



Maryland Blueprint for Education Milestone Report

SEMESTER 2: JANUARY 2024 THROUGH MAY 2024

Pillar 1: Early Childhood Education

Current bodies of work

- Refining centralized enrollment process through stakeholder feedback and training enhancements
- Expanded Pre-K access for Tier 2 applicants who qualified for Multilingual status or accessed services via an IEP
- Provided grant funding for 3 community based childcare centers to apply for Pre-K Expansion grant and provided professional learning to state-funded child care staff
- Collaborated with 6 childcare centers interested in learning more about Pre-K Expansion opportunities
- Engagement with FCPS McKinney-Vento team to expand efforts to find and serve Pre-K families experiencing homelessness
- Engagement with FCPS Special Education Department to support Pre-K Expansion and Enhancement Efforts
- Hosting Pre-K enrollment events at FCPS International Office to increase supports for multilingual families
- Support staff working toward CDA with new state guidelines of 2027-28 to include the establishment of a lending library and professional learning vouchers

- Developed process to recruit Pre-K host classrooms for high school students completing Child Development Associates coursework to earn internship hours
- Four additional schools have been published at a Level 5 on Maryland EXCELS, 5 schools have begun the initial Accreditation process, and 5 schools have begun the Accreditation renewal process
- Adding an additional Judy Center at Tuscarora Elementary School.

Milestones Achieved or Work on the Horizon

- Developed and implemented full centralized enrollment process for all Pre-K programs, ensuring equity in acceptance process and clean data tracking for income-eligibility, disability status, students experiencing homelessness, and multilingual learner status
- Expansion to 79 full-day Pre-K Programs in 2024-2025 (growth from 71 in 2023-2024)
 - Expanded full day access for students with disabilities in 14 specialized PK classrooms
 - With guidance from MSDE, consider a structure for tuition collection for Tier 2 families
 - As of May 2024, all ECE Pre-K Classrooms have completed, or begun the Maryland EXCELS and Accreditation Program.

Pillar 2: High-Quality Diverse Teachers and Leaders

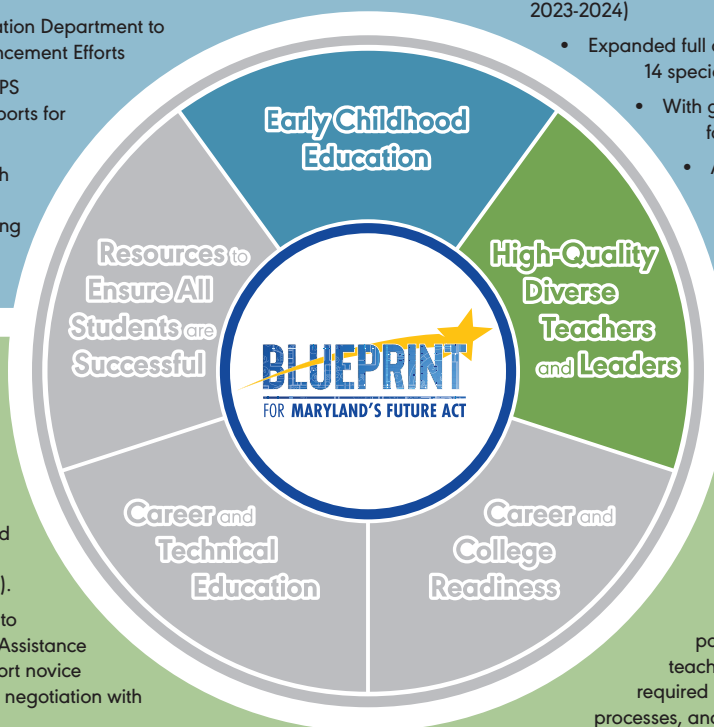
Current bodies of work

- We have completed the structure for the Career Ladder for levels 1, 2, and 3 in partnership with the Frederick County Teachers Association (FCTA).
- Creating a set of structured guidance to frame the development of the Peer Assistance and Review (PAR) program to support novice teachers and inform final design for negotiation with FCTA.
- Completed year one of the Learning Science Consortium, a partnership with Hood College and Deans for Impact to build an evidence-informed teacher pipeline that will better support interns and novice teachers through strong instructional pedagogy grounded in cognitive science principles. The 2023-2024 emphasis was on Effortful Thinking and included 13 FCPS schools, 22 school-based classroom cooperating teachers, 11 school-based leaders/coordinators, 11 school-based administrators, and 5 central office-based staff.
- Expanded partnerships with IHEs to offer FCPS staff opportunities for coursework toward advanced degrees and enhancing the support for our conditionally certificated teachers.

Milestones Achieved or Work on the Horizon

- For the 2024-2025 contract year, FCPS will provide our certified educator unit with an anticipated 4% cost of living adjustment, keeping us on pace

- to reach the minimum teacher starting salary of \$60,000 by July 1, 2026.
- Development of a Peer Assistance and Review (PAR) design group as part of the Teacher Evaluation Workgroup (TEWG) and stakeholders from labor partners and senior leadership. This group engaged in dialogue and drafting of suggested position descriptions for the PAR Consulting teachers, discussed the important decisions required in creating a PAR panel and associated processes, and advised the future of the Teacher Evaluation system.
- Year 2 of the Learning Science Consortium, a partnership with Hood College and Deans for Impact will focus on Prior Knowledge and Schema-Building with an anticipated expansion of identified FCPS schools and staff.
- Utilizing Title II funds, we completed our second cohort of FCPS Launch - a one-year support program which provides a robust preparation program for up to 50 educators who want to pursue their NBC.
- Through the NBC Fee Support Partnership between FCPS and MSDE, 98 educators requested and received fee support to cover costs as an initial, continuing, or retake educator seeking their NBC.
- Launch of employee affinity groups for the 2024-2025 school year to help promote diversity, inclusion, and belonging within FCPS.



Pillar 3A: Career and College Readiness

Current bodies of work

- Implementation of High Quality Instructional Materials (HQIM) in elementary ELA (Science of Reading), and elementary and secondary mathematics. Pending implementation of HQIM in Secondary ELA planned for 2024-25 (budget dependent).
- Development of additional parameters, structures, and processes for access to dual enrollment courses at no cost, in alignment with new state guidance.
- Development of Comprehensive Literacy and Mathematics Plans to be submitted to MSDE and implemented in 2024-25 and beyond.
- Expansion of options for Support Pathways and documentation of individualized support plans.
- Continuing strategic communication to all stakeholders about the PreK-12 Learning Journey towards CCR.
- Provide professional learning to improve implementation of the Accelerated Learning Plan, a data-driven, collaborative planning process.

Milestones Achieved or Work on the Horizon

- Development of appropriate reassessment practices for students who are not CCR under the updated CCR measures.
- Full implementation of Early Warning System to know whether students are on track for CCR, PreK-12, and Personalized Support Pathways when students are not on track.
- Adoption of HQIM for Secondary ELA
- Planning for development of new innovative models for school day tutoring
- Development of discrete post-CCR pathways for Advanced Placement (AP) programming
- Ensuring that post-CCR pathways in dual enrollment are aligned to broad areas of post-secondary study (Meta Majors) aligned to personalized college and career goals.

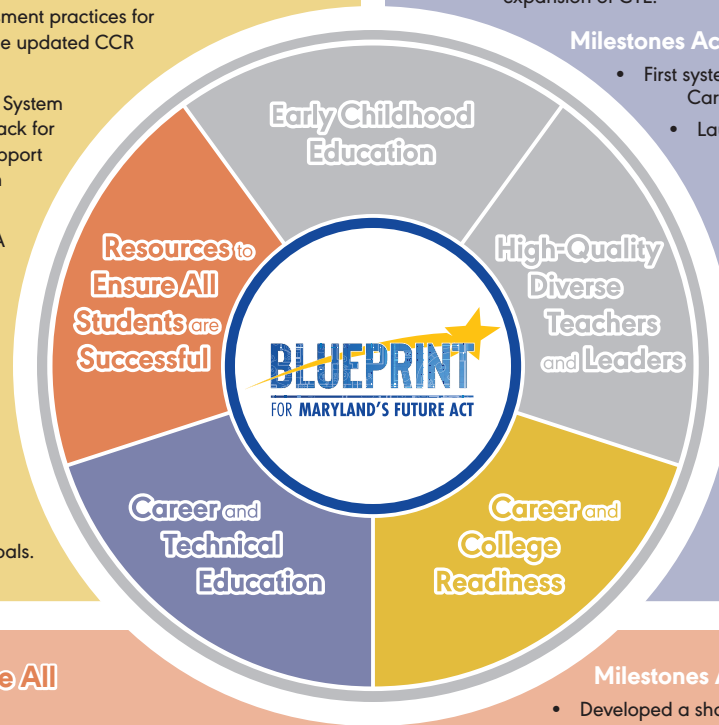
Pillar 3B: Career and Technical Education

Current bodies of work

- Implementing strategies to reach the Blueprint goal of: 45% of all students earn an industry recognized credential or participate in a youth apprenticeship by 2031
- Exploring the expansion of CTE programs by addressing physical space needs.
- Supporting student success on industry recognized credentials through teacher professional development and curricular resources.
- Identifying best practices and evaluating both qualitative and quantitative data to ensure continuous improvement in the implementation of our career coach program.
- Adopting instructional resources to enhance career awareness, exploration and preparation provided for all secondary students through the Career Coach program.
- Evaluation of Industry Recognized Credentials draft released from the AIB to assess current status.
- Explore CTE expansion in partnership with the Frederick County Virtual High School to support CTE completion.
- Researching options for use of non-traditional spaces for potential expansion of CTE.

Milestones Achieved or Work on the Horizon

- First system in Maryland to hire and implement the Career Coach program.
- Launching new career pathway tools to communicate post College and Career Readiness (CCR) options available within FCPS to help students and their families make informed decisions as they pursue their future career goals.
- Expanding youth apprenticeship employers through the Maryland Works grant.
- Developing plans for Frederick County Virtual High School to provide virtual opportunities that lead to Industry Recognized Credentials.
- Reviewing potential program expansions through the conversion of non-traditional spaces for CTE instruction.



Pillar 4: Resources to Ensure All Students are Successful

Current bodies of work

- Added a 5th Community School SY 2023-2024; hired a 5th Coordinator; implementing needs assessment
- Strategic Partnerships based on needs assessments and the integration of implementation plan goals with School Improvement Processes
- Supporting schools with new Multilingual Education Programs and recruiting more certificated Multilingual Education Program teachers to fill all vacancies
- Field testing online interpreting platform to support multiple languages above and beyond Spanish
- Expanding the Special Education continuum of supports and services for students with disabilities
- Providing support and professional learning on the Multi-tiered Systems of Supports specifically for behavior
- Implementing Student Supports in alignment with the Maryland Consortium on Coordinated Community Supports
- Acquisition of an online Individualized Education Program (IEP) system for enhancing special education services.
- Special Education Staffing Workgroup is evaluating various models to assess workload and allocate resources effectively.

Milestones Achieved or Work on the Horizon

- Developed a shared vision for Community Schools in FCPS.
- Completed a Community Schools needs assessment and implementation plan aligned with School Improvement Plans in four community schools
- Evaluation of current partnerships and strategic alignment of needs and partnerships
- Allocated staffing to all secondary schools to support expansion of the Multilingual Education Program
- Hired 20+ certificated, Multilingual Education teachers
- Expanded access to a multilingual communication platform for all students and families in FCPS
- Developed a Student Support Action Plan in alignment with the Special Education Audit recommendations
- Upgrade curriculum resources to provide general education teachers scaffolding support into the curricular resources.
- Expansion of the continuum of services by introducing a specialized program focused on supporting students with social-emotional/behavioral, executive function and pragmatic communication needs.
- Increased community partnerships providing therapeutic and mentoring supports
- Expanded support and academic opportunities for students experiencing housing instability

Pillar 5: Governance and Accountability

Current bodies of work

- FY2025 will serve as the baseline reporting year for the Blueprint 75% requirement, with the requirement of monthly expenditure reports to MSDE. The fiscal services team will work closely with staff throughout FCPS to ensure we meet the requirements of section 5-234 of the Education Article.
- Completed the Phase 2, Part 1 (March 2024) and Phase 2, Part 2 (May 2024) implementation plans. These plans represent our reflections and intentions to achieve the goals of the Blueprint for the next three year phase, 2024 through 2027.
- Provided two milestone reports (December and June), quarterly Blueprint online newsletters (November, February, and June), and recorded six Blueprint Unlocked podcasts to share updates on all the pillars of the Blueprint in order to share regular and timely information with staff, students, and community members.
- Design and launch revised public-facing survey tool for community members, teachers, principals, support staff, and others to share their thoughts on the Blueprint plan.

Milestones Achieved or Work on the Horizon

- Ensure clear connections between the Maryland State Department of Education (MSDE), Maryland Blueprint accountability measures and the updated FCPS System Wide Strategic Plan, which will launch in July 2024.
- Revisit and refine the Blueprint Steering Committee to further expand our engagement with stakeholders, staff, students, and community members.

In 2020, a piece of landmark legislation was passed, the Blueprint for Maryland's Future Act (HB 1300). The intent of this legislation is to improve and enhance the quality of public education in Maryland. In its 235 pages, the bill contains policy and funding recommendations from the Kirwan Commission on Innovation and Excellence in Education. In 2021, HB 1372 was passed to complement and update HB 1300. House Bill 1300 and House Bill 1372 should both be considered and cross-referenced to fully understand policy provisions and funding found in the Blueprint. The Blueprint for Maryland's Future is a multi-billion dollar investment to be implemented over the next 10 years.

Visit the
FCPS
Blueprint Website
for more information

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