Sections	Meets Criteria			Criteria for Success	Reviewer Feedback	LEA Revision
	Yes	Partially	No			
1.1.1 1-2		★		School system shows a detailed understanding of the challenges that prevent families from enrolling eligible Tier I students—especially those from the priority groups listed—in Pre-K and outlines a comprehensive set of strategies to overcome these challenges, and (if responding)	The LEA described several strategies to increase Tier I participation. The LEA also addressed challenges related to its ability to increase Pre-K enrollment but did not address why families may be choosing not to participate. The LEA needs to describe the challenges that prevent families from enrolling and align the strategies to the challenges.	1. No revisions needed 2. New language was added at the end of original response: Challenges for families that hinder a family from enrolling may include: <ul style="list-style-type: none"> limited English proficiency



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				<p>increase participation among eligible Tier II students to foster socioeconomic diversity in prekindergarten classrooms.</p>	<ul style="list-style-type: none"> a family's access to technology transportation easy access to information regarding the enrollment process and location of full day opportunities lack of before and/or after care resources available to accommodate family work schedules lack of transportation for families that live outside of the BCPS transportation area. <p>BCPS is implementing the following strategies to address these barriers:</p> <ul style="list-style-type: none"> partnering with the BCPS Welcome Center staff to identify and facilitate enrollment for new families, particularly dual language families opportunities for in-person registration at the community school and/or alternative community locations as well as the ability to register at the home school on school computers. Computers are also available on mobile libraries that meet families in their communities posting registration information on the BCPS homepage as well as in school offices and school websites. Registration information is available on the mobile libraries that reach the communities partner with Title I Community facilitators to help advertise and recruit families during their summer outreach partnering with the Infants and Toddlers program to facilitate enrollment for families with IEPs direct placement for families entering through the initial IEP process (Child Find) providing links to multilanguage videos for families via the BCPS and Baltimore County Government partner with additional daycare providers such as Head



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					<p>Start and Sweet Potato Kids to expand the number of before and after day care sites for families with PreK students</p> <ul style="list-style-type: none"> • explore opportunities to increase the number of daycares that are housed in schools to provide before and after care for PreK families • work with the Title I office to ensure access to transportation for students who are experiencing homelessness <p>engage in problem solving meetings with BCPS transportation department to identify possible solutions to transportation barriers</p>
1.1.1 4-5	★			School system clearly identifies the broad range of operational changes required to support the expansion of Pre-K, includes a comprehensive explanation of how Pre-K expansion will be incorporated into short and long-term planning, and lists the current and projected Pre-K enrollment slots cut by age, tier, and demographics.	
1.1.3 6-7		★		School system shows a distribution of public and private Pre-K slots that matches the annual targets set by the Blueprint or describes the barriers to meeting the established targets for private seats, provides concrete strategies for meeting the targets, and detailed and reasonable explanations to address barriers that may prevent	<p>The LEA acknowledges the challenges for private providers. The LEA needs to provide more details on the challenges and the concrete strategies to address the challenges.</p> <p>6. New language was added at the end of original response: Private providers have indicated the following challenges and concerns regarding meeting the mixed service delivery requirements. These barriers include:</p> <ul style="list-style-type: none"> • difficulties obtaining the PreK Expansion grant information • receiving information on the Blueprint for Maryland's Future



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				<p>the school system from meeting the Blueprint target.</p>	<ul style="list-style-type: none"> • difficulties writing the prekindergarten expansion grant • meeting participation requirements established by MSDE • and recruitment of qualified staffing <p>BCPS collaborates with the Baltimore County ECAC and Judy Centers to address these challenges in the following ways:</p> <ul style="list-style-type: none"> • broadly communicating and disseminating grant information; and resources, including MSDE technical assistance opportunities provided by MSDE; to current and future private providers • presenting the Blueprint Implementation Plan at BCPS Board meetings. The Blueprint plan was posted on the BCPS website and Community Engagement Forums were held in each section of the district • connecting interested providers with the Family Child Care Alliance for grant writing support • and partnering private providers with BCPS Human Resources to recruit qualified staff members. <p>7. Revisions made to chart, see attached Blueprint Plan.</p>
1.1.4 11-13		★	<p>School system provides comprehensive descriptions of how it will collaborate with private providers to serve students with disabilities, students experiencing homelessness, and English Learners, including the training and support provided to staff to meet the individualized needs of students, information related to compliance with federal law and strategies for recruiting students and communicating with families.</p>	<p>The LEA describes the processes used to identify and serve students with disabilities and homelessness. The LEA needs to provide details on how they will collaborate with private providers in serving students with disabilities and homelessness.</p>	<p>11. New language was added at the end of original response:</p> <p>BCPS has entered into a MOU with private providers and will collaborate with private providers who participate in the mixed service delivery system to support students with disabilities in the following ways:</p> <ul style="list-style-type: none"> • providing IEP and IFSP services for students in community early childhood settings • offering individual, child-specific consultation and early childhood reflective coaching opportunities to community providers • providing semi-annual professional learning opportunities to ensure that providers understand the



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					<p>referral and eligibility process for the Baltimore County Infants and Toddlers Program and BCPS Child Find</p> <p>12. New language was added at the end of original response:</p> <p>BCPS will collaborate with private providers who are part of the mixed service delivery system to support students who are experiencing homelessness in the following ways:</p> <ul style="list-style-type: none"> ensuring that students experiencing homelessness are identified at Tier 1 status designation, without barriers are given automatic placement into a prekindergarten program ensuring that every participating private provider has information regarding on how to access the BCPS Homeless Liaison and Pupil Personnel Worker who can support screening and ensure that staff understand the rights of the students regarding enrollment procedures, attending the school of origin with transportation (when in the best interest of the child); access to special education services, if needed providing federally funded resources such as access to transportation; free meals, hot spots, funds for school supplies; and working collaboratively with families and private providers to ensure that families are connected to housing and continuum of care resources and supports using the Judy Centers to actively communicate with families and private providers and coordinate the need for wraparound services; and partnering with the Department of Social Services to support and assist families in locating permanent housing <p>13. No revisions needed</p>



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1.1.4 14-15		★		School system articulates the details and timeline for how staff will work with stakeholders to develop and codify a common enrollment system for prekindergarten students that is likely to promote socioeconomic and racially diverse learning environments to the greatest extent practicable without exacerbating disproportionate concentrations of students from different subgroup populations within individual Pre-K programs.	The LEA has a plan to implement a system for common enrollment. The LEA needs to articulate how they will collaborate with stakeholders to develop the system.	<p>14. New language was added at the end of original response:</p> <p>BCPS is collaborating with MSDE approved private providers and stakeholders such as parent, other early care and education providers, and other public and private partners as part of the initial planning by soliciting feedback through the LICC, ECAC and Judy Center Advisory groups.</p> <p>This information has been used to inform initial planning with the BCPS Department of Information Technology to begin developing a common enrollment application that can be used by all partners. Once a framework has been created, BCPS will facilitate focus groups to solicit feedback from all stakeholder groups.</p> <p>BCPS will meet with representatives from Head Start and Abilities Network in addition to private providers to define initial strategies for aligning timelines and enrollment for families. Additionally, BCPS will work with the Baltimore County ECAC to jointly publicize enrollment processes in the 2023 -2024 school year.</p> <p>Through ongoing collaboration with private providers meetings will be held inclusive of all participating providers to discuss and adjust the enrollment process with the goal of establishing a common enrollment process that is the same for schools and private providers that focuses of providing an early childhood experience to families that would otherwise not have access to public or private providers.</p> <p>15. No revisions needed</p>
1.1.4 16		★		School system outlines detailed communications strategies with	The LEA describes the avenues for communication for families but does not address timeline and frequency. The LEA needs to	<p>16. New language was added at the end of original response:</p>



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			<p>families and plans for stakeholder engagement related to Pre-K enrollment that incorporate timelines, frequency of communications, methods, and outreach efforts as well as strategies for ensuring that the school system understands families' needs, including historically disadvantaged and Tier I families, and supports parents through the application and registration process.</p>	<p>provide details on the timelines and frequency for the methods identified. Additionally, the LEA must describe how it ensures that the school system understands family needs.</p>	<p>BCPS annually follows the below communication and stakeholder engagement timeline:</p> <ul style="list-style-type: none"> • March/April-Multiple professional development opportunities are available to train infants and toddlers service coordinators, school staff, and Title I community school facilitators to assist families in the registration process • September -June- BCPS staff meet with LICC and Judy Centers to share registration process • May – BCPS schools advertise to families • May- BCPS staff share with PTA council • May- BCPS Department of Communication Community Outreach circulates information via social media, newsletters, and flyers • May- Department of Communication Community Outreach disseminates flyers to distribute to families and post in locations families frequent such as libraries, laundromats, grocery stores, leasing offices, and convenient stores • September – BCPS holds a gradual entry schedule for prekindergarten families. During this time, teachers and school staff have the opportunity to hold individual parent conferences. Schools develop strategies and resources to meet the needs of prekindergarten students • September- Judy Centers distributes a parent survey • July/August- Community School Facilitators survey the community to create programming to meet the needs of the school community
1.1.5 19		★	<p>School system outlines how it will collaborate with private prekindergarten providers to provide training for all employee groups and</p>	<p>The LEA provides opportunities for private providers to participate in professional development. The LEA needs to provide details on how the participants' mastery of content will be assessed, how implementation of training will be monitored</p>	<p>19. New language was added at the end of original response: BCPS will collaborate with private providers to ensure that private providers in the mixed service delivery system have</p>



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				clearly articulates how participants' mastery of content will be assessed, how implementation of training will be monitored and assessed, and how data will be used to inform professional development.	and assessed, and how data will be used to inform professional development.	<p>access to professional learning in the following ways:</p> <ul style="list-style-type: none"> recommending that private providers set up their calendars to align with BCPS professional development days collaborating with private providers in the selection and adoption of instructional materials that align with BCPS curriculum <p>Mastery of content will be assessed through professional development evaluation feedback, analyzing student data, teacher feedback regarding their practice; and jointly reviewing and analyzing data such as KRA and ELA data.</p>
1.1.5 20-22		★		School system includes baseline data and projections for developing high-quality early childhood education staff that matches projected enrollment outlined by the school system in Pillar 2 and includes initial plans to build teacher and teacher assistant pipelines that will serve public and private Pre-K programs.	The LEA provides components of the early childhood teacher and teacher assistant pipelines. The LEA needs to provide more detail on the plans to build teacher and teacher assistant pipelines that will serve public and private Pre-K programs. Additionally, the LEA must complete the data table in question 22 in full, including the projections for 2023-24.	<p>20. New language was added at the beginning of original response:</p> <p>As of the 2022-2023 school year, all general education prekindergarten classroom teacher positions have been filled, however, teacher shortages may impact hiring for general and special educators in both public and private settings for future years as additional classrooms are added locally and across the state. Information and recruiting sessions will continue to be offered to help recruit internal and external staff for early childhood positions and are advertised through systemwide communication for internal employees. BCPS also includes up-to-date information regarding recruitment and hiring opportunities through its website and social media platforms.</p> <p>New language was added at the end of original response:</p> <p>Through the Maryland Leads grant, we have worked to expand our existing Educators Rising (a CTSO) Chapters to 27 with the intent to grow this program of future educators each year that can serve both the public and private sectors.</p> <p>BCPS has begun discussions with Institutes of Higher Education</p>



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					<p>to explore pathways for teacher pipelines to serve both public and private prekindergarten programs. If space were available, teachers who work at participating private providers may be invited to participate in these pathways. However, if private teachers and paraprofessionals are enrolled in these shared pathways, they will not have access to BCPS employee benefits such as reduced tuition, waived fees, supplied resources, and tuition reimbursement.</p> <p>As teacher interns are considered for school placements, collaboration between school administrators and universities will occur to ensure that prekindergarten programs are fully staffed in both public and private providers.</p> <p>21. New language was added at the end of original response:</p> <p>BCPS will begin partnering with the Community College of Baltimore County to enroll paraprofessionals in coursework and monitor their progress. Both institutions will work collaboratively to define and institutionalize structures that monitor progress and respond to staff needs. BCPS will continue to align these efforts to its current para to teacher pathway programs and future iterations for those staff who wish to matriculate.</p> <p>BCPS provides future early childhood educators the opportunity to gain valuable experience through placement in BCPS prekindergarten classrooms and a pathway to employment with BCPS in the early childhood setting. The Industry Certification for ParaPro in place for students currently taking coursework through the Teacher Academy of Maryland through CTE. Once they've earned their CDA or AAT, BCPS graduates will be able</p>



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					<p>to apply to work as prekindergarten paraprofessionals, and if desired, pursue additional teacher pathways.</p> <p>A 10-month position is being converted to a 12-month position in the Office of Early Childhood Programs using special education grant funds to support collaboration with private providers.</p> <p>22. Table 1: Current and Projected Number of Pre-K Teaching Assistants (TA)</p> <p>In the 2023-2024 section:</p> <ul style="list-style-type: none"> • Private Student Enrollment was changed from “not available” to 329 • Public Filled TA Positions was changed from “not available” to 41 • Private Filled TA positions was changed from “not available” to 8 • Vacant TA Positions for Public and Private were both changed from “not available” to 0 <p>Table 2: Current and Projected Number of Pre-K Teachers</p> <p>In the 2023-2024 section:</p> <ul style="list-style-type: none"> • Private Student Enrollment was changed from “not available” to 329 • Public Filled Teacher Positions was changed from “not available” to 41 • Private Filled Teacher positions was changed from “not available” to 16 • Vacant Teacher Positions for Public and Private were both changed from “not available” to 0.
1.2.1	★			School system presents baseline data	



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24				and an initial projection for the 2023-24 school year for the percentage of students meeting kindergarten readiness by demographic group.
1.5.1 25		★		<p>School system provides a detailed description of the number of Judy Centers and families served by them, as well as if and how it intends to expand the number of Judy Centers according to the needs of the local community.</p> <p>To fully meet the criteria, the LEA needs to provide more detailed information about participant demographics, including those served by each Judy Center. For example, one Judy Center may serve a larger population of families and young children who speak a language other than English at home, which would require a different approach and strategy at that center compared to one who enrolled students whose home language is primarily English.</p>
<p>25. A new artifact was also added:</p> <p>1.5.1.question 25.Expanding Access to Families-Judy Center Needs by Site</p> <p>New language was added at the end of original response:</p> <p>All four BCPS Judy Centers survey families at the beginning of the school year and when families are new to the Judy Center. Programming, materials and referrals to community agencies are planned to meet the needs identified by families. Based on the parent surveys and interaction, the Judy Centers tailor programming to meet the needs of the communities (artifact 1.5.1.question 25.Expanding Access to Families-Judy Center Needs by Site).</p> <p>Examples include:</p> <ul style="list-style-type: none"> • Campfield Judy Center community has needs for food, clothing and household items. This need is met through the use of the Maryland Food Bank (monthly pantry days), Baltimore Hunger (weekend backpack program), Baltimore Hunger household items (weekly donations) and community members. • Campfield Judy Center community has many children with IFSP's. These needs are met through a strong partnership with Infants and Toddlers. Judy Center staff and Infant and Toddler's staff work collaboratively to meet the needs of all children and families. • Hawthorne Judy Center conducts early intervention screenings for all of the identified 4- and 5-year-olds within the community. These screenings allow the Judy Center to meet the individual needs of the children and 				



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Pillar 1: Early Childhood Education						
						<p>families.</p> <ul style="list-style-type: none"> • Featherbed and Sandalwood Judy Centers are in the first year. They are working to identify families with children birth to three years old in order to increase serving this population. Outreach has been conducted at school and community events.
Pillar 1: Stakeholder Engagement 27	★			School system provides a list of key stakeholder groups that it has or will engage with to develop and support its implementation plans related to Early Childhood Education, including private child care providers, local governmental entities, and community partners, and provides comprehensive details on how each group will contribute.		



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Pillar 2: High Quality and Diverse Teachers and Leaders						
Sections	Meets Criteria			Criteria for Success	Reviewer Feedback	LEA Revision
	Yes	Partially	No			
2.1.5 28-29		★		School system shows a detailed understanding of historical hiring trends and subject areas that have been or will be difficult to staff, and demonstrates the ability to predict future vacancies.	The LEA provides specific information on its historical hiring trends and staffing areas that have been hard to fill. To meet all criteria, the LEA must provide details on how the historical trends were identified and why they believe the identified areas will continue to have vacancies.	28. No revisions needed 29. New language was added at the end of original response: Challenges include identifying candidates who meet statewide certification requirements, recruiting staff from a limited candidate pool, and hiring candidates within a competitive public school statewide market. There is a relatively low number of students in colleges of education that are electing to become certified in these harder-to-fill content areas. As a result, BCPS has implemented internal teacher pipeline programs. These recruitment initiatives reach as far back as high school students and paraeducators seeking to earn their bachelor's degrees. Future educators will not complete certification requirements for several years; therefore, filling vacancies immediately will continue to be a challenge while program participants matriculate through these pipelines.
2.1.5 30-32		★		School system identifies trends and gaps based on current data and projections for teacher diversity, presents early plans to improve or maintain the diversity of the teaching corps to match the diversity of its students, and describes current recruitment and hiring practices based on current data and presents an initial plan to eliminate opportunities for implicit bias.	The LEA provides teacher and student projections in the table in #32. To meet all criteria, suppress any areas where student data is less than or equal to 5%.	30. No revisions needed 31. No revisions needed 32. Teacher Diversity Projections An * was added where data was less than or equal to 5% <ul style="list-style-type: none"> • Nonbinary for Student and Teacher in 2021-2022, 2022-2023, and 2023-2024 • American Indian/Alaska Native for Student and Teacher in 2021-2022, 2022-2023, and 2023-2024



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Pillar 2: High Quality and Diverse Teachers and Leaders					
					<ul style="list-style-type: none"> • Asian for Teacher in 2021-2022, 2022-2023, and 2023-2024 • Hispanic/Latino for Teacher in 2021-2022, 2022-2023, and 2023-2024 • Native Hawaiian/Pacific Islander for Student and Teacher in 2021-2022, 2022-2023, and 2023-2024 • Two or More for Teacher in 2021-2022, 2022-2023, and 2023-2024
2.2.2 33	★			School system provides detailed plans to partner with institutions of higher education and education preparation providers to increase the number of candidates in needed grades and subject areas and provide comprehensive support to ensure successful program completion and certification.	
2.2.2 34-35	★			School system can clearly identify individual schools with diverse populations, supportive environments that can be used for observations and practica, and a selection and support process that will lead to highly successful mentoring.	
2.2.6 36	★			School system provides detailed plans to scale Grow Your Own initiatives to recruit staff that reflects the student population, increases the number of participants, provides comprehensive support to ensure successful program completion and certification, and utilizes strategic staffing for job	



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Pillar 2: High Quality and Diverse Teachers and Leaders						
				placement among all listed applicant groups.		
2.4.1 37-40	★			The school system identifies a dedicated National Board Certification coordinator and has a comprehensive plan for increasing the number of NBCTs, and incentivizes all teachers-- especially those historically underrepresented in the profession-- to pursue NBCT.		
2.4.1 41-43	★			School system sets initial goals for increasing the percentage of NBCTs by grade level, subject area, demographic group, and low-performing schools that address barriers to certification and include strategies for increasing the percentage of NBCTs from underrepresented groups.		
2.4.2 47		★		School system outlines the essential activities of developing the Career Ladder (e.g., steps, potential pitfalls, efforts to engage key stakeholders, etc.) in a way that is specific and feasible.	The LEA provides an outline of activities in the table for #47. To meet criteria, provide additional essential activities required in developing the Career Ladder such as steps between developing and implementing the National Board plan. Additionally, provide detailed descriptions for each activity.	47. Revisions made to chart, see attached Blueprint Plan.
2.4.6 48-51		★		The school system provides at least two years of projections related to the need for teachers with advanced degrees and which areas are of highest priority/most difficult to recruit for, as well as initial plans to	The LEA provides two years of projections in addition to initial plans to increase the number of teachers with advanced degrees and those certified to teach dual-enrollment courses. To meet all criteria, provide an initial plan to progress monitor these plans to ensure success.	48. No revisions needed 49. No revisions needed 50. New language was added at the end of original response:



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Pillar 2: High Quality and Diverse Teachers and Leaders						
				increase the number of teachers with advanced degrees that includes collaborating with institutions of higher education, pathways for educators to become certified in teaching dual-enrollment courses, and progress monitoring to ensure success.		<p>The Office of College and Career Readiness, along with each academic content area will determine which courses need to expand and will partner with the local colleges and universities to identify what qualifications are required by BCPS teachers across those in-demand content areas for dual enrollment. BCPS can then collaboratively develop new pathways or amplify existing pathways accordingly. Finally, BCPS will attempt to negotiate with the teacher's union to allow BCPS staff to teach dual enrollment courses.</p> <p>51. No revisions needed</p>
2.5.4 2.5.5 53-54	★			School system demonstrates that it will provide the required 10% salary increase for teachers by the 2023-24 school year and describes how it will meet the additional salary requirement set forth in Blueprint within the designated time frame.		
Pillar 2: Stakeholder Engagement 56		★		School system provides a list of key stakeholder groups that it has and will engage with to develop and support its implementation plans related to High-Quality Diverse Teachers and Leaders, including the local teachers' organization in negotiating the development of the Career Ladder, and provides comprehensive details on how each group will contribute.	The LEA provides a list of key stakeholder groups that it will continue to engage to support its implementation of High-Quality Diverse Teachers and Leaders. To meet all criteria, provide specific and comprehensive details that clearly explain how each stakeholder group will contribute to the development and support of diverse staff.	56. Revisions made to chart, see attached Blueprint Plan.



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Pillar 3: College and Career Readiness						
Sections	Meets Criteria			Criteria for Success	Reviewer Feedback	LEA Revision
	Yes	Partially	No			
3.1.3 (ELA) 57-58		★		School system clearly articulates the mission, vision, and goals for literacy as well as a comprehensive plan for English language arts—or how such a plan will be developed—that is aligned to the science of reading, kindergarten readiness, third graders reading proficiently, and meaningful continued support for struggling readers in grades 4-5, and how such plan will be aligned to the Blueprint's intent.	The LEA indicates that updates to the plan are the responsibility of the Office of English Language Arts and that they're completed on an annual basis. To meet criteria, the LEA must describe its process for reviewing the plan annually to determine what updates are needed, including how it ensures the plan is aligned to the science of reading and the intent of the Blueprint.	<p>57. New language was added at the end of original response:</p> <p>Currently, BCPS utilizes <i>Open Court</i> as the foundational reading skills curriculum in all classrooms in kindergarten through grade 3 including all instructional materials and ongoing, intensive professional learning and coaching support for teachers, reading specialists, and special educators. The Office of English Language Arts provides professional learning for all school-based leaders on monitoring fidelity of implementation of system curricular materials including observation tools, data analysis and assessment protocols and ongoing coaching support. <i>Open Court</i> is a research-based reading program aligned with the Science of Reading. The Science of Reading is a growing body of research focusing on the cognitive processes involved in reading and the best instructional practices to teach those processes effectively. <i>Open Court</i> is designed to support these cognitive processes, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension, essential for effective reading. For example, the program's structured and systematic approach to phonics instruction aligns with the Science of Reading's emphasis on explicit and systematic phonics instruction to build foundational reading skills. Additionally, the program's use of decodable texts aligns with research indicating that early readers benefit from using texts that match their current level of decoding skill. The program's comprehensive scope and sequence, assessments, and progress monitoring tools help teachers to identify student needs and adjust their instruction accordingly, consistent with the Science of Reading's focus on data-driven decision-making.</p> <p>BCPS is adopting a high-quality instructional curriculum grounded in scientifically based reading research and aligned to</p>



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Pillar 3: College and Career Readiness					
					<p>state standards and to the science of reading in Grades K-5 that will be implemented in the Fall of 2023. HMH <i>Into Reading</i> features research-based, explicit, systematic instruction with resources to support whole class, small group, and independent student work. In addition, program materials are available to support striving readers and writers, multilingual learners, and advanced learners. Data-driven instruction drives student growth in <i>Into Reading</i>. Specifically, the program supports teachers in connecting assessment insights with relevant instructional content, tools, and resources to accelerate student growth and narrow the achievement gap. Assessment and actional data insights include embedded formative assessment and the Reading Growth Measure. The Reading Growth Measure report informs instructional decisions, planning, and grouping, and oral reading fluency assessments and dyslexia screening with content recommendations through Amira Learning. <i>Into Reading</i> features systematic, explicit phonics instruction; rich, authentic texts; small-group instruction; and ample independent opportunities for practice and application. In Kindergarten through Grade 6, each module is focused on a central topic, which students explore through carefully curated texts, media, and projects. Topics are developed and expanded within and across grades. Teachers can launch each module in the Introduce the Topics lessons in the Teacher's Guide. Teachers continually return to Knowledge Maps throughout the module as students encounter new texts and media about the topic. At the end of the module, guide students to make connections, synthesize what they learned, and reflect on the topic. In Grades 1–6, students conclude the module through a culminating task, further reinforcing knowledge development. When implemented with the recommended research-based instruction, resources, and routines grounded in the Science of Reading, <i>Into Reading</i> is designed to ensure successful literacy skill development.</p> <p>BCPS' comprehensive literacy plan for English Language Arts supports striving readers in grades K-12 by providing targeted</p>



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Pillar 3: College and Career Readiness					
					<p>interventions. In order to produce globally competitive graduates who are critical and creative thinkers, accomplished readers and writers, and skillful communicators, schools must closely monitor student performance and provide appropriate interventions to maximize student learning. The goal of intervention is to utilize data to provide students with targeted evidence-based instruction, so that they can develop proficiency with their reading, writing, speaking, and listening skills. “Learning to read and write is not a natural act – this undertaking requires explicit, systematic, and cumulative instruction (Gough & Hillinger, 1980; National Institute of Child Health and Human Development, 2000; Seidenberg, 2017). The Simple View of Reading (Gough and Tunmer, 1986) demonstrates that reading has two basic components: word recognition and language comprehension depicted in Scarborough’s Reading Rope. Learning these skills does not come naturally. Both accurate word reading and text comprehension require careful, systematic instruction.</p> <p>BCPS uses a Multi-Tiered System of Support (MTSS) to ensure we address the needs of all students by aligning the entire system of initiatives, supports, and resources to provide differentiated support for students based on their needs. MTSS works by striving to prevent school failure, and by addressing academic challenges in a responsive way. Students receive varying levels of support in three tiers. School-wide multileveled instructional systems are grounded in data-eliciting methods in order to make informed choices on the level of support a student needs. As such, screenings are universally administered assessments utilized in determining potential challenges and areas of concern. As evidence-based instructional strategies are implemented, student achievement is regularly assessed by measuring progress, potentially necessitating a change in future instruction. This data is garnered through many means, thus providing many opportunities for students to demonstrate their learning. Data collected on student achievement occurs through various mediums when identifying areas of strength and struggle.</p>



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					<p>Data-driven decisions regarding instruction and intervention are provided in increasing intensity (i.e., tiers) based on student needs, which may change over time. Students are placed in these tiers using data, which is collected and analyzed throughout the instruction and intervention times. Response to Intervention (RtI) is a comprehensive early detection and prevention strategy that identifies striving readers and assists them before they fall behind. RtI systems combine universal screening and high-quality instruction for all students with interventions targeted at striving readers. The goal of providing tiered instruction is to accelerate literacy learning in order to move students back to core instruction. BCPS' plan will be revised each year in July with a team of stakeholders comprising teachers, administrators, and central office staff.</p> <p>58. No revisions needed</p>
3.1.3 (ELA) 59	★			School system identifies current achievement levels in English language arts for all designated groups by grade level and demographic and presents baseline data and an initial projection for the 2023-24 school year.	
3.1.3 (ELA) 60-61		★		School system identifies how it will determine which employees need literacy training, the percentage of each employee group that has received science of reading training and shows the projected percentage for the 2023-24 school year.	<p>The LEA provides teacher numbers and projections in the data table in #61, however, the data in 2022-2023 is identical to the data in 2023-2024. To meet all criteria, review and revise the projections to ensure that the LEA meets the expectation of 100% of teachers trained by 2023-2024.</p> <p>60. No revisions needed</p> <p>61. Numbers of Pre-K-3 Staff Training in the Science of Reading for Early Literacy</p> <p>Chart was revised to include the % Trained in 2023-2024 to 100% for all categories.</p>
3.1.3		★		School system outlines the initial and	<p>In addition to walkthrough data, the LEA indicates that all</p> <p>62. The chart listing the types of training provided was revised to</p>



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(ELA) 62-63			ongoing literacy training for all employee groups and clearly articulates how participants' mastery of content will be assessed, how implementation of training will be monitored and assessed, and how data will be used to inform professional development.	teachers are surveyed at the completion of professional learning to assess their perceptions and future needs. It is unclear how the LEA assesses mastery of content related to the training provided or how it will use data that it collects to inform professional development. To meet criteria, the LEA must describe how it will assess mastery and use data to inform professional development that is responsive to staff needs. Additionally, although the data table in #61 indicates Pre-K teachers are included in training, the LEA must indicate which training applies to Pre-K teachers.	include PreK Grade Level for LETRS 2 nd ed. – Modules 1-3, LETRS 3 rd ed.-Volume 1, LETRS 3 rd ed.- Volumes 1 and 2. 63. New language was added at the end of original response: After implementing English Language Arts and Literacy professional development sessions, participants can be assessed on mastery of content and skills using the five levels of Guskey's professional learning. Level 1 would involve a satisfaction survey to gauge participants' reactions to the training. Level 2 would be a post-training assessment or task that measures the participant's knowledge and skills on the learning outcomes for the professional learning session. Evaluating professional learning at level 3 involves observing the participants' use of newly learned strategies and techniques in their teaching practice and providing feedback on their implementation. The data gathered from these assessments can then inform professional development responsive to staff needs at Level 4. For example, if the data shows that many participants struggle with a particular concept or skill, additional training in that area can be provided. Alternatively, if the data shows that many participants have mastered certain concepts, professional development can focus on more advanced topics or expand the scope of knowledge in that area. At Level 5 of Guskey's professional learning model, student learning will be used to evaluate the effectiveness of professional learning as reflected by student learning. Specifically, the data gathered from student assessments, such as standardized tests, district assessments, classroom assessments, and formative assessments, can be used to determine if there has been an improvement in student learning outcomes following the implementation of the professional development program. In addition, the data can be analyzed to identify trends and patterns in student performance, such as areas of strength and areas that need improvement and used to inform adjustments to professional learning. For example, if the data shows that student performance in a



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					particular area has not improved, professional learning can be adjusted to focus more on that area or to use different strategies and approaches to address student learning needs. Moreover, student learning data can also be used to evaluate the impact of professional development on student achievement over time. This data can be compared with previous years' data or with data from other schools or districts to determine if the professional development program has positively impacted student learning outcomes. Using student learning data is essential for evaluating the effectiveness of the professional development program and making data-informed decisions to improve student outcomes.
3.1.3 (ELA) 64-65	★			School system provides a coherent plan inclusive of the talent, time, and resources necessary for providing ongoing, high-quality, job-embedded professional development for support staff and staff responsible for reading instruction and intervention.	
3.1.3 (ELA) 66-71	★			School system identifies high-quality, content-rich, and culturally responsive instructional materials aligned to all five areas of the science of reading for all grade levels, clearly articulates an inclusive and rigorous process used to select the materials, and presents a detailed plan for providing ongoing professional development and instructional support.	
3.2.1 (ELA) 72-74		★		School system describes rigorous systems to monitor student progress in reading at each grade level, identifies the universal screeners and other assessments administered to	<p>The LEA lists a number of assessments and measures of success applicable to grades K-5 but does not include Pre-K. To meet criteria, the LEA must indicate how it includes Pre-K in its progress monitoring plans, specifically in the assessments or the measures of success.</p> <p>72. No revisions needed</p> <p>73. The Early Learning Assessment (ELA) for PreK was added. ELA is formative, administered multiple times a year. The ELA is designed to be used in the natural environment multiple times</p>



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				<p>students and their purpose, and clearly articulates Pre-K - 5 measures of success used to identify students in need of additional literacy support and intervention.</p>	<p>throughout the school year and to equip teachers with tools to track individual children's growth, individualize learning opportunities, plan for intervention, engage in real-time instructional planning, and ensure that all children are on the path for kindergarten readiness and beyond.</p> <p>74. The Kindergarten Assessment (KRA) was added as a Measure of Success. The KRA measures the knowledge, skills, and behaviors that children should be able to demonstrate at the start of kindergarten.</p>
3.2.1 (ELA) 75-81		★	<p>School system provides comprehensive plan for identification, provision, and graduation from Tier 2 and Tier 3 instruction in reading for grades PK - 5, with meaningful details related to how the system will support teachers in their implementation of interventions, when and how high-quality school-day tutoring has been and will be offered (including through the TSI program), how historically underserved groups that were disproportionately impacted by the pandemic have been and will be prioritized (including through the Concentration of Poverty grant), which assessment(s) will be used to assess students' progress as a result of the intervention(s), and how families will be included and engaged.</p>	<p>The LEA provides overall literacy events that will engage all parents and provides communication to families when their students are identified for intervention. To meet all criteria, provide how families will engage when their student is identified for intervention and through the progress monitoring process.</p>	<p>75. No revisions needed</p> <p>76. No revisions needed</p> <p>77. No revisions needed</p> <p>78. No revisions needed</p> <p>79. No revisions needed</p> <p>80. No revisions needed</p> <p>81. New language was added at the end of the first paragraph in the original response:</p> <p>The school informs parents/guardians about the specific supplemental instruction program that will improve their child's literacy skills by enhancing skills requiring additional support. The communication includes a description of the scope of skills, the focus of the intervention program, and the expected outcomes. The school will monitor progress regularly and send monthly updates to the parents/guardians. The district has made a checklist for reading difficulties available on the BCPS website to help parents familiarize themselves with the skills their child may require additional support. Additionally, the school provides resources and suggestions to support parents in promoting their</p>



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					child's literacy growth at home.	
3.1.3 (MATH) 82-83		★		School system clearly articulates the mission, vision, and goals for mathematics as well as a comprehensive plan for mathematics— or how such a plan will be developed— that ensures students are ready for college-level credit-bearing coursework upon graduation and aligns to the Blueprint's intent.	The LEA provides an initial comprehensive plan for Mathematics and states that the plan will be revised and finalized by the summer of 2023. To meet all criteria, provide details about how the revision will be developed including contributing stakeholders.	82. New language was added at the end of the original response: Toward creating a roadmap that is inclusive of strategies to support ALL learners, the Comprehensive Plan for Mathematics will be strengthened by additional focus on improving classroom instruction, formative assessment, Multi-Tiered Systems of Support, enrichment, and community engagement across PreK-12. Revisions to the plan will be guided by a series of meetings in partnership with the Office of ESOL, the Office of Advanced Academics, the Department of Special Education, and the Department of Equity and Cultural Proficiency to ensure a collaborative approach in decision-making about programming and resource allocation. Draft versions of the plan will then be shared with teachers, department chairs, resource teachers, and school-based leadership for consideration and feedback. 83. No revisions needed
3.1.3 (MATH) 84	★			School system identifies current achievement levels in mathematics for all designated groups by grade level and demographic and presents baseline data and an initial projection for the 2023-24 school year.		
3.1.3 (MATH) 85-87 Mshinda		★		School system outlines the initial and ongoing mathematics training for all employee groups and clearly articulates how participants' mastery of content will be assessed, how	The LEA provides initial and ongoing training for teachers, advanced teachers, resource teachers, and specialists. To meet all criteria, provide initial and ongoing training for principals and campus administrators.	85. No revisions needed 86. Types of training were added for Title I Principals, Assistant Principals, and Principals. Please see attached Blueprint Plan.



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				implementation of training will be monitored and assessed, and how data will be used to inform professional development.	87. No revisions needed
3.1.3 (MATH) 88-89		★		School system provides a coherent plan inclusive of the talent, time, and resources necessary for providing ongoing, high-quality, job-embedded professional development for support staff and staff responsible for mathematics instruction and intervention.	<p>The LEA provides a comprehensive list of training that will be provided to staff. To meet all criteria, provide details about how time will be reallocated or realigned to provide these training sessions.</p> <p>88. No revisions needed</p> <p>89. New language was added at the end of the first paragraph: Nine school days are reserved/scheduled with both morning and afternoon sessions to provide flexible access for school-based math leaders to participate in this training.</p> <p>New language was added at the end of the second paragraph: As a job-embedded professional learning opportunity, teachers engage during time allocated for common team/grade-level planning, or during class periods for demonstration lessons. In instances where grade/course alike teachers do not have common planning, building leaders in collaboration with teachers provide an alternate schedule for the day to facilitate the professional learning opportunity.</p> <p>New language was added at the end of the last paragraph: Professional learning for teacher facilitators and curriculum writers is held outside of the school day and supplemented by a stipend.</p>
3.1.3 (MATH) 90-95	★			School system identifies high-quality, content-rich, and culturally responsive instructional materials for all grade	



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				levels in math, clearly articulates an inclusive and rigorous process used to select the materials, and presents a detailed plan for providing ongoing professional development and instructional support.	
3.2.1 (MATH) 96-98	★			School system describes detailed and rigorous systems to monitor student progress in math at each grade level, identifies the universal screeners and other assessments administered to students and their purpose, and clearly articulates Pre-K - 5 measures of success used to identify students at all grade levels in need of additional math support and intervention.	
3.2.1 (MATH) 99-105		★		School system provides comprehensive plan for identification, provision, and graduation from Tier 2 and Tier 3 instruction in math for grades PK - 5, with meaningful details related to how the system will support teachers in their implementation of interventions, when and how high-quality school-day tutoring will be offered (including through the TSI program), how historically underserved groups that were disproportionately impacted by the pandemic will be prioritized (including through the Concentration of Poverty grant), which assessment(s) will be used to assess students' progress as a	<p>The LEA provides a comprehensive plan for identification of students for Tier 2 and Tier 3 instruction with meaningful details related to how the system will support teachers. To meet all criteria, provide details about how historically underserved groups will be prioritized.</p> <p>99. No revisions needed 100. No revisions needed 101. No revisions needed 102. No revisions needed 103. New language was added at the end of the original response: In BCPS multiple data points have identified students receiving special education services, English Learners, Black, and Latinx students as historically underserved in comparison to White, Asian, and students not identified to receive a service. Working through school-based leadership we focus on the impact of adult beliefs on students' learning experiences.</p>



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				<p>result of the interventions, and how families will be included and engaged.</p>	<p>Based on achievement data and course enrollment trends, cluster-based feeder pattern Professional Learning Communities (PLCs) were developed to engage a problem of practice around equity and access within feeder community. Each professional learning community consists of all the elementary, middle, and high school principals within the feeder pattern, and is led by the Department of Equity and Cultural Proficiency in partnership with the Executive Directors of Schools and the Office of Mathematics. Through the work of this targeted learning community, principals gather anecdotal and observational data and participate in collective inquiry about instructional practices rooted in racial or gender biases that incite differential experiences for underserved groups in mathematics classes. Strategies and effective practices that interrupt bias and provide meaningful instruction are lifted to incite next steps and professional learning for teachers. Specific areas for improvement include:</p> <ul style="list-style-type: none"> • using high-level questioning to position students as knowledge contributors. • engaging all students in classroom discourse to elicit their thinking. • using standards-aligned tasks to provide entry points for conceptual understanding. • building relationships with students that promote cultural responsiveness. <p>The goal of the Equity PLC work is to increase efficacy for Black and Latinx students in mathematics, incite their productive struggle, and ultimately increase their experiences with success. 104. No revisions needed</p>



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					105. No revisions needed	
3.2 CCR 106	★			School system identifies the percentage of 10th-12th graders meeting the interim standard for college and career readiness in both English and math disaggregated by demographic and provides baseline data and an initial projection for improving the percentage considered college and career ready by the 2023-24 school year.		
3.2.3 107-108	★			School system identifies the percentage of 9th grade students on track to graduate, disaggregated by demographic and presents baseline data and an initial projection for improving on-track percentages in the 2023-24 school year.		
3.3.1 109-111		★		<p>School system provides a comprehensive description of the services and supports provided to students who do not meet the interim CCR standard on time, reassessment opportunities for students in 11th and 12th grade, and how the school system will provide student support pathways for students who do not meet the CCR standard in at least one subject area as well as those participating in post-CCR pathways while still working to meet the interim CCR standard.</p>	<p>The LEA addresses how students who do not meet the CCR standard will be supported through additional elective coursework. The LEA does not address how the school system will provide student support pathways for students who do not meet the CCR standard in at least one subject area as well as those participating in post-CCR pathways while still working to meet the interim CCR standard.</p> <p>To meet criteria, the LEA must describe how it will develop pathways that ensure students not meeting the CCR standard can participate in post-CCR pathways.</p>	<p>109. New language was added at the beginning of the original response:</p> <p>An extended day was adopted by BCPS in school year 2021-22 and will continue next school year. The extra 15 minutes are used to ensure students have time to engage in the five phases of focused note-taking – a research-based approach to increasing retention of content knowledge. BCPS will continue to leverage with AVID Center to provide professional learning to teachers on how to ensure their instruction is culturally relevant. Students who do not meet CCR standards on time may be enrolled in Effective Learning Habits for College and Career Readiness course. The purpose of this course is to provide tools</p>



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					<p>for academic, social and emotional support to students in order to develop the habits they need to be successful in the most rigorous courses. These habits include organizational strategies, note-taking skills, communication, collaboration, writing, reading, and critical thinking.</p> <p>New language was added at the end of the original response:</p> <p>To support students who did not meet CCR as measured for Math, students may enroll in an additional 0.5 credit elective course titled College and Career Readiness Assessment Prep: Math which explicitly teaches students math skills covered on state and College Board assessments.</p> <p>110. New language was added at the end of the original response:</p> <p>Students who do not meet CCR standards by 10th grade will be provided with the opportunity to participate in CTE courses that lead to industry certification. CTE courses contribute to the potential for students to meet BCPS graduation requirements.</p> <p>Students who do not meet CCR standards by 10th grade also have the opportunity to participate in dual enrollment by taking credit-bearing and non-credit-bearing courses at the Community College of Baltimore County. Over 50 of these courses contribute to students' BCPS graduation requirements.</p> <p>111. No revisions needed</p>
3.3.1 112		★		<p>School system identifies the organization(s) – particularly community colleges – with whom it will partner to develop a program of study for 11th and 12th grade students who do not meet CCR</p>	<p>The LEA has identified a partnership with CCBC and states that there will be monthly partnership meetings. To meet all criteria, provide an initial plan for how the partnership will be evaluated and revised.</p> <p>112. New language was added at the end of the original response:</p> <p>The program partnership between BCPS and CCBC has been annually evaluated using student participation data. In November 2022, an updated data sharing Memorandum of</p>



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				<p>requirements by the end of 10th grade and includes an initial plan for how it will implement, evaluate, and revise partnerships to ensure student success.</p>		<p>Understanding was finalized, so that additional data points can be examined. BCPS will monitor student data by school to determine the increase of students who are reported as CCR readiness annually. Monitoring in the areas of students who are participating and are successful will occur each semester in an effort to expand access to students who may not be participating. Depending on what's reported, parent notifications and meetings will increase to ensure progress, along with available student support. BCPS reviews annually the list of dual enrollment courses to examine if others should be added or revised. BCPS and CCBC meet monthly and are in the process of updating a Memorandum of Understanding to memorialize the current participation requirements as outlined by the Blueprint for Maryland's Future.</p>
3.3.1 113-115		★	<p>The school system outlines how it will develop detailed, coherent, and individualized plans for students who are not CCR ready by the end of 10th grade, including any training or help provided to teachers developing the plans, how family members will be engaged as well as the stakeholders responsible for monitoring the implementation and revision of the individualized plans based on student need.</p>	<p>The LEA provides details about the creation of students' individualized 6-year plans. The LEA provides a notification letter and options for family members to be involved. To meet all criteria, provide details about how family members will be engaged with the monitoring and implementation of these plans. In addition, provide details about how staff members are trained in the development of these plans.</p>	<p>113. New language was added at the end of the original response:</p> <p>School Counselors meet with students annually during their 6-year plan advising session to examine unique interests, student ambitions, explore opportunities within individual schools available to meet post-secondary goals, and to review course offerings. The 6-year plan is personalized to support the post-secondary planning for student groups, including but not limited to students receiving special education services, experiencing homelessness, economically disadvantaged, English learners, and students of undocumented status.</p> <p>During these advising sessions, school counselors and students partner to ensure students stay on track to graduate in 4 years with identification of a pathway to college or career readiness. When students are identified as not being CCR ready, academic options are provided before they're assessed again to determine readiness.</p> <p>Parents are notified annually about their child's status and options for students to achieve college and readiness. Parents</p>	



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					<p>receive communication about underclassmen advising sessions and are invited to junior and senior conferences to support readiness and post-secondary planning. The Office of School Counseling monitors student meetings and shares the information with counseling department chairs and principals. Also, during staff meetings and school communication of counselors Use of Time data and Advisory Councils staff members are provided with information about plans and their role in supporting students.</p> <p>114. No revisions needed</p> <p>115. No revisions needed</p>
3.3.2 118	★		<p>If applicable, the school system provides an overview of the current and planned International Baccalaureate (IB) course offerings, a comprehensive list of the challenges anticipated with expanding or launching an IB program, and a feasible plan for overcoming the identified challenges.</p> <p><u>*School systems must address at least one of the three college preparatory programs (IB, Cambridge, AP). If the LEA indicates a model is not applicable, no rating is needed.</u></p>		<p>117. Updated Workforce Career Counseling Program MOU artifact has been included.</p> <p>3.3.2.question 117.Baltimore County MOU - Blueprint Workforce Career Counseling Program</p>
3.3.2 119			<p>If applicable, the school system provides an overview of the current and planned Cambridge AICE Diploma Program course offerings, a</p>	NA	



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				comprehensive list of the challenges anticipated with expanding or launching a Cambridge AICE Diploma program, and a feasible plan for overcoming the identified challenges.
3.3.2 120	★			If applicable, the school system provides an overview of the current and planned Advanced Placement (AP) course offerings and AP Capstone Diploma Program, a comprehensive list of the challenges anticipated with expanding or launching AP course and diploma options, and a feasible plan for overcoming the identified challenges.
3.3.2 123	★			School system provides an overview of the current and planned dual enrollment programming, a comprehensive list of the challenges anticipated with expanding or launching dual enrollment options, and a feasible plan for overcoming the identified challenges.
3.3.2 124	★			School system provides an overview of the current and planned middle/early college programs, a comprehensive list of the challenges anticipated with expanding or launching such programs, and a feasible plan for overcoming the identified challenges.



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3.4.4 128-129		★		<p>School system provides an overview of the current and planned CTE programs, including how they align programs to industry needs and leverage resources to create more opportunities for students. LEA includes a comprehensive list of the challenges anticipated with expanding or launching such programs, and a feasible plan for overcoming the identified challenges.</p>	<p>The LEA provides an overview of the current and planned CTE programs. To meet all criteria, provide a comprehensive list of challenges anticipated with expanding programs and a feasible plan to overcome each identified challenge.</p>	<p>128. New language was added after the first sentence:</p> <p>The expansion of this new program reflects the growing needs in the Information Technology (IT) field reflected in feedback from our Career and Technical Education Advisory Council (CTEAC) and Department of Labor (DOL) data.</p> <p>New language was added before the last sentence:</p> <p>To address staffing the CTE office is working in collaboration with the BCPS Office Human Resources to expand and explore additional recruitment possibilities and revise best practices. BCPS is also leveraging the partnership with CCBC to expand access to related instruction courses and CTE programs that can be fulfilled through dual enrollment. This will work to address both staffing and facilities challenges. To address the challenges of facilities BCPS is leveraging upcoming school construction and renovation projects to expand access to CTE programs. Currently there are four high school construction projects in progress that will expand facility space for several programs of study to increase equity and access. Conversion of Arts programs into Interactive Media production programs is also being considered to leverage existing staffing and facilities. The BCPS CTE Office employs a yearly needs assessment process in alignment with Perkins V federal grant procedures to address needs and monitor progress of programs across all 176 schools and centers.</p> <p>129. No revisions needed</p>
3.4.4 130-131		★		<p>School system identifies the CTE Programs with the highest need for increased industry-recognized credentials and apprenticeship opportunities, as well as the</p>	<p>The LEA provides an overview, challenges, and solutions for work-based learning and apprenticeships. To meet all criteria, provide challenges and solutions for recruiting industry partners. Additionally, identify the CTE programs with the highest need for increased industry-recognized credentials.</p>	<p>130. New language was added at the beginning of the original response:</p> <p>The Department of Labor (DOL) data as well as input from the Career and Technical Education Advisory Council (CTEAC) show that there is a wide range of opportunities and needs</p>



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				<p>challenges to and solutions for recruiting industry partners to create work-based learning opportunities for students.</p>
				<p>across the 45 programs of study currently offered in BCPS. The greatest growth in demand and opportunity for students is in informational technology and healthcare industries. In response to these growing needs, we have targeted employer recruitment and partnership conversations in these fields. The CTE Office has already expanded health services programs where students earn a Certified Nursing Assistant (CNA) credential. Maintaining the clinical experience has been a challenge due to limited capacity of partnering medical institutions to provide field experience under established nurse to student ratios. To address this BCPS is expanding the option of students earning a Certified Medical Assistant (CMA) credential. This is a high demand industry, and this credential does not require the same type of restricted field experience. Additionally, programs that are being targeted for increasing industry-recognized credentials include PLTW Engineering, ProStart, Teacher Academy of Maryland, and Business Education. These programs saturate BCPS and allow for the greatest access and highest volume of students to obtain an industry recognized credential.</p> <p>New language was added before the last sentence:</p> <p>BCPS will leverage and expand the position of a CTE Site Coordinator to six high schools in 2024 to build stronger partnerships between schools and local industries to connect students to opportunities and encourage employer participation in the Youth Apprenticeship program. These six schools were selected in part due to high potential for youth apprenticeship participation, increased access to programs not available through their schools and will allow monitoring of effectiveness of strategies as well as critical feedback on challenges.</p> <p>131. New language was added after the second sentence of the first paragraph:</p>



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					<p>BCPS will leverage and expand the position of a CTE Site Coordinator to six high schools in 2024 to monitor program quality, build teacher capacity through targeted training and build stronger partnerships between schools and local industries to connect students to opportunities and encourage employer participation in the Youth Apprenticeship program. These six schools were selected in part due to high potential for youth apprenticeship participation, increased access to programs not available through their schools and will allow monitoring of effectiveness of strategies as well as critical feedback on challenges.</p> <p>New language was added before the last sentence of the first paragraph:</p> <p>Utilizing input and research from our CTE Advisory Councils, the CTE office will pursue different credentialing opportunities through MSDE. To address gaps between credential assessment and curriculum.</p> <p>New language was added at the end of the first paragraph:</p> <p>These practices will then be adopted in the district curriculum guides and resources.</p> <p>New language was added before the last sentence in the last paragraph:</p> <p>The CTE Office will continue to partner with other LEAS and MSDE to develop efficiencies and best practices.</p>
Pillar 3: Equitable Access and Tracking 134	★			School system provides a detailed, reasonable explanation of the safeguards that will be implemented to mitigate and eliminate occurrences	



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				of tracking as well as a summary of how the system will continually monitor data to ensure students are not subjected to tracking.
Pillar 3: Stakeholder Engagement 136	★			School system provides a list of key stakeholder groups that it has or will engage with to develop and support its implementation plans related to College and Career Readiness, including industry partners to scale apprenticeships and institutions of higher education to expand dual credit offerings for students, and provides comprehensive details on how each group has or will contribute.



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Pillar 4: More Resources to Ensure all Students are Successful						
Sections	Meets Criteria			Criteria for Success	Reviewer Feedback	LEA Revision
	Yes	Partially	No			
4.2.2 137	★			School system produces specific strategies at both the school and school system level, including leveraging English language family coordinators, to engage and communicate with families of English learners.		
4.2.3 139	★			School system produces specific and comprehensive examples of how it will increase its investments and reallocate or realign its use of talent, time, and resources to better support English learners.		
4.3.1 140-141		★		<p>School system produces specific and comprehensive examples of how it will increase its investments and reallocate or realign its use of talent, time, and resources to better support students with disabilities, and outlines a comprehensive strategy for avoiding over- or under-identification of students that references all relevant demographic groups.</p>	<p>The LEA indicates that it will align resources and investments to support students with disabilities.</p> <p>To meet criteria, the LEA needs to identify specific and comprehensive examples of how it will increase its investments and reallocate or realign its use of talent, time, and resources.</p> <p>The LEA describes its use of Child Find in mitigating under identification of students and makes a general statement that it has developed criteria to reduce over identification with appropriately identifying students in specific disability areas.</p> <p>The LEA also needs to provide further information on the comprehensive strategy for avoiding over- and under-identification of students that references all relevant demographic groups.</p>	<p>140. New language was added at the end of the original response:</p> <p>BCPS is committed to increasing inclusive opportunities for students with disabilities. The Department of Special Education in collaboration with the Budget Office, allocated 2.0 teachers and at least 1.0 paraprofessional to support the continuum for each elementary school.</p> <p>To improve outcomes for our youngest learners, a kindergarten support structure will be implemented during the 2023-2024 school year to support home school kindergarten. Based on this model, targeted elementary schools will receive an additional paraprofessional to increase general education access for kindergarten students with disabilities. As part of this professional learning plan, the Department of Special Education</p>



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Pillar 4: More Resources to Ensure all Students are Successful						
						<p>provided professional development to building administrators, general education kindergarten teachers, special educators, and paraprofessionals aligned with the supported model.</p> <p>The following professional learning sessions were offered in the 2022-2023 school year and are planned for the 2023-2024 school year.</p> <ul style="list-style-type: none"> • “Life Space Crisis Intervention (LSCI) Day 1” was offered to kindergarten teachers, paraeducators, and special educators • “Role of the Paraeducators in Inclusive Settings” was offered to kindergarten paraeducators. The topics covered were strategies for differentiation and data collection • “Introduction to Co-teaching in the Inclusive Classroom” was offered to kindergarten teachers, paraeducators, and special educators <p>During the 2023-2024 school year, BCPS will realign staffing and resources to meet the needs of preschool and prekindergarten students in their home school as part of the prekindergarten expansion.</p> <p>BCPS will continue to align resources to build school-based capacity and encourage administrative oversight of the IEP process by increasing the number of IEP facilitators at the elementary school level. The facilitator positions will enable assistant principals to monitor and respond to noncompliance and insufficient progress.</p> <p>During the 2022-2023 school year, the Department of Special Education initiated a proactive visitation model that enabled central office staff to provide ongoing instruction, and compliance feedback. The proactive support model will be expanded during the 2023-2024 school year, to include professional learning</p>



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						<p>communities designed to promote fidelity of programming, instructional coaching, and equitable outcomes for students with disabilities.</p> <p>To increase academic outcomes for students with disabilities, BCPS has strengthened collaborative partnerships between the academic content offices and the Department of Special Education. During the 2022-2023 school year, special education leadership and specialists conducted joint school visits, learning walks, and professional learning sessions for administrators, central office staff and school-based instructional leaders. To increase math achievement, the Department of Special Education and the Office of Mathematics will conduct an Algebra Symposium for general, special educators, central office leaders, and building administrators. The goal of the collaborative training sessions is to increase teachers' understanding of math standards. Participants will gain a deeper understanding of algebraic standards. The partnerships will reinforce tiered systems of support for all students.</p> <p>To enhance services, and academic outcomes for students with disabilities, the Department of Special Education partnered with an external consultant firm to develop a strategic plan. Members of the strategic planning team included multiple community and system level stakeholders. The draft plan will enable the Department of Special Education and BCPS to align curriculum, comprehensive supports and professional learning in a manner that prioritizes the needs of students and families receiving special education services.</p> <p>The Department of Special Education will build internal capacity around student advocacy, resilience, and pro-social development by investing in conferences and professional learning such as the National Youth Advocacy and Resilience (NYAR). Special Education specialists in our central office will utilize the strategies gained through engagement and participation to decrease</p>



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					<p>suspension, promote student achievement and increase attendance for students with disabilities.</p> <p>141. New language was added at the end of the original response:</p> <p>BCPS utilized identification data to develop a systemic response to identification disproportionality. During the 2022-2023 school year, BCPS attended a statewide Intellectual Disability Workgroup. BCPS staff received resources and professional learning to assist with disproportionate identification.</p> <ol style="list-style-type: none"> 1. Black/African American Emotional Disability identification and Multi Race Emotional Disability identification: Department of Special Education and The Office of Social Emotional Learning will work to identify strategies to reduce the risk ratio. Additional professional development during the 2023-24 school year on the use of the eligibility determination process. In addition, BCPS allocates funds through CCEIS to provide targeted support to reduce identification of Black/African American students. BCPS continues to utilize grant funds to align staff to support schools with higher rates of Black/African American students identified as ID. 2. Black/African American Other Health Impairment identification: Department of Special Education and the Office of Social Emotional Learning will work to identify strategies to reduce the risk ratio. BCPS will provide additional professional development during the 2023-24 school year. 3. White Speech or Language Impairments



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					<p>identification: During the 2023-2024 school year, the Department of Special Education will continue to provide opportunities for roll alike professional learning communities to build the capacity of school based related service providers IEP chairs and child find referral staff around the multi-tiered levels of support process and eligibility. Development of equity workgroups to explore the impact of implicit bias on eligibility.</p>
4.3.1 142-143		★	<p>School system presents a detailed plan for developing all teachers in improving instruction for students with disabilities as well as a comprehensive description of the policies, procedures, systems, and data that will be incorporated to mitigate discriminatory discipline practices for special education students.</p>	<p>The LEA indicates its commitment “to increasing the capacity of all teachers to provide effective instruction for students receiving special education services” and states that “specially designed professional learning has been developed for school and central office staff” but does not explain what is included. To meet criteria, the LEA must describe a detailed plan for developing teachers in improving instruction for students with disabilities.</p> <p>The LEA identifies that it regularly monitors student data and provides Life Space Crisis Intervention training to all campus administrators. To meet criteria, the LEA must provide a comprehensive description of the policies, procedures, and systems it’s using to mitigate discriminatory discipline practices and address the disproportionality related to African American students.</p>	<p>142. New language was added at the end of the original response:</p> <p>During the 2022-23 school year, the Department of special education reviewed systemic instructional and behavioral data trends to develop professional learning series for special education teachers and support staff. Additional data was collected during pro-active school visits and meetings with building administrators. Once the topics were generated, Department of Special Education staff prioritized professional learning based on school and district wide needs. As part of the planning process, the Department of Special Education identified outside consultants to support equitable access for students with disabilities. Multiple presentation methods such as weekly coaching check-in sessions and system-wide professional learning offerings will be used to increase participation and engagement.</p> <p>Through a professional partnership with the Maryland Coalition for Inclusive Education (MCIE) administrators received comprehensive training and strategies to increase inclusive opportunities for students with disabilities. MCIE facilitated book studies with central office special education staff to improve internal practices and reinforce service delivery along full</p>



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					<p>continuum.</p> <p>The Department of Special Education partnered with Towson University to build the internal capacity of central office staff through a case study model, Project ECHO. Special education central office staff engaged in professional didactic and case review sessions that enabled staff to develop consistent school support structures. The intended outcome was to provide teachers and central office with evidenced-based strategies and support for students with disabilities. The Project ECHO sessions targeted preschool through age 21.</p> <p>During the 2022-2023 school year, professional learning communities were developed and implemented for each service delivery model in BCPS. In addition, special education leaders engaged in interoffice collaboration with the content offices to ensure that students with disabilities are given access to grade level standards. Professional Learning Series included:</p> <ul style="list-style-type: none">• “Adult Assistant Professional Development” for support staff• “Assessing with a Purpose” for school psychologists, special educators, and general educators• ‘Kindergarten Series’ for Social Emotional Learning Teachers, general educators, special educators, and paraprofessionals• “Role of the Para-professional” for paraprofessionals• “Inclusive Education” for special educators, general educators, administrators, and paraprofessionals• “Integrated Service Delivery Model” for special educators• “Transition” for Middle and High school special educations and IEP Chairs <p>143. New language was added at the end of the original</p>



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					<p>response:</p> <p>In preparation for the 2023-24 school year, special education staff will partner with academic content offices to ensure special education teachers receive professional learning and grade level resources to increase academic outcomes for students with disabilities. During the 2023-2024 school year, special education teachers within the regional service delivery model will receive curriculum training alongside their general education colleagues with the intent of providing access to grade-level standards and increased inclusive opportunities.</p> <p>The Department of Special Education has engaged in interoffice collaboration to address disproportionate disciplinary practices, policies, and procedures. During the 2022-2023 school year, the Department of Special Education and the Department of Social Emotional Supports conducted a deep dive into systemic discipline data to identify problems of practice and a list of schools with the highest percentages of disproportionate disciplinary practices. Through student specific data analysis, BCPS identified Black African American students at risk for disciplinary removals. These students (<800) receive at least weekly tier 2 and tier 3 support and interventions from various staff trained to address individualized social emotional deficits. Social emotional learning teachers, social workers, psychologists, central office resource staff and MTSS teachers are included as potential providers for the identified Black African American students. The targeted schools will continue to receive extensive professional development, resources, and direct consultative support from a Board-Certified Behavior Analyst (BCBA).</p> <p>To ensure consistent implementation, each targeted professional learning series is provided in a turnkey format which is monitored</p>



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						<p>through centralized fidelity checks. Social emotional teachers and school-specific staff for targeted schools are expected to attend the monthly professional learning sessions. Below outlines a sampling of the professional learning sessions provided during the 2022-2023 school year. Professional learning topics are updated annually based on identified trends in systemic disciplinary data. The professional Learning Series included:</p> <ul style="list-style-type: none"> • “Tired Classroom Supports” for Social Emotional Learning teachers, school psychologists, special and general education teachers • “Restorative Practices” for Social Emotional Learning teachers, school psychologists, and special and general education teachers • “Behavior Skills Training” for Social Emotional Learning teachers, school psychologists and special and general education teachers • “Functions of Behavior” for Social Emotional Learning teachers, administrators, and special and general education teachers • “Implicit Bias” for Social Emotional Learning teachers, administrators, and teachers <p>In addition, BCPS has assigned five centralized resource teachers to support staff and students in the identified buildings. This level of direct support will continue through the 2023-2024 school year and beyond based on disciplinary data.</p> <p>The Department of Pupil Personnel Services and Responsive Student Planning presented disproportionate disciplinary practices to school-based administrators and executive leadership. Comprehensive resources and training have been provided on alternatives to suspensions, disproportionate</p>



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					<p>disciplinary removals, and the utilization of proactive strategies to reduce reactive response to student discipline. The goal of these sessions is to address disciplinary practices for student's district wide.</p> <p>The practices utilized to address disproportionate disciplinary policies, practices and procedures has resulted in a decrease in school and out of school suspension of Black African American students. For students ages 3-21 who are Black/African American, the following data was reported:</p> <ul style="list-style-type: none"> • In 2019-2020, out of school suspension less than or equal to 10 days was 2.24 and in 2021-2022 was reduced to 1.87, illustrating a –0.37 change. • In 2019-2020, out of school suspension greater than 10 days was 4.15 and in 2021-2022 was reduced to 3.14, illustrating a –0.74 change. • In 2019-2020, in school suspension less than or equal to 10 days was 2.01 and in 2021-2022 was reduced to 1.03, illustrating a –0.98 change. • In 2019-2020, the Sum Discipline Total was 2.37 and in 2021-2022 was reduced to 1.88, illustrating a –0.49 change. <p>Data informed decisions to the current intensive support model will occur because of systemic data analysis. BCPS will continue to engage in a deep data analysis to identify current systemic areas of need to address the disproportionate disciplinary practices. In collaboration with the Office of Equity, professional learning related to implicit bias and discriminatory practices will be incorporated into school and central office professional learning communities (PLCs).</p>
4.4.1 144-146		★		School system accurately identifies the schools that currently meet the	The LEA identifies the Community Schools funded through the Concentration of Poverty Grant. To meet criteria, the LEA must
144. No revisions needed					



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				<p>definition of “Community School” according to the Blueprint, inclusive of a full-time community schools coordinator and access to a health care practitioner, and identifies staffing and retention strategies to meet Community School staffing requirements moving forward.</p>	<p>identify staffing and retention strategies to meet Community School staffing requirements moving forward.</p>	<p>145. New language was added at the end of the original response:</p> <p>Community School Facilitators (coordinators) receive extensive professional learning monthly from BCPS personnel in partnership with the Y in Central MD focused on facilitating the Needs Assessment, Shared Decision Making, Multi-Year Implementation planning, and programming. Additionally, half day professional learning communities convene monthly to focus on topics such as: English Language Learners, Middle Schools, Community Engagement, etc. Furthermore, we have structured our community schools into feeder pattern networks. These networks meet as facilitators once a month to ensure wrap around services support needs of the entire neighborhood are addresses at all schools. These monthly learning opportunities assist in fostering a collaborative network amongst the facilitators providing an additional layer of support and promoting retention of our facilitators. An extensive onboarding process occurs each summer bringing together school administrators, Community School Facilitators, Program Specialists, central office staff, and others to assist newly identified Community Schools in understanding the strategy and planning for the year ahead.</p> <p>146. No revisions needed</p>
4.4.2 147	★			<p>School system’s plan includes partnerships that align to the Community School needs assessment and creates a comprehensive list of the meaningful strategic partnerships that are or will be available to students and families in the areas of academics, health and social services, youth and community development, and family</p>		



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				and community engagement.
4.5.2 151	★			School system identifies challenges to meet student behavioral health needs, including identifying their needs, and strategies that have already been implemented or will be implemented to address the challenges.
Pillar 4: Stakeholder Engagement 157	★			School system provides a list of key stakeholder groups that it has or will engage with to develop and support its implementation plans to leverage More Resources to Ensure Students are Successful and provides comprehensive details on how each group will contribute.



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Pillar 5: Governance and Accountability						
Sections	Meets Criteria			Criteria for Success	Reviewer Feedback	LEA Revision
	Yes	Partially	No			
5.1.3 158-160	★			School system outlines its process for identifying the individuals responsible for developing its Blueprint Implementation Plan, inclusive of the individuals' positions, experience, and expertise, and lists the requested information for individuals responsible for developing the Plan, identifies strategies for including teacher and principal voice, and outlines the support provided to ensure the plan is well developed, clearly articulated, and representative of the community and its needs.		
5.1.3 161	★			School system identifies the methods and timeline for how the individuals responsible for writing the LEA's Blueprint Implementation Plan will engage with and receive feedback from community members representative of the students served and its local school board related to the development and execution of its Blueprint Implementation Plan.		
5.1.3 162	★			School system lists the individuals who will be responsible for monitoring execution of the Blueprint Implementation Plan and provides a comprehensive description of the		



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Pillar 5: Governance and Accountability					
				systems and structures supporting those individuals.	
5.4.2 164	★			School system demonstrates it has a system for budget allocation and expenditure tracking at the school level or provides an initial plan and timeline for how such a system will be developed to ensure Blueprint formula funding aligns with the designated per pupil minimum school funding requirements.	