



Early Literacy Initiative Grant Summary Report

**Division of Curriculum, Instructional
Improvement, and Professional Learning**

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Background

House Bill 1415 Education—Commission on Innovation and Excellence in Education, approved by Governor Hogan on May 8, 2018, established, among other initiatives, the Maryland Early Literacy Initiative. In early 2019, the Maryland State Department of Education passed COMAR 13A.06.09 to support the Early Literacy Initiative. The purpose of the Early Literacy Initiative (ELI) grant is to assist up to 50 qualifying Title I schools to implement an evidence-based literacy program in the school to work with participating students to meet literacy proficiency targets by the end of grade 3. The ELI grant is based upon a school-level needs assessment and aligns with the Local Education Agency (LEA) comprehensive literacy plan, as well as Maryland's 2020 State Comprehensive Literacy Plan, Maryland's Keys to Comprehensive Literacy.

This report provides a summary of the ELI grant from 2018-2022; evidence-based strategies employed by participating LEAs; data demonstrating impact; the status of effort; and recommendations to increase success.

EARLY LITERACY INITIATIVE GRANT REQUIREMENTS:

Priority for applications was given to schools with high concentrations of students living in poverty in pre-kindergarten through grade three and strong or moderate evidence-based strategies and interventions.

Applications for funding included:

- evidence-based strategies and interventions;
- a needs assessment based upon school-level data;
- early literacy intervention services for participating students;
- direct services to participating students at least twice a week;
- clear literacy targets at each grade level, pre-kindergarten through grade 8;
- benchmark assessment multiple times a year to identify students who need one-on-one interventions;
- collection of data on student progress at least monthly;
- implementation and monitoring through the LEA or a non-profit organization; and
- alignment with the LEA Comprehensive Literacy Plan.

Overview

There were eight LEAs across Maryland that received grant funding across the years of the grant. The number of years participating ranged from 2-4. The number of schools participating by LEA is shown in the table below. There were 14 different initiatives that were implemented across the LEAs. Some LEAs used one intervention and others used multiple interventions or a combination of interventions. Regarding self-reported outcomes, the LEAs provided information regarding the number of students who completed the intervention as well as those who met the goal for their intervention. An average of 91% of students who attended met the goal set for the intervention. This is self-reported by the LEAs and cases that were missing data or had incomplete data were excluded. There is an ongoing evaluation of these data in progress to further validate the data and expand our analysis of this initiative.

NUMBER OF SCHOOL AND GRADES PARTICIPATING IN ELI INITIATIVE

From 2018-2022, the ELI initiative was implemented in 42 Title I, Part A schools grades PreK to 5.

Table 1: Number of schools participating in ELI by LEA

LEA	# of Schools	Grades Participating
Baltimore City	11	K-3
Carrol County	3	K-3
Charles County	8	K-5
Kent County	3	K-5
Montgomery County	10	PreK-5
Somerset County	3	PreK-5
Washington County	1	PreK-1
Worcester County	3	PreK-3

Data by Local Education Agency (LEA)

Over the three-year cycle of the ELI grant, MSDE ensured that the grant was being administered properly through monitoring and collection of final reports. This section summarizes the progress of the ELI grant for each of the eight LEAs who applied and participated in the grant.

BALTIMORE CITY

Baltimore City utilized ELI funding across 11 Title I schools. Two primary instructional programs supported Title I students with reading achievement through evidence-based practices, including the use of high dosage tutoring through literacy labs and *Reading Partners* programming based in structured literacy. Baltimore City data reports 43% of students enrolled in Literacy Lab tutoring met their target growth goals and 87% of students enrolled in *Reading Partners* met their target growth goals.

CARROLL COUNTY

In Carroll County three Title I schools participated in the ELI grant. Carroll County provided students with structured literacy materials from *The Collaborative Classroom: Being a Reader*, *Lexia Core 5, Foundations, Heggerty*, and *Wilson and Systematic Instruction in Phonics and Phonological Awareness (SIPPS)*. Professional learning was provided to teachers on these materials from certified trainers. According to Carroll County data, between 51% and 99% of students enrolled in ELI funded programs met instructional targets.

CHARLES COUNTY

Charles County utilized at-home libraries, dedicated time in supplemental instruction through literacy centers, and hired literacy tutors for each of the participating Title I schools, as well as a literacy workshop consultant. Eight Title I schools participated in ELI grant funding in Charles County. Charles County's data shows that 82% of students receiving ELI services gained a minimum of two reading levels.

KENT COUNTY

The Kent County ELI program was in three Title I schools and used *Sound Partners* and high impact tutoring as the basis of its ELI instructional support to students enrolled in the grant funded program. Tutoring was provided 30 minutes a day for four days a week. Kent County reports that 69% of students who received this support met growth targets.

MONTGOMERY COUNTY

Montgomery County utilized ELI grant funds in 10 Title I schools. A variety of structured literacy interventions were implemented, including *Stepping Stones*, *Sound Partners*, and *Lexia Core 5*. Montgomery County reports between 93% and 99% of students made gains in reading growth targets.

SOMERSET COUNTY

Somerset County utilized reading coaches to support students in reading interventions from *Stepping Stones* in three Title I schools through the ELI grant funding. The county placed a major focus on the youngest students. Somerset reports 67% of students enrolled in ELI funded instruction met target reading goals.

WASHINGTON COUNTY

The Washington County ELI program supported one Title I school. Students in the program received 15 minutes of one-to-one intervention four days a week using *Stepping Stones*. Additional programs include *DaisyQuest* and *Foundations* with two days of reading conferences supported with frequent progress monitoring. The data from Washington County shows that students progressed between 26% and 47% on the DIEBELS screener.

WORCESTER COUNTY

Worcester County implemented ELI grant funded initiatives in three Title I schools. The County used the *100 Book Challenge* and *Foundational Skills Toolkits* to provide science of reading aligned interventions. The Worcester County data shows that between 61% and 86% were on or above grade level as a result of the ELI funded programs.

Status of Effort

Based on stakeholder feedback and student participation data, at the completion of the grant all evidence-based program results were self-reported as effective based on non-standardized, local assessments, and the progress that was documented for students. The ELI interventions provided the time and resources needed to support efforts to narrow opportunity and achievement gaps. LEAs continue to review this information for planning purposes.

During the period of the ELI grant, measurement of growth outcomes was challenging due to the impact of the COVID-19 pandemic. Although the 2021-2022 school year saw a return to the typical in person model, several LEAs reported barriers that were presented during the previous school year. It was reported that the continued risk of the pandemic forced teachers and students to continue to prioritize health and safety standards, including social distancing and the wearing of face coverings. Although these safety and wellness practices were critical to the prevention of illness, they did inhibit learning particularly around phonological and phonemic awareness where articulatory movement and awareness are essential.

Currently, LEAs are sustaining efforts from the ELI grant by utilizing materials, resources, and professional learning opportunities for staff and students. They are also braiding funds from other grants to support these efforts.

The MSDE Title I Office will work with the department's Research Office that will complete a rigorous Evaluation of the Early Literacy Initiative. These ongoing efforts include an in-depth analysis of student level data across LEAs to further assess and validate student results.

Recommendations

MSDE encourages all participating local education agencies (LEA) continue to sustain their early literacy initiatives that were supported by the ELI grant. Although the ELI grant program has ended, program materials have been purchased, and are available for learning, which allows for implementation of these programs beyond the grant cycle. In some LEAs, literacy resources, activities, and Spanish and English texts were purchased for students who participated in the ELI grant to continue their learning. These sustainability strategies will allow a number of LEAs to move forward with improving literacy outcomes in ELI Title I schools.

Many schools who participated in the ELI grant have trained paraeducators and teachers to implement grant interventions, and time for these programs has been built into their regular schedule. MSDE urges that all Title I schools implementing early literacy strategies continue to provide learning opportunities to paraeducators and teachers.

Furthermore, MSDE recommends that LEAs sustain efforts by continuing parent and family engagement activities that include opportunities for families to support their child's literacy at home.

As part of the ongoing commitment to instruction aligned to the research on the science of reading, MSDE encourages LEAs to continue the work that was accomplished through the ELI grant. LEAs are encouraged to use other funding sources such as Title I, Part A, Title II, Part A, and the Maryland Leads grant initiative. With these funds, LEAs can continue to provide targeted supports, evidence-based interventions, and professional development that will align and support the goals of the Maryland 2020 State Comprehensive Literacy Plan.

Finally, as part of an LEA's Initial Blueprint Implementation Plan submission and approval requirements during school year 2022-2023, MSDE has worked to make certain that each LEA is required to present a comprehensive literacy plan aligned to the science of reading to ensure that students are reading by the end of the third grade, and are on a path to become college and career ready by the end of the tenth grade. Each LEA's first iteration of their Initial Blueprint Implementation Plan is due March 2023.

Appendix A



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Keys to
Comprehensive Literacy

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Introduction



What do Frederick Douglass, Thurgood Marshall, Nancy Pelosi, Johns Hopkins, and Francis Scott Key have in common? They all called Maryland home, which is what Maryland is – a home. It may be small in geographical size, but Maryland has always had big plans, from its influence in the nation’s founding, to its defense during the War of 1812, to its creation of the national anthem, and to its continuous drive to propel all Maryland citizens to be their best. Just as Francis Scott Key watched as the resilient soldiers of Fort McHenry defended the country against British attack, today Maryland fights to ensure all its children from birth through grade 12 succeed in school and in life, with attention to the needs of the state’s most disadvantaged children, including children living in poverty, English learners, and children with disabilities. That goal is best realized through advancing pre-literacy skills; reading and writing skills; and the use of technology and technology applications including technology literacy, computer literacy, and informational literacy.

“Once you learn to read, you will be forever free.”

Frederick Douglass, Marylander

Core Beliefs

Maryland has long recognized that for students to be college and career ready, they must have strong literacy skills. Literacy, including the ability to comprehend language and then later text, starts at birth when parents or guardians talk with and read to their children not simply for bonding, but also to help build foundational literacy skills, acquire new vocabulary, and reach developmental milestones. Maryland believes that students need systematic engagement with a variety of texts beginning at birth and continuing throughout their educational journey to high school and college and career. A comprehensive literacy program, including family and community partnerships, provides equitable opportunities for all children and youth, especially those living in poverty, English learners, and those with disabilities.

Vision

The Maryland State Department of Education envisions a world class system supporting the preparation of all students for college, career, and community success to live independent, fulfilling, and productive lives in the 21st century.

Mission

The Maryland State Department of Education provides leadership, support, and meaningful engagement with parents, families, and communities, integration of evolving technologies, and accountability for effective systems of public education, library services, and rehabilitation services with a focus on excellence, equity, and efficiency.

Definition of Literacy

“Literacy is the ability to identify, understand, interpret, create, compute, and communicate using visual, audible, and digital materials across disciplines and in any context. The ability to read, write, and communicate connects people to one another and empowers them to achieve things they never thought possible. Communication and connection are the basis of who we are and how we live together and interact with the world.” (Why Literacy?)

In order to help children develop a strong early literacy foundation and build on those skills, Maryland expanded its approach to literacy by integrating multiple content areas in its definition of literacy. “Disciplinary Literacy is the use of discipline-specific practices to access, apply, and communicate content knowledge, and, in Maryland, it is a shared responsibility. Literacy skills are an important part of every academic discipline; however, each discipline relies on different types of texts, writing styles, and language to convey ideas and learning. For students to be fully prepared for the challenges and expectations of college and career, it is critical that they develop literacy skills in all content areas.” (MDK12) In June 2010, the Maryland State Board of Education adopted the Common Core State Standards for English Language Arts K-12 and Literacy in History/Social Studies, Science, and Technical Subjects 6-12. These standards represent a shift in approaches to reading to clearly identify and include reading and writing standards in the content areas of Science /Technical Subjects and History/Social Studies as companions to the English Language Arts Standards. The Standards specify the literacy skills and understandings required for college and career readiness in each discipline.

Introduction

Maryland's Literacy Initiatives

Maryland's expectations of what children should know and be able to do in language and literacy are defined by three documents: [Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age](#); [Maryland Early Learning Standards](#); and [Maryland College and Career Ready Standards PreK-12 \(MCCRS\)](#).

Healthy Beginnings was developed by the Maryland State Department of Education and articulates the early learning standards for children birth through three-years-old. The document is intended for use by families with, or early childhood practitioners caring for, infants or very young children. It provides information on expectations for pre-literacy and language skills, as well as activities that caregivers can do to begin building those skills at home. *Maryland Early Learning Standards* cover the domains of language and literacy, mathematics, social studies, science, health, physical education, fine arts and social foundations for children from birth through age eight and includes the prekindergarten to grade 2 portion of the *Maryland College and Career Ready Standards (MCCRS)*. The MCCRS were developed by the Maryland Department of Education to align to the K-12 Common Core standards that were adopted in 2010. Prior to the creation of a formal literacy plan, Maryland strategically supported and advanced literacy in the state's 24 local educational agencies (LEAs). In 2004, the state was part of the U.S. Department of Education's *Reading First* initiative to support kindergarten through grade 3 literacy and reading proficiency by third grade. Schools were included in the grant based on high poverty and low reading scores on standardized tests.

Reading First served 43 schools, including 5 non-public schools in Baltimore City and Allegany, Garrett, Prince George's, Montgomery, Baltimore, Dorchester, and Somerset

counties. *Reading First* funds provided local school systems with evidence-based reading programs, professional development, reading coaches, and intervention teachers for schools with students most at risk for school failure. Often, reading instruction was part of the evaluation of all teachers across all content areas. In addition, a cross-divisional state team created a *Response to Intervention (RTI) Framework* to provide guidance to all 24 LSS in the state.

During the initiative (2004–2010), proficiency rates on program outcome measures increased in all LSS and in all three grades levels targeted by *Reading First*. (Table 1)

In 2010, Maryland received a U.S. Department of Education Race to the Top Grant. Under this grant, Maryland continued its focus on literacy and expanded the continuum through grade 12. The Maryland College and Career Ready Curriculum Frameworks and Clarification Statements were developed by Maryland educators. These documents detail for educators the skills necessary for students to demonstrate proficiency in each grade level standard in Reading Literature, Reading Informational Text, Writing, Language, and Speaking and Listening. The MCCRS ELA/Literacy standards are available at [ELA Frameworks](#).

Embedded in MCCRS, teachers in all subject areas are expected to build discipline-specific literacy into daily instruction. The disciplinary literacy standards are intended to support students' mastery of existing content standards in history, social studies, science, or technical subject classrooms by providing real-life applications for critical reading and comprehension skills.

Table 1:
Overall Pass Rates in
Reading First Schools
in Maryland

Percentage of students scoring at proficient levels in reading

	Year 1 (2004-2005)	Year 2 (2005-2006)	Year 3 (2006-2007)	Year 4 (2007-2008)	Year 5 (2008-2009)
Overall	50%	53%	56%	59%	59%
Grade 1	52%	56%	57%	59%	58%
Grade 2	49%	51%	55%	57%	57%
Grade 3	50%	55%	56%	62%	61%

Developing Maryland's Comprehensive Literacy Plan: Making Equity a Priority

Given Maryland's long history of supporting literacy at all levels, beginning in June 2017, the Maryland Literacy Team compiled demographic and trend academic data to evaluate whether existing state-level activities were meeting needs of all children. This led to the Literacy Team's plan to engage in timely and meaningful consultation with a broad range of stakeholders and examine relevant data to determine the needs of students, schools, and/or educators, to find out what local school systems (LSS) and community-based programs have in place, and determine what is needed to ensure equity in literacy is achieved for all of Maryland's children.

In making this guarantee a reality, two surveys were created in June 2017 and distributed to all local education agencies and community-based programs with the goal of gathering feedback regarding literacy needs as the first step in establishing a formal Comprehensive Literacy Plan. The Literacy Team used data from the Comprehensive Literacy Plan Needs Assessment to develop Maryland's Comprehensive Literacy Plan. The surveys generated data from nearly 850 respondents across Maryland, including child care providers, parents, teachers, administrators, directors, coordinators, resource teachers, content coordinators, and grade level experts. Generally, results showed a strong sense of knowledge and application of the MCCRS and Early Learning Standards (Birth to age 8) across settings, with most responses falling in the "agree" and "strongly agree" categories. Areas of need from both the K-12 survey and the Birth to Five survey included the need to include parents, community programs, and other partners within the LSS in professional learning for literacy; and time to plan for or attend literacy meetings and collaborative planning. Finally, when 137 narrative responses were disaggregated to find patterns and trends, the need for additional training and resources became apparent. The Maryland Comprehensive Literacy Plan (CLP), *Maryland Keys to Comprehensive Literacy* was developed based on the results of the needs assessment. In August 2017, MSDE formed a workgroup of stakeholders to review, provide feedback, and edit the draft CLP.

Maryland's continued focus on literacy has afforded the state the opportunity to revisit its Comprehensive Literacy Plan, evaluate its effectiveness in providing districts with the support necessary to move all students toward increased success, and to plan the state's next steps in equity for all students. Maryland Keys to Comprehensive Literacy version

2.0 has been reviewed by stakeholders, has been adjusted based on reflections from the field, and is again offering evidence-based strategies and programs for Maryland children, teachers, administrators, parents, and community members.

Once again Maryland's Comprehensive Literacy Plan is based upon stakeholder feedback, demographic and academic data sets, and latest evidence-based findings. (See surveys in Appendix B.)

Rationale and Theory of Action Keys to Comprehensive Literacy

As a result of Maryland's literacy work as outlined in the CLP, the State has identified another vital component to the development of a student's success in literacy. Based on identified needs, the CLP outlined the following five keys as essential to increased literacy achievement for all students; however, Maryland recognized the need to include Family and Community Partnerships as an additional key as parents and the larger community are pivotal in ensuring student success in school and in life. "Students must have access to a range of supports and opportunities to enhance their learning and development, offered collaboratively through their school and community" (IEL Forward, Kingston and Stroback).

The keys are divided into subsections. In most Keys, the division is arranged from Birth to Age Five, Kindergarten to Grade Five, Grade Six to Grade Eight, Grade Nine to Grade Twelve. The divisions demonstrate Maryland's commitment to literacy development that begins with birth and continues through high school, college, and career.

KEY 1 Instructional Leadership

The leadership on every level (state, local school systems, schools and early childhood programs) must recognize and tap into the needs, strengths, and concerns of the community; the cultural makeup of its citizens; and the equity issues which impact the state, school, and local educational agency. These driving forces of the Comprehensive Literacy Plan are reflected in the leadership, the instruction, and the training that is provided. Components of Instructional Leadership include identifying and encouraging teacher leaders; establishing leadership ladders; providing opportunities for regular literacy meetings, data dialogues, joint planning; and monitoring and assessing progress.

KEY 2 Strategic Professional Learning

Clear, systematic, needs-based professional learning is vital to impact student growth. Maryland's CLP embraces the whole child, from birth to Grade 12. This occurs through strong partnerships with families and guardians, early childhood educators, PreK-12 teachers, higher education faculty and staff members, birth to 5 organizations, and other community stakeholders, as part of a high-quality and sustained system of professional development for educators. Together state and local teams will establish and disseminate needs-based professional learning in a variety of mediums to local educational agencies, K-12 Educators, Birth to 5 programs, and local communities. The team will also establish a system for addressing the needs of individual students through data dialogue, peer coaching, and mentoring.

KEY 3 Continuity of Standards and Evidence-based Instruction:

With the adoption of the MCCRS and the Early Learning Standards, educators have developed an understanding of the progression of standards from birth through 12th grade and across content areas. Working with local school systems, community-based programs, local Early Childhood Advisory Councils, public libraries, and institutions of higher education, Maryland will expand its vision of literacy to include the continuum of birth to grade 12 to engage all groups and to increase alignment. True equity of instruction cannot be achieved until all students receive instruction aligned to standards and delivered with fidelity.

KEY 4 Comprehensive System of Assessments:

Assessments provide information on various forms of instruction, student knowledge, and achievement. A comprehensive system of assessments includes state, local, school, and teacher assessment data. This data is analyzed in collaborative teams using data-dialogue, peer coaching, and mentoring to guide and refine evidence-based instruction. A comprehensive assessment system allows for strategic data-informed decision making to meet the needs of the individual student.

KEY 5 Tiered Instruction and Interventions:

Maryland has adopted regulation for the inclusion of Universal Design for Learning (UDL) in all classrooms. This approach provides choice and individualization for students which, in turn, allows teachers to provide tiered instruction. In addition, Maryland developed a structured Response to Intervention Framework in 2008 that was adopted statewide. The state's tiered system of support will continue to be refined and include all children and will provide enrichment and intervention models to achieve comprehensive literacy for all.

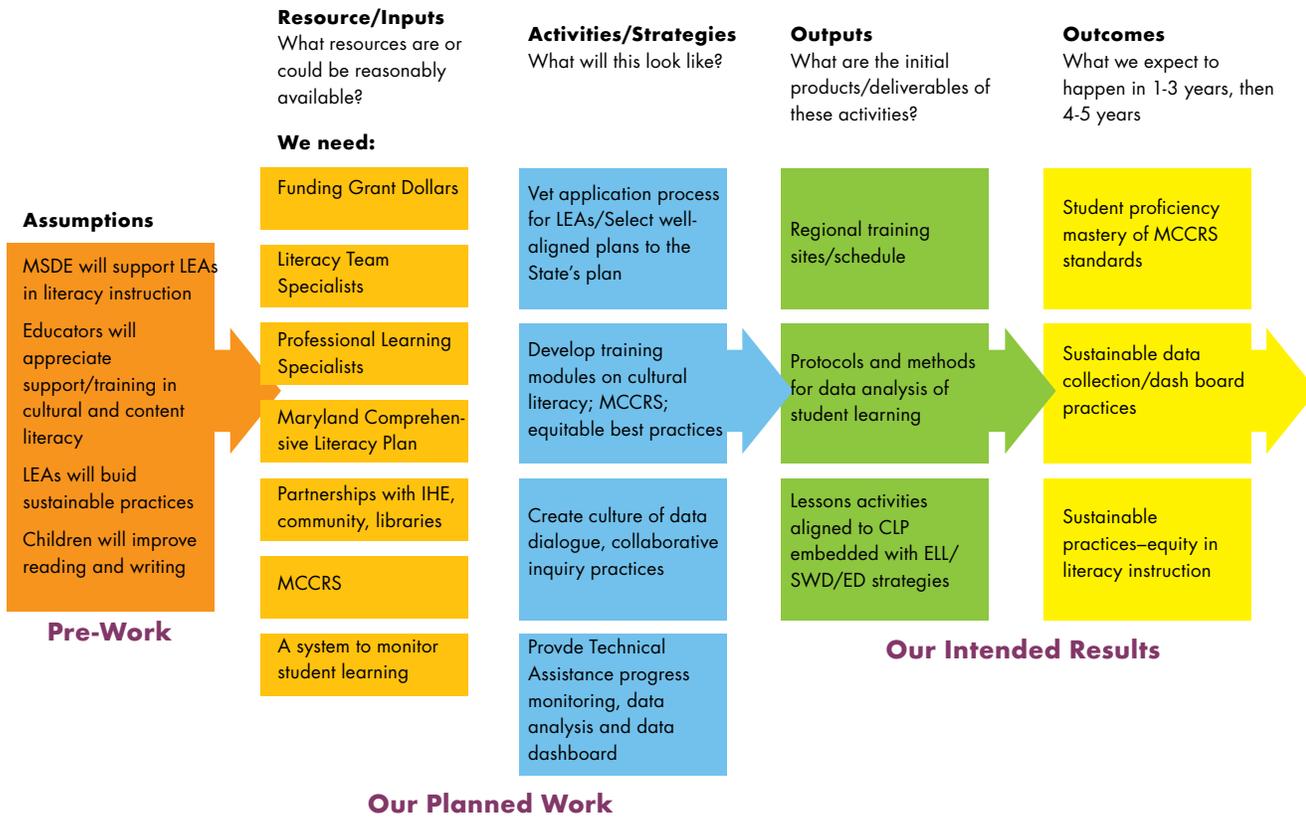
KEY 6 Family and Community Partnerships:

Active parent and community involvement are key components of the success of high functioning elementary and secondary schools. Across diverse economic backgrounds, family and community participation in elementary and secondary schools is associated with greater student success. Educators help families and communities add to their repertoire of strategies for promoting literacy. In order to have the most positive impact on literacy achievement for all students, it is imperative that schools, families, and communities collaborate. Partnerships help schools prepare students for college and careers by offering additional opportunities, supports, and enrichment for young people.

Theory of Action

MSDE will continue to support LSS in identifying positive evidence-based literacy instruction. All six Keys become part of an LSS Comprehensive Literacy Plan and are implemented with fidelity within each school. The program is monitored and adjusted by an instructional leadership team comprised of administrators, teacher leaders, parents, students and community members to meet the diverse needs of children. Structures are in place to sustain the literacy program for all children birth to grade 12, with a focus on disadvantaged groups. Once all educators are trained to enable students to succeed, Maryland's children will improve in reading and writing.

Striving Readers Comprehensive Literacy Program Logic Model



Continuous Improvement Process

Measuring the effectiveness and impact of initiatives and innovations has become a common and ongoing activity by the state. If the impact is positive, an LSS can continue the program with the goal of ensuring replicability and sustainability; yet, if the innovation is not determined successful, then LSS must make improvements or seek assistance from the State, as necessary.

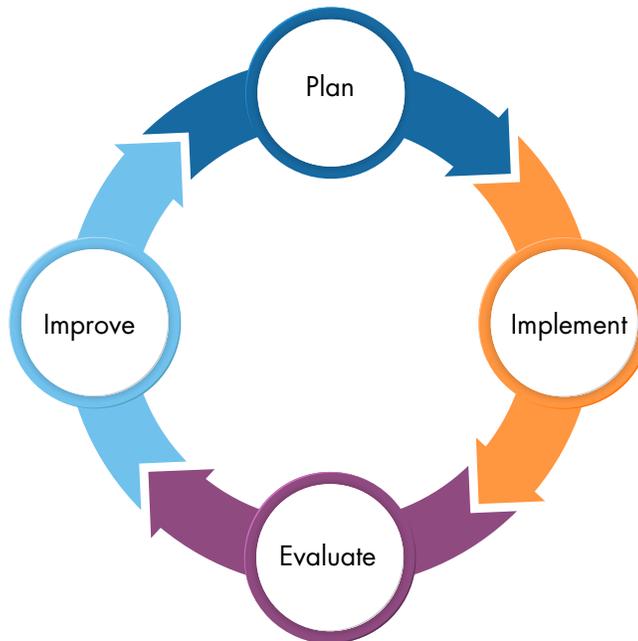
Ensuring educators and educational leaders participate in ongoing training in collecting and using formative and summative data is paramount to ensuring a standardized

approach to data collection. This continuous improvement process (see Figure 3) is iterative and cyclical to identify how baseline data has changed over time. With baseline data collection of ELA/L reading scores and other supporting academic data at the initial stage, the State and participating LSS can verify growth or achievement over time by collecting the same type of data at the mid-year and end-of-year. This process, when implemented with fidelity, can lead to continuous improvement. Sharing this among LSS and schools will lead to a sustainable and successful Comprehensive Literacy Plan.

Continuous Improvement Process

SEA collects literacy data from LEA reports. Based on a risk assessment, additional and appropriate intervals will be added to determine adjustments or refinements to literacy plan and interventions/practices; Determine if methods to measure are effective, recheck goal. Re-assess

Collect baseline data to include: Needs Assessment, State ELA/Literacy scores, research on evidence-based interventions/practices (CSM), Professional Development, tools/resources to measure growth/achievement among disadvantaged student groups.



Collect LEA Literacy Plans to determine goals. CLPs should include how ongoing support will be provided to educators/instructional leaders.

SEA collects program and process data. Check for impact on teaching and student learning. Is there growth or change in student performance? How will this be measured and communicated over time and to whom?

Figure 3:
SEA data collection plan for continuous improvement

Measures of Progress

Performance Outcome

The percentage of participating four-year-old children who achieve significant gains in oral language skills

The percentage of participating fifth-grade students who meet or exceed proficiency on State English Language Arts/Literacy assessments

The percentage of participating eighth-grade students who meet or exceed proficiency on State English Language Arts/Literacy assessments

The percentage of participating high school students who meet or exceed proficiency on State English Language Arts/Literacy assessments

Performance Measure

LSS will determine an evidence-based assessment to gather data to report on four-year-old oral language growth. MSDE currently provides the Early Learning Assessment as an optional performance measure. LSS can choose to use the Early Learning Assessment or another evidence-based assessment.

MSDE will use the Maryland Comprehensive Assessment Program's (MCAP) English Language Arts/Literacy assessment as the performance measure to determine the percentage of participating fifth-grade students who meet or exceed proficiency on a statewide assessment in English Language Arts/Literacy.

MSDE will use the MCAP as the performance measure to determine the percentage of participating eighth-grade students who meet or exceed proficiency on a statewide assessment in English Language Arts/Literacy.

MSDE will use the MCAP as the performance measure to determine the percentage of participating high school students who meet or exceed proficiency on a statewide assessment in English Language Arts/Literacy.

Maryland's Comprehensive Literacy Plan Provides Equity for All

Rigorous Standards and Increasing Diversity

The Maryland College and Career Ready Standards require an increase in the rigor and deep analysis that has driven instructional shifts in English Language Arts/Literacy. Consequently, Maryland replaced its assessment system with the Partnership for Assessment of Readiness for College and Careers (PARCC) with its benchmark administration occurring during SY 2013-14. Maryland used PARCC to determine students' knowledge in reading and writing in grades three through eight, and in grade ten. Kindergarten students are assessed annually using the Kindergarten Readiness Assessment (KRA) in four domains: literacy, mathematics, social foundations, and physical well-being and motor development, generating a composite score indicating readiness for kindergarten.

PARCC and KRA Assessment results have indicated achievement gaps in performance of subgroups of disadvantaged students compared to the performance of all students.

As Maryland prepared to meet more rigorous academic goals through the introduction of increasingly challenging and complex standards, texts and assessments, the State was recognizing the realities of Maryland's changing demographics, including ethnicity, language, and percent of students living in poverty. Shifts in racial and ethnic composition indicate Maryland is a diverse state with minorities accounting for 48.5% of the state's population in 2016. By making equity a priority, Maryland is committed to advancing literacy skills for all children from birth through grade 12. Thus, the State will assist districts in aligning or modifying comprehensive literacy plans with the State plan, with a focus on improving outcomes for disadvantaged children using data, including a needs-based assessment. Beginning in the 2019-2020 school year, Maryland shifted to ELA/L MCAP administration in lieu of the PARCC assessment and will use this data in the same way that the PARCC data had been used.

Strategies to Address the Needs of Disadvantaged Students

State level professional development will include the identification and implementation of evidence-based instructional interventions/programs, data analysis for instructional modifications, and infusion of culturally relevant instructional materials. The LSS instructional program must include frequent, repeated, developmentally-appropriate practices such as:

- instructional strategies in reading and writing across content areas;
- intentional instruction in foundational literacy skills, including print concepts, phonological awareness, phonics and word recognition, vocabulary, and fluency;
- explicit instruction in authentic and purposeful writing;
- high-interest, diverse, high-quality print and non-print materials;
- differentiated instructional approaches, including individual and small group instruction and discourse;
- opportunities for using and developing vocabulary;
- valid and reliable assessments systems, including screening, diagnostic, formative, and summative assessment tools;
- strategies to enhance children's motivation to read and write and children's engagement in self-directed learning;
- principles of universal design for learning;
- professional development around strategies and practices for increased literacy achievement;
- alignment to Maryland College and Career Ready Standards.

Evidence-Based Practices

The term "evidence-based practices" is used frequently in Maryland's Comprehensive Literacy Plan. These practices are different from research-based practices in a vital way: research-based means there are theories behind the strategies or practices, but the research is simply in theory and not supported through proof. Evidence-based practices are proven effective and have the support to back them up. According to Every Student Succeeds Act (ESSA), the definition of "evidence-based" activities, strategies, and interventions is as follows:

An "evidence-based" activity, strategy, or intervention:

- demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on [one of three levels of evidence, or]
- demonstrates a rationale based on high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes.

Introduction

LEVEL 1 strong evidence

At least 1 well-designed and well-implemented experimental study (i.e. randomized) links the activity to the outcome

LEVEL 2 moderate evidence

At least 1 well-designed and well-implemented quasi-experimental study (i.e. matched) links the activity to the outcome

LEVEL 3 promising evidence

At least 1 well-designed and well-implemented correlational study with statistical controls for selection bias links the activity to the outcome

US Ed's definition of "evidence-based" includes three levels of evidence specific to the activity

LEVEL 4 under evaluation

There is a rationale based on other high-quality research findings or positive evaluation that the activity, strategy, or intervention **is likely to** improve other relevant outcomes; and

There are ongoing efforts to examine the effects of such activity, strategy, or intervention.

US Ed's definition of "evidence-based" activities not yet supported by specific evidence

All practices used to support students must meet Level 1, 2, 3, or Level 4 with ongoing efforts to examine the effects on student outcomes.

Works Cited

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KEY 1

Instructional Leadership



Maryland's
Keys to
Comprehensive Literacy



KEY 1 Instructional Leadership

Purpose

The intent of this key is to develop instructional leaders who are knowledgeable about evidence-based literacy practices and can analyze the strengths and needs of the school and its community. Instructional leaders articulate clear goals, encourage innovation, support professional development and collaboration, and monitor teaching and learning. Leaders will implement a system for effective school wide literacy instruction that will narrow achievement gaps.

Birth to Grade Twelve

Instructional leaders should be provided with the knowledge and resources to build effective collaborative literacy initiatives beginning at birth and continuing through grade twelve.

Birth to Age Five System of Early Care and Education

Support for leaders can include the following:

- the blending of multiple funding sources such as Preschool Development Grants, Child Care Development Funds, and Title I, IIA, and Title III funds to support literacy;
- the identification of community-based child care providers' professional development needs to create a plan for feeder system capacity building;
- the identification of community child care and Head Start program staff to participate in joint professional learning opportunities with public school prekindergarten and kindergarten teachers;
- the creation of Professional Learning Communities (PLCs) that include prekindergarten teachers, EL teachers, special educators, and literacy staff to foster collaborative learning, analyze prekindergarten data and kindergarten readiness data to determine progress of individual students and school / system wide programs, and to make evidenced-based decisions to provide support and/or intervention to students with literacy achievement gaps;
- collaboration with and resources from a variety of organizations to support dual language learners (English learners who range in age from birth through five years old and who are learning two or more languages), and their families and guardians;
- methods to work with public libraries and community resources to build literacy;
- models of world language immersion programs to support the literacy development of ELs and native English speakers (Thomas & Collier, 2012);
- collaboration with local Early Childhood Advisory Councils (ECAC) and local educational agency and school leaders in the implementation of the local ECAC's literacy and family engagement campaigns; and
- collaboration with the public libraries' family engagement efforts to bring parents into literacy rich environments.

Kindergarten to Grade Five

Support for leaders can include the following:

- implementation of effective analysis of literacy screening, diagnostic, progress monitoring, and outcomes data for each student to differentiate instruction and provide any needed supports for learning;
- development of a School Progress/School Improvement Plan which includes literacy goals based on data analysis for the coming school year and input from the students, families, and community partners that are representative of targeted student groups- English Learners, Students with Disabilities, and Economically Disadvantaged Students;
- development and implementation of a coaching model to support teachers' use of evidenced-based instructional strategies and supports;
- methods to work with public libraries and community resources to build literacy;
- creation of Professional Learning Communities to support professional development of staff in the use of evidenced-based instructional strategies and supports;
- identification of evidence-based high-quality literacy curriculum to be implemented with fidelity, and ongoing progress monitoring;
- collaboration and resources that promote the language development of English Learners (ELs) and support the students' home languages;
- models of world language immersion programs to support the literacy development of ELs and native English speakers;
- effective School Progress/School Improvement Plans which are designed to reflect the needs of the school population; and
- ways to address the equity and access issues that exist for students, families, and stakeholders.

Grade Six to Grade Eight

Effective leadership in upper grades targets literacy as a school priority and communicates a vision for embedding literacy across disciplines—a vision where, every day in every classroom, adolescents are reading, writing, and talking about print and nonprint materials. To achieve this vision, principals build learning communities and structure opportunities for school wide collaborative learning.



KEY 1

Areas to consider include:

- provide and protect time for teacher teams to meet regularly to study the Maryland College and Career-Ready Standards, analyze student data and work products, plan instruction, reflect on instructional practices, and determine instructional modifications;
- engage the entire school in a cohesive literacy plan for helping all readers to improve their literacy skills;
- create opportunities for teachers to collaborate across disciplines;
- create methods to work with public libraries and community resources around literacy initiatives;
- provide teachers with job-embedded professional learning opportunities specific to their professional goals and responsibilities; and
- include reading/literacy specialists or literacy coaches as integral members of the learning community.

Support for leaders can include the following:

- effective Student Services Teaming (SST) to ensure standardized data collection, and implementation/documentation of recommended evidence-based practices, with progress monitoring;
- strategic planning for instructional leadership teams within a school to meet monthly;
- ways to use the School Progress/School Improvement Plan in instructional decision making;
- regular data sharing with school administrators and with local educational agency level representatives regarding literacy;
- strategies for growth, as developed in grade-level teams;
- supports for team leaders who meet with resource teachers from curriculum offices to meet the needs of all students;
- best practices for formal and informal observations;
- feedback that is grounded in the goals of the School Progress/School Improvement Plan;
- professional learning within the school and within a local educational agency that is based on the goals outlined in the School Progress/School Improvement Plan;
- resources that enhance language development and access to grade-level content for ELs;
- models of world language immersion programs to support the literacy development of ELs and native English speakers;
- fostering relationships with students, parents, and community members; and

- methods to work with public libraries and community resources around literacy initiatives.

Grade Nine to Grade Twelve

Adolescents deserve a culture of literacy in their schools and a systematic and comprehensive programmatic approach to increasing literacy achievement. School leaders play an important role in supporting efforts across disciplines to integrate appropriate adolescent literacy instruction. Effective leadership is essential for creating a safe school climate that supports students' literacy development, and provides an encouraging and culturally relevant climate.

Areas to consider include the following:

- engage the entire school in a cohesive literacy action plan for helping struggling readers close their literacy achievement gap;
- engage and challenge all readers to use and adapt literacy skills and strategies to meet their needs in different contexts;
- create opportunities for teachers to collaborate across disciplines;
- provide teachers with job-embedded professional learning opportunities specific to their professional goals and responsibilities; and
- include reading/literacy specialists or literacy coaches as integral members of the learning community.

Support for leaders can include the following:

- the formation of teams consisting of school administrators, content leaders and specialists, special education leaders, EL leaders, and school counselors;
- designs for a strategic plan to improve literacy based on the goals of the School Progress/School Improvement Plan;
- informal and formal observation tools to provide teachers with regular feedback and support;
- resources that enhance language development and access to grade-level content for EL.
- methods for developing literacy skills in English as well as other languages;
- models of world language immersion programs to support the literacy development of EL and native English speakers;
- methods for fostering relationships with students, parents, and community members; and
- methods for working with public libraries and community resources around literacy initiatives.
- methods for working with public libraries and community resources around literacy initiatives.

Established Programs/Initiatives

The State Superintendent of Schools has established the Office of Leadership Development and School Improvement to provide targeted support to Maryland's lowest-performing schools and to foster the growth of effective leaders. The office provides in-school professional learning experiences to future and current school leaders that focus on the skills and knowledge required to be successful in the principalship. This shared leadership structure within the school building aims to lessen the burdens of principal displacement and re-assignment. The flagship programs in the Office of Leadership Development and School Improvement are the Aspiring Leaders Institute and the Governor's Promising Principals Academy. Both programs provide intensive yearlong training with job-embedded professional learning experiences that are designed to support local school systems in strengthening the leadership pipeline.

School teams, led by principals, attended the 2017 Summer Symposia for Pre-K to Grade 2 along with community-based childcare provider representatives. Participants learned about recent brain research to enhance their knowledge of developmentally appropriate Essential Instructional Practices (EIP). The monthly Principals' Newsletter is disseminated to leaders across the state to share professional learning opportunities offered both virtually and face-to-face.

Goals to Support Instructional Leadership

The leadership on every level (state, local school systems, schools and early childhood programs) must recognize and tap into the needs, strengths, and concerns of the community; the cultural makeup of its citizens; and the equity issues which impact the state, school, and local educational agency. These driving forces of the Comprehensive Literacy Plan are reflected in the leadership, the instruction, and the training that is provided. Components of Instructional Leadership include identifying and encouraging teacher leaders; establishing leadership ladders; providing opportunities for regular literacy meetings, data dialogues, joint planning; and monitoring and assessing progress. The Maryland State Department of Education has established the following goals to support the Comprehensive Literacy Plan:

- Develop instructional leaders who are knowledgeable about evidence-based literacy practices;
- Support LSS in analyzing the strengths and needs of the school and its community;
- Support LSS and the members of the System of Early Care and Education in developing strategies for monitoring teaching and learning;
- Participate in multi-state collaboratives and provide supports from these collaboratives to LSS; and
- Support instructional leaders in promoting culturally responsive teaching.

Enhancements/Improvements for LSS to Consider

The State encourages LSS to form literacy teams at the school level and meet as a vertical team by feeder school to establish some continuity in literacy goals and strategies. An EL teacher

would be assigned to the same cluster of feeder schools to best support the needs of that specific population and to build relationships with providers part of the system of early childhood education and teachers from PreK-12. Childcare providers and Head Start teachers could also be invited to participate at the elementary level. Elementary school leadership participating in local Early Childhood Advisory Council meetings and literacy initiatives can help build coherence from Birth-Grade 5. This would provide community members and parents with a forum to have a more open dialogue with all stakeholders regarding students' needs. Additionally, collaboration between feeder schools on the elementary, middle, and high school levels, including general and special education, should be a required intervention as part of the School Progress/School Improvement Plan, facilitated by the individual school and local educational agency leaders. Through learning walks and collaborative data analysis, teachers will be more equipped to design instruction that is tailored to the specific needs of students and ease the student transition instructionally from child care programs to elementary, middle, and high schools.



KEY 2

Strategic Professional Learning



Maryland's
Keys to
Comprehensive Literacy



KEY 2 Strategic Professional Learning

Purpose

Clear, systematic, needs-based professional learning is vital to impact teacher and student growth, and occurs through strong partnerships with families and guardians, early childhood providers and general and special educators, PreK-12 teachers, higher education faculty and staff members, birth to 5 organizations, and other community stakeholders, as part of a high-quality and sustained system of professional learning. Together, state and local teams will establish and facilitate needs-based professional learning in a variety of mediums to local educational agencies, PreK-12 educators, birth to 5 programs, child care teachers and directors, and local community groups that support families. Teams will also establish a system for addressing the needs of individual students through data dialogue, peer coaching, progress monitoring and mentoring.

Maryland Birth to Grade 12 Programs/Initiatives

Child Care Credentialing

To promote high quality literacy and language acquisition for early learners, MSDE supports professional development in the early childhood community by training the state-approved Child Care trainer pool on current literacy research and best practices in order for them to train early childhood educators and staff effectively. Professional development includes information on evidence-based, culturally relevant literacy practices, implementing state-approved curriculum, implementing evidence-based interventions, and supporting families in developing the child's literacy skills.

Statewide Professional Learning Focused on Early Learning

Statewide professional learning opportunities will focus on supporting all school and community staff including, principals, assistant principals, child care and Head Start Directors, and teachers of early learners by providing professional development on essential practices related to research, skills, and strategies to increase student achievement and close achievement gaps as early as possible. Professional learning topics will include:

- research on the brain development of young children;
- developmentally appropriate instruction;
- impact of PreK-2 instruction on future learning;
- needs assessments;
- personalization;
- data analysis;
- peer coaching; and
- mentoring.

Professional Learning Program for Maryland Educators

The program acknowledges the dedication of Maryland educators to advance best practices aligned to the Maryland College and Career-Ready Standards. This program allows Maryland educators to document and manage their own professional learning by choosing activities based upon their professional needs aligned to the needs of their students. The program also enables Maryland educators to earn Maryland State Continuing Professional Development (CPD) credit for those activities.

Professional Learning Online Courses

Maryland offers online courses for Maryland educators at every level through the eConnect portal [Maryland Blackboard Professional Learning Courses](#).

Maryland Teacher Leadership Summit

The Maryland Teacher Leadership Summit is designed to promote and develop teacher-led initiatives across the state. Modeled after the successful National Teach to Lead Summit, the Maryland event:

- spotlights and supports a group of teacher-led initiatives
- spotlights and supports a group of teacher-led initiatives across Maryland;
- provides teacher-led teams with hands-on training to refine program models, identify supports, and communicate initiatives to key stakeholders; and
- promotes teacher leadership among key local systems-level stakeholders, including superintendents, principals and national and local partners who advise and support teacher-led teams to refine innovative proposals.

Maryland Go Open

Maryland will share free openly licensed digital resources with all stakeholders. This effort will:

- identify current and relevant quality resources that support UDL practices;
- verify accessibility of resources;
- reduce redundancy of efforts;
- provide engaging and interactive resources;
- support personalized teaching and learning; and
- provide anytime, anywhere access.

As a #GoOpen state, Maryland will:

- adopt/implement a statewide technology strategy that includes the use of openly licensed resources;
- develop and maintain a statewide repository;
- publish OER resources to the Learning Registry;
- participate in a community of practice; and
- create a webpage to share the commitment to and progress for #GoOpen.



KEY 2

Maryland Collaborative Model for Peer Coaching

The Maryland Collaborative Model for Peer Coaching (MdCMPC) is an effort designed to spread a culture of professional growth by empowering teachers to use their expertise without leaving the classroom. A statewide, teacher-developed peer coaching model has been created that can be customized for local educational agencies and schools for improving 21st century teaching practices, supporting deeper learning, and fostering collaboration.

EdCamp

Colleagues join together to collaborate and create innovative professional learning. EdCamp is comprised of sessions that are determined by participants on the day of the event. Everyone is both a learner and a leader. Anyone can be a presenter or facilitator. Participants are encouraged to join and lead sessions that meet their unique needs as educators.

Formative Assessment for Maryland Educators (FAME)

FAME is a yearlong collaborative professional development process that consists of five self-study modules, application activities, communities of practice, leadership support, and support from the MSDE formative assessment specialists. The goals of FAME are to encourage and support teacher reflection and dialogue around the topic of formative

assessment, help teachers revise and refine their current practices within their own classrooms and schools, and create lasting change in schools and LSS.

Curricular Support Materials Collaborative

The Maryland District Curricular Support Materials Collaborative (CSM) aims to foster peer-to-peer networking and sharing of information about curricular resources across local educational agencies. By using an online tool, Maryland content supervisors can quickly and easily identify vetted materials.

Classroom Focused Improvement Process

The Maryland Classroom Focused Improvement Process is a statewide protocol for school-based collaborative teams to conduct strategic data analysis and data dialogue to guide instruction using a six-step process for increasing student achievement. The process is planned and carried out by teachers meeting in grade level, content, or vertical teams as a part of their regular lesson planning cycle.

Initiatives and Participation

Current Professional Learning Initiatives	Statewide Educator Participation
Child Care Credentialing	10,751 Individuals Trained (Jan.–Mar. 2017)
Statewide Pre-K – Grade Two Educator Symposia	964 Educators (Summer 2017)
Blackboard Professional Development Online Courses	238 Educators (Spring 2016 - Spring 2017)
Maryland Teacher Leadership Summit	52 Educators
Maryland Go Open	Educators statewide (February 2016-ongoing)
Maryland Collaborative Model for Peer Coaching	98 Educators
EdCamp	325 Educators
Formative Assessment for Maryland Educators (FAME)	1955 Educators (Fall 2017-Spring 2018)
Curricular Support Materials Collaborative	2017-present
Classroom Focused Improvement Process	Ongoing

Goals for Strategic Professional Learning

Maryland's CLP embraces the whole child, from birth to Grade 12. A high-quality and sustained system of professional learning occurs through strong partnerships with families and guardians, early childhood educators, PreK-12 teachers, higher education faculty and staff members, libraries, birth to 5 organizations, and other community stakeholders. Together state and local teams will establish and disseminate needs-based professional learning in a variety of mediums to local educational agencies, K-12 Educators, Birth to 5 programs, and local communities.

The Maryland State Department of Education has established the following goals to support the Comprehensive Literacy Plan:

- Create a high-quality and sustained system of professional learning;
- Build preservice and in-service teacher capacity;
- Support job-embedded, peer-to-peer professional learning; and
- Develop a statewide understanding of culturally responsive teaching practices.

Enhancements/Improvements for LSS to Consider

Support from English for Speakers of Other Languages (ESOL) programs, special education offices, and Title I should be given to individual schools as needed and as requested by the school administrators. More frequent learning walks by these offices and other support specialists, as well as strategic planning time to meet with teams of teachers would promote regular professional development and timely feedback that is specifically tailored to the literacy needs of that specific school or grade level. These specialists could also coordinate with LSS and community-based programs to professional learning for childcare, Head Start, parents, and community members, utilizing parent advocates, interpreters, and support personnel.



KEY 3

**Continuity of
Standards-based
Instruction**



Maryland's
Keys to
Comprehensive Literacy



KEY 3 Continuity of Standards-based Instruction

Purpose

Working with local school systems, community-based programs, local Early Childhood Advisory Councils, public libraries, and institutions of higher education, Maryland will expand its vision of literacy to include the continuum of birth to Grade 12 to engage all groups and to increase alignment.

Birth to Grade Twelve

Birth to Age Five System of Early Care and Education

Young children need to be engaged in language and literacy interactions throughout the day. These activities should be occurring through everyday experiences such as communicating with friends and family, traveling in the car or through the neighborhood, and through daily household activities. They also need to be read to and have opportunities to discuss the text and the vocabulary, opportunities to explore pretend reading, and engage in open-ended questions and talk. As children move into prekindergarten, classroom activities should build phonemic awareness, print concepts, initial alphabet knowledge, and language comprehension, including vocabulary knowledge, background knowledge, and knowledge of text and sentence structures. All these activities should occur through natural opportunities including play-based or center-based learning.

To promote continuity of standards-based instruction, MSDE will continue to:

- strengthen partnerships among system of early care and education and local educational agencies;
- identify and promote alignment of curriculum with Maryland College and Career Ready Standards and Early Learning Standards across content areas;
- increase collaboration with the Offices of Special Education and ESOL Programs; and
- provide appropriate accommodations and curriculum resource suggestions to meet the literacy needs of all students.

Kindergarten to Grade Five

Literacy knowledge and skills developed in kindergarten through third grade predict later literacy achievement. Classroom instruction can have an enormous impact on the development of literacy knowledge and skills. The instruction in these early grades, especially K-2nd grade should reflect developmentally appropriate instruction that allows for play-based, center-based, and or project-based learning. Kindergarten should build on those same areas that began in prekindergarten, including moving from initial alphabet knowledge to full alphabet knowledge and from phonological awareness to phonemic awareness. Beginning around 1st grade, children should also begin building fluency in context and automatic word recognition. Students in grade two begin

understanding general and specific purposes for reading. In grades three to five, students also need to build knowledge of the strategies for reading. To promote continuity of standards-based instruction, MSDE will continue to:

- identify and promote alignment of curriculum with Maryland College and Career-Ready Standards and Early Learning Standards across contents;
- increase collaboration with the Offices of Special Education and ESOL Programs; and
- provide appropriate accommodations and curriculum resource suggestions to meet the literacy needs of all students.

Grade Six to Grade Eight

Adolescents need many opportunities to work with print and nonprint materials to make meaning and build relationships in their academic and social worlds. The Maryland College and Career-Ready Standards (MCCRS) provide a shared interdisciplinary approach to ensure middle school students meet the end-of year-expectations that will enable them to be college and career ready. To support adolescent literacy development successfully, we must provide access to engaging and motivating content and instruction to support their continued development.

Areas to consider include the following:

- provide opportunities for adolescents to work with print and nonprint materials;
- offer web-based learning experiences;
- provide appropriate professional development for middle school educators;
- implement assessment methods that allow students to demonstrate strengths as well as needs; and
- differentiate instruction to include culturally responsive pedagogy as our classrooms become increasingly diverse learning environments.

In order to promote alignment of standards-based instruction, MSDE will continue to:

- identify and promote alignment of curriculum with Maryland College and Career Ready Standards for English Language Arts/Literacy across contents;
- increase collaboration with the Offices of Special Education and ESOL Programs
- provide appropriate curriculum resource suggestions to meet the literacy needs of adolescent students; and
- collaborate with institutions of higher education that prepare teachers to include literacy standards with those that guide content preparation in their courses.



KEY 3

Grade Nine to Grade Twelve

Adolescents have many interests and opportunities that involve some form of literacy experiences, including the use of traditional print materials, the Internet, social media, instant messaging, texting, video games, and reading and writing in the workplace. The academic literacy demands required in school need to connect with the literacy practices in adolescent's lives. The Maryland College and Career-Ready Standards (MCCRS) provide a shared interdisciplinary approach to ensure high school students meet the end-of-year expectations that will enable them to be college and career ready.

Content area teachers play a key role in building the disciplinary knowledge and strategy use that will help students learn from complex discipline specific print and nonprint materials.

Areas to consider include the following:

- encourage collaboration between teachers with expertise in literacy and all content areas inclusive of the academic disciplines, the performing arts, and the technical subject areas;
- include the use of traditional and non-traditional print materials, including the Internet, social media, instant messaging, texting, and video games, all of which can be used as tools for understanding academic content as well as forming social relationships; and
- differentiate instruction to include culturally responsive pedagogy as our classrooms become increasingly diverse learning environments.

In order to promote alignment of standards-based instruction, MSDE will continue to:

- promote alignment of curriculum with Maryland College and Career Ready Standards for English Language Arts/Literacy across contents;
- increase collaboration with the Offices of Special Education and ESOL Programs;
- provide appropriate curriculum resource suggestions to meet the literacy needs of adolescent students; and
- collaborate with institutions of higher education that prepare teachers to include literacy
- standards with those that guide content preparation in their courses.

Established Programs/Initiatives

The Maryland College and Career Ready Standards Curriculum Frameworks were developed by Maryland educators to unpack the Common Core State Standards and identify the essential skills and knowledge that a student would need to master the grade specific standards. The Frameworks are intended to guide the development of standards-aligned curriculum and to foster a continuum of developmentally appropriate instruction. Along with the MCCRS Clarifications documents, these teacher-developed resources help build common understandings and valuable insights into what a student must know and be able to do to demonstrate proficiency with the standards. With the MCCRS Standards, teachers in all subject areas build discipline-specific literacy into daily instruction. Maryland's disciplinary literacy framework identifies essential skills for accessing, analyzing, and evaluating content-rich informational texts and presenting evidence-based conclusions in argumentative and explanatory writing, emphasizing research. The disciplinary literacy standards are not meant to replace existing content standards in the history, social studies, science, or technical subject classrooms, but rather to support them. Library Media Specialists continue to build strong partnerships with local libraries to provide students with reading and research opportunities that support the growth of all learners. Elementary schools with Judy Centers are using text and email to promote active family engagement with literacy skill development. Programs like Raising a Reader have been implemented in elementary schools in Pre-K classrooms using previous Race to the Top funds.

Goals for Continuity of Standards-based Instruction

Working with local school systems, community-based programs, local Early Childhood Advisory Councils, public libraries, and institutions of higher education, Maryland will expand its vision of literacy to include the continuum of birth to Grade twelve education to engage all groups and to increase alignment. True equity of instruction cannot be achieved until all students receive instruction aligned to the standards and delivered with fidelity. The Maryland State Department of Education has established the following goals to support the Comprehensive Literacy Plan:

- Expand the vision of literacy to engage all groups to include the continuum of birth to grade five and the alignment from grade six through grade twelve;

- Form a Curriculum Support Materials (CSM) Collaborative to review and catalog instructional materials in use;
- Support districts in implementing the Early Learning Standards and Maryland Content Standards;
- Increase knowledge of effective, evidence-based literacy instruction for all students; and
- Participate in multi-state collaboratives and provide instructional supports from these collaboratives to LSS.

Enhancements/Improvements for LSS to Consider

Additional time needs to be allotted for vertical team co-planning so that teachers from the pre-school, elementary, middle, and high school levels can collaborate and share evidence-based practices as students transition from one school to the next. Additional time also must be allotted for teachers to plan across content areas and to collaborate with other schools with similar populations to share best practices. Literacy teams need to be clearly established within the school and these teams need to collaborate with others on the local school system and state level to review curriculum, share best practices, and ensure alignment and rigor to the standards and ensure a deeper understanding of what the standards intend to achieve. LSS could consider adding secondary reading coaches in each middle and high school to support teachers' understanding of the standards and the alignment of reading instruction from grade level to grade level and to address the needs of diverse learners. Elementary level teams should also provide opportunities to include childcare and Head Start members and should partner with their local Early Childhood Advisory Councils to participate in local literacy campaigns and promote outreach efforts to engage parents. Models of schools and programs successfully using evidence-based online literacy apps and resources should be shared with LSS, childcare, and Head Start programs.



KEY 4

Comprehensive System of Assessments



Maryland's
Keys to
Comprehensive Literacy



KEY 4 Comprehensive System of Assessments

Purpose

A comprehensive system of assessments includes state, local, school, and teacher assessment data. A comprehensive system of assessment allows for strategic data-informed decision making to meet the needs of the individual student and should include the appropriate balance of screening tools, diagnostic tools when needed, progress monitoring of students receiving interventions, and tools to measure outcomes.

A comprehensive system of assessment also includes a formative assessment process. The Chief Council of State School Officers (CCSSO) defines the formative assessment process as follows: "Formative assessment is a planned, ongoing process used by all students and teachers during learning and teaching to elicit and use evidence of student learning to improve student understanding of intended disciplinary learning outcomes and support students to become more self-directed learners." Further guidance from CCSSO recommends that effective use of the formative assessment process requires students and teachers to integrate and embed the following practices in a collaborative and respectful classroom environment:

- clarifying learning goals within a broader progression of learning;
- eliciting and analyzing evidence of student thinking;
- engaging in self-assessment and peer feedback;
- providing actionable feedback; and
- using evidence and feedback to move learning forward by adjusting learning strategies, goals or next instructional steps.

Maryland began mandating testing in the late 1980s. The data gathered from those initial assessments guided the improvement of instruction for students across the state. As students mastered the standards that had been established, educators realized that the standards needed to be raised, and as a result, Maryland began developing a system of assessments that reflected increased academic standards. See the chart below for the history of Maryland assessments.

Previous Maryland Assessments

Assessment	Birth to Age Five	K - Grade Five	Grade Six-Grade Eight	Grade Nine - Grade Twelve
Maryland Model for School Readiness (MMSR)		Last administered to 2013-2014 kindergartners		
MSA		Administered in grades three through five	Administered in grades six through eight	
Maryland Functional Testing Program (MFTP)				Last administered in 2003-2004
Maryland High School Assessments (HSA) English and math				In 2013, the algebra and English assessments were replaced with PARCC exams to align with MCCRS.
PARCC		Last administered to grades three through five in spring 2019	Last administered in Grades 6-8 in spring 2019	Last administered in high school in spring 2019

Current Birth to Grade 12 Assessments

Early Learning Assessment

The Early Learning Assessment is a formative assessment tool available to all child care, Head Start, and LEAs for use with children from 36-72 months.

Kindergarten Readiness Assessment

The new Maryland College and Career-Ready Standards raised the bar for all school-age students, including kindergartners. As a result, in 2014 Maryland developed Ready for Kindergarten (R4K), Maryland's Comprehensive Early Childhood Assessment System under the Race to the Top Early Learning Challenge Grant in partnership with MSDE, the Johns Hopkins University Center for Technology in Education, the Ohio Department of Education, the Connecticut State Department of Education, and West-Ed based on Maryland's Prekindergarten standards. The R4K system helps identify the supports children need to be successful in school. R4K data is used to inform teachers, families, schools, programs, and the state so together we can meet the needs of every child. R4K has two components:

- *Early Learning Assessment (ELA)* (36 to 72 months) measuring the learning progress of young children in seven domains of learning – social foundations, language/literacy, mathematics, physical well-being and motor development, science, social studies, and the fine arts.
- *Kindergarten Readiness Assessment (KRA)* measuring school readiness in four domains – social foundations; language/literacy, mathematics, and physical well-being and motor development.



KEY 4

The KRA is the required state assessment measuring kindergarten readiness and given during the first 6 weeks of school. Every jurisdiction must assess, at minimum, a representative sample of entering kindergarteners. Twelve jurisdictions chose to conduct a census administration in the 2017-2018 school year, assessing all entering kindergarteners. In the 2019-2020 school year, 18 of the 24 LSS in Maryland chose to provide census scoring to all kindergarten students, four more than last year, assessing 65% of all entering kindergarteners. This is an increase from 2018-2019, when only 39% of entering kindergarteners were assessed.

KRA Administration Type by Jurisdiction		
LSS	CENSUS	SAMPLE
Allegany County	✓	
Anne Arundel County	✓	
Baltimore City	✓	
Baltimore County		20%
Calvert County		25%
Caroline County	✓	
Carroll County		31%
Cecil County	✓	
Charles County	✓	
Dorchester County	✓	
Frederick County		32%
Garrett County	✓	
Harford County		31%
Howard County	✓	
Kent County	✓	
Montgomery County		12%
Prince George's County	✓	
Queen Anne's County	✓	
St. Mary's County	✓	
Somerset County	✓	
Talbot County	✓	
Washington County	✓	
Wicomico County	✓	
Worcester County	✓	

The KRA provides information regarding school readiness levels, making it possible to determine if entering students have the knowledge, skills, and abilities required to succeed in kindergarten. The KRA can:

- provide student level data by giving teachers rich information about each assessed child's knowledge, skills, abilities, and learning needs;
- inform families through the Kindergarten Readiness Assessment Individual Student Report (ISR) which is provided to the family of every assessed child;
- instruct community leaders and policy makers by gathering important information about how well-prepared their children are for kindergarten; and
- advise school leaders and early childhood programs by offering schools and programs information about the learning needs of assessed children.

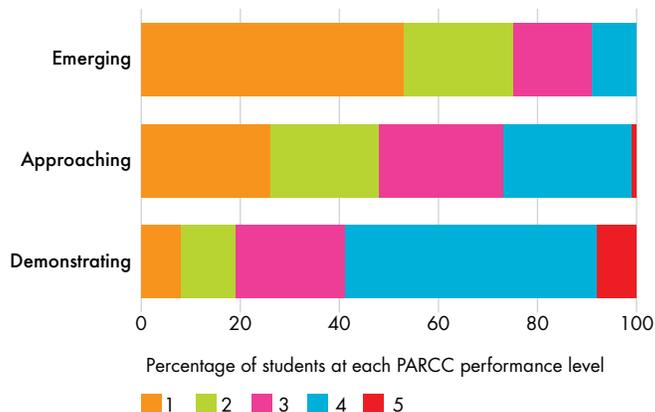
The KRA also identifies the individual needs of children, enabling teachers to make informed instructional decisions and produces reports for children with disabilities that align with Maryland's online Individualized Education Plan (IEP) system.

The implementation of the KRA and the PARCC assessments has provided the opportunity to study student achievement from kindergarten to grade 3. The results of a correlation study conducted by REL- Mathematica to compare Kindergartners KRA performance on the 2014 KRA with their performance on the 2017-2018 PARCC. The result indicate KRA has predictive validity. As indicated, over half of the students identified as Emerging students in Reading were still at a PARCC level 1 in grade 3 and fewer than 10% reached a level 4 or 5. Statewide, one in five Kindergartners are at an Emerging level each year (20%). This study has buoyed

Meets or Exceeds Expectations 2016-2017				
Student Level	All Students	Special Education Students	English Learners	Economically Disadvantaged Students
Students	40%	19%	16%	27%
Grade 3 (PARCC ELA/L)	39.8%	10.4%	6.5%	21.4%
Grade 4 (PARCC ELA/L)	41.9%	8.4%	3.1%	23.2%
Grade 5 (PARCC ELA/L)	41.4%	6.7%	1.6%	22.9%
Grade 6 (PARCC ELA/L)	38.4%	5.1%	1.5%	19.4%
Grade 7 (PARCC ELA/L)	43%	5.9%	2.3%	23.2%
Grade 8 (PARCC ELA/L)	38.9%	4.7%	1.5%	20%
Grade 10 (PARCC ELA/L)	50.7%	10%	2.5%	29.1%

the drive to determine what kind of instruction, support, and intervention is happening, the effectiveness of the work, and ways to improve the academic trajectory for Emerging students.

Percentage of students at each grade 3 Partnership for Assessment of Readiness for College and Careers (PARCC) reading performance level, by Kindergarten Readiness Assessment (KRA) readiness level



PARCC performance levels are defined as
 1=Did Not Meet Expectations
 2=Partially Met Expectations
 3=Approaching Expectations
 4=Met Expectations
 5=Exceeded Expectations

Source: Administrative data provided by the Maryland State Department of Education, 2014/15 to 2017/18

PARCC/MCAP ELA/L

The PARCC tests, which resulted from the PARCC Consortium created through a multistate collaborative effort, were considered end-of-course exams. For students in grades three through eleven, PARCC assessments were given toward the end of the school year. For the English test, students read passages from real texts (fiction and nonfiction) and sometimes watched videos or listened to audios. Students wrote, using what they had learned from the passages and multimedia to support their arguments. For students in high school, PARCC assessments were typically given to students after they completed most of Algebra 1, geometry, or Algebra 2 in math and their 10th or 11th grade English course. The PARCC tests in English Language Arts/Literacy measured writing at every grade because it is key to showing readiness for the next level of academic work or college and career readiness.

In 2019, Maryland decided to develop an independent assessment, which reflected Maryland students and was written by Maryland educators. Joining forces with

Educational Testing Services (ETS), ELA teachers across the state began participating in all phases of MCAP ELA/L development: passage review, item writing, content review, and range-finding. The assessment is slated to be a multi-stage adaptive test, which means that the assessment will move students to a grade-appropriate text based on their reading skills as determined by a router unit. The assessment is aligned to the MCCRS and will provide data on student mastery of those standards. Due to the fact that the standards which drive instruction did not change, the transition to a new assessment did not require extensive training or messaging to stakeholders; however, information on any changes to the testing experience were shared with superintendents, local accountability coordinators, ELA supervisors, administrators, and teachers. All constituents have been updated on the similarities and differences in item types, have been provided functionality practice tests, and have had input on the development of blueprints and rubrics. The first administration will provide the equating data to verify the seamless shift from PARCC to ELA/L MCAP.

Maryland Integrated Science Assessment

Maryland has replaced the Maryland School Assessment with the Maryland Integrated Science Assessment (MISA), which is administered every spring to students in fifth and eighth grade. The test was first administered in the 2016-17 school year.

Maryland High School Assessments

The Maryland High School Assessment Program dates back to 1989, when the Governor's Commission on School Performance reported on the issues of high-quality assessment. The Government and Biology HSAs are intended to meet the testing requirements for Maryland high school graduation as well as the high school testing requirements for federal law.

ACCESS for ELLs 2.0

ACCESS for ELLs 2.0 is an English language proficiency assessment administered to English Learners (ELs) identified in kindergarten through 12th grade. It is given annually to monitor students' progress in acquiring academic English and assesses ELs' skills in listening, speaking, reading, and writing.

MSAA

Maryland's Multi-State Alternate Assessment (MSAA) is designed to assess skills in English Language Arts and Mathematics for students with significant cognitive



KEY 4

disabilities in grades three through eight and grade eleven. This represents a very small number of students. The MSAA is based on alternate achievement standards which have been derived from and are aligned to the Maryland College and Career-Ready Standards (MCCRS). The overall goal of the MSAA is to make sure that all students achieve increasingly higher academic outcomes and leave high school ready for post-school options.

Alt-Maryland Integrated Science Assessment

The Alternate Maryland Integrated Science Assessment (Alt-MISA), also known as Dynamic Learning Maps (DLM), is designed for students with the most significant cognitive disabilities for whom the general education science assessment (MISA) is not appropriate, even with accommodations. The Alt-MISA is based on alternate achievement standards which have been derived from and are aligned with the Next Generation Science Standards (NGSS).

Established Programs/Initiatives

MSDE reviews and recommends publisher-developed curriculum that aligns with the Maryland Early Learning Standards for programs for infants and toddlers (birth to age three) and comprehensive curriculum (ages three, four, and five).

The Guidelines for Healthy Child Development and Care for Young Children (Birth - Three Years of Age) was compiled in 2004 by a workgroup composed of early childhood professionals, to be compatible with the Maryland Model for School Readiness (MMSR) and the Maryland State Curriculum, making the guidelines an important part of a Birth-Grade twelve learning continuum. In 2009, the Maryland State Department of Education Division of Early Childhood Development began a revision of these guidelines and changed the name to Healthy Beginnings: Supporting Development and Learning from Birth through Three Years of Age. The revision process was intended to ensure that the information continued to meet the goals of being family-friendly, accurate, and developmentally appropriate. National experts were used to review the materials for accuracy and appropriateness with developmental milestones. Both a searchable online version and a mobile accessible version are available for parents and caregivers. The documents can be viewed at [Supporting Development and Learning from Birth through Three Years of Age](#) and [Welcome to Healthy Beginnings!](#).

In 2018, a curriculum for four-year-olds aligned to the Maryland College and Career Ready Standards and developed with the University of Maryland in partnership with Apple was made available at no cost to all childcare, Head Start, and public prekindergarten programs. In subsequent years, curriculum for three-year-olds, infants, and toddlers will also be made available.

Goals to Support Comprehensive System of Assessments

- Determine and report to stakeholders readiness for and progress toward college and career readiness for all Maryland students;
- Provide workshops, webinars, and resources regarding interpretation of various assessment data;
- Support district level assessment initiatives; and
- Participate in multi-state collaboratives and provide assessment supports from these collaboratives to LSS.

Enhancements/Improvements for LSS to Consider

Creative scheduling must be put into place to ensure that there is common planning time among grade level teams to analyze data and share best practices. These common planning meetings should also include EL teachers and special educators, as well as a school administrator, as needed. Resource teachers from the local educational agency level should be regularly invited to common planning meetings to provide additional support. A balanced plan for assessment needs to be created/adjusted at the local educational agency level that includes screening, diagnostic tools, progress monitoring, and outcomes tools to assess standards for each grade level throughout the entire school year. The progress monitoring program should provide data that can be analyzed from the beginning of the school year. Schools need to use the individual and school data on these assessments to plan for improvement based on an aligned statewide data analysis planning model. These assessments should be shared in the needs assessment and as part of the School Progress Plan. Local educational agency level offices will continue to monitor the assessments and their alignment to the standards. The Early Childhood, ESOL program, and Special Education offices will also receive data reports and provide support as needed.



KEY 5

Tiered Instructional Interventions



Maryland's
Keys to
Comprehensive Literacy



KEY 5 Tiered Instruction and Interventions

Purpose

Maryland has adopted regulation for the inclusion of Universal Design for Learning (UDL) in all classrooms. This approach provides choice for students, which, in turn, allows teachers to differentiate lessons and activities, and differentiation is a key to tiered instruction.

In addition, Maryland developed a structured Response to Intervention (RTI) Framework in 2008 that was adopted statewide. The state's tiered system of support will continue to be refined, will include all children, and will provide enrichment and intervention models to achieve comprehensive literacy for all. Instruction must be supported by strong evidence-based research and must include frequent, repeated, developmentally appropriate practices such as:

- instructional strategies in developing skills in listening, speaking, reading and writing across content areas;
- targeted instructional approaches and strategies to increase the language development and access to grade-level content for EL;
- intentional instruction in foundational literacy skills, including phonological awareness, phonics and word recognition, print concepts, vocabulary, and fluency;
- explicit instruction in authentic and purposeful writing and opportunities for discourse;
- high-interest, diverse, high-quality print materials;
- differentiated instructional approaches, including individual and small group instruction;
- opportunities for using and developing vocabulary;
- valid and reliable system of assessments including screening, diagnostic, formative, and summative assessment tools;
- strategies to enhance children's motivation to read and write and children's engagement in self-directed learning;
- principles of Universal Design for Learning;
- professional development around evidence-based strategies and practices for increased literacy achievement;
- alignment to Maryland Content Standards and the Early Learning Standards; and
- collaboration with the local ECAC Birth-Grade 2 literacy campaigns, including strong partnerships with the public libraries, and participation in family engagement literacy strategies used by the ECAC.

Birth to Grade 12

Birth to Age Five System of Early Care and Education

Early differences in language development, which contribute to reading development, begin in infancy and grow larger over time. Thus, emphasis on supporting language development in children in early childhood is critical. Rich language experiences are needed to support the development of vocabulary, comprehension, and syntactic construction. While the requirement to administer developmental screening to all children enrolled in licensed child care programs is currently on hold, some early childhood programs and pediatricians provide developmental screening to young children and use these data to seek additional interventions if needed. Intervention in the earliest years includes families as their child's first teacher.

Maryland's Early Childhood Engagement Framework outlines goals and strategies to support family engagement initiatives implemented by early care and education providers including building family capacity to support their children's school readiness. Partnerships with organizations that support the provision of high quality early care and education including MD Childcare Resource Network, Maryland State Child Care Association, MD EXCELS, Maryland State Family Child Care Association and the ECACs serve as a link to early education and care providers that may be leveraged to build capacity for data analysis, instructional planning and family engagement in literacy initiatives.

The language and literacy data for children available through developmental screenings and other assessment tools such as the Early Learning Assessment and the Kindergarten Readiness Assessment will guide providers in their instructional planning and in seeking additional interventions if needed. Maryland has a list of recommended screening tools that could be used in early learning programs.



KEY 5

Kindergarten to Grade Five

As students enter kindergarten, all local educational agencies utilize the KRA to determine student readiness. The data from this assessment drives instruction for early learners. Students in many cases are first identified in kindergarten as students in need of receiving free or reduced meals (FARM), EL, or students with special needs. This demographic information, as well as the students' academic and emotional readiness for school, is used to plan instruction that will meet each child's needs. The aggregated data allows schools, the local educational agency, and the state to make decisions regarding equity in instruction.

Grade Six to Grade Twelve

LEAs use mandated testing information to drive and differentiate instruction and to provide remediation or enrichment instruction as necessary. Additionally, teacher reports, team meetings, and conferences with counselors, parents, and students provide additional information regarding ways to meet the needs of all students. This data will be viewed with research supporting learning of disadvantaged students, ELs, and students with special needs to improve equity.

Established Programs/Initiatives

The State encourages teachers to continue to work collaboratively to utilize responsive teaching methods grounded in student data to support growth. Targeted, small group instruction has been infused into classrooms as a best practice to provide personalized and customized instruction to meet the needs of all students. Para educators, resource teachers, EL teachers, and special educators work together with general education teachers to develop and implement engaging and rigorous instruction grounded in the standards. Technology has been readily infused into instruction to provide customized options to support students who need additional support as well as students who could benefit from further extension of learning experiences to enhance growth.

Goals to support Tiered Instruction and Intervention

Maryland has adopted regulation for the inclusion of Universal Design for Learning (UDL) in all classrooms. This approach provides choice and individualization for students which, in turn, allows teachers to provide tiered instruction. In addition, Maryland developed a structured Response to Intervention Framework in 2008 that was adopted statewide. The Maryland State Department of Education has established the following goals to support the Comprehensive Literacy Plan:

- Provide professional learning for LSS staff, on Multi-Tiered System of Support to meet the needs of all students, including students with disabilities;
- Provide resources for implementing multi-tiered systems of support;
- Provide technical support; and
- Participate in multi-state collaboratives and provide supports from these collaboratives to LSS.

Enhancements/Improvements for LSS to Consider

Teachers need additional professional learning in understanding available literacy data and how to use it for identifying student needs for early intervention. All teachers need additional professional learning in utilizing reading and writing strategies that will support the specific needs of their diverse learners. This also includes professional learning on culturally responsive teaching that is grounded in best practices for literacy. Multi-tiered systems of support include interventions as well as enrichments and are for students at all levels of proficiency and at every level of development. Collaboration is needed as students transition from one grade level to the next, and from one school to the next. In transition meetings, teachers need to share student-specific best practices with the next grade level teachers. Additional support is needed in high school for students reading below grade level. Many high schools do not have reading specialists assigned to the high school. The state will investigate how literacy issues and screening are being addressed in districts across the state. Evidence-based programs to support students reading below grade level at the high school level may address some of these concerns; however, considerations for sustainability for literacy support should be investigated.



KEY 6

Family and Community Partnerships



Maryland's
Keys to
Comprehensive Literacy



KEY 6 Family and Community Partnerships

Purpose

The intent of this key is to develop strong family and community partnerships. Active parent and community involvement are key components of the success of high functioning elementary and secondary schools. Across diverse economic backgrounds, family and community participation in elementary and secondary schools is associated with greater student success. Educators can help families and communities add to their repertoire of strategies for promoting literacy. In order to have the most positive impact on literacy achievement for all students, it is imperative that schools, families, and communities collaborate. Partnerships help schools prepare students for college and careers by offering additional opportunities, supports, and enrichment for young people.

Birth to Grade 12 Established Programs/Initiatives

Birth to Age Five System of Early Care and Education

Maryland's Early Childhood Family Engagement Framework is designed to be a guide for programs and providers to increase the availability and quality of family engagement for all families with young children in Maryland.

According to the Framework, family engagement initiatives should:

- Promote family well-being
- Promote positive parent-child relationships
- Support families as lifelong educators of their children
- Support the educational aspirations of parents and families
- Support families through the care and education transitions of early childhood
- Connect families to their peers and to the community
- Support the development of families as leaders and child advocates

Evidence-Based Family Engagement Programs

Family engagement strategies should be securely embedded in the values and operation of early learning programs. It often helps to have specific programs that target family engagement with a focus on comprehensive family support, early literacy or home visiting. Within Maryland there are several evidence-based family and community programs designed to promote literacy for all students.

- **Judy Centers.** Judy Centers provide a central location for early childhood education and family support services for families with children birth through kindergarten. Currently, there are 25 Judy Centers located at or near Title I schools, serving about 12,000 children birth through kindergarten each year. Judy Centers represent a much-desired model of community engagement in early learning. They effectively link early childhood with public schools and an array of community-based agencies, organizations, and businesses.
- **Family Support Centers.** Operated by Maryland Family Network, a state-coordinating entity, the network of family support centers combines parent-child activities, adult education and job readiness, to support low-income families with young children. The Family Support Centers

incorporate Early Head Start and Community Hubs to help families navigate access to services while working toward their own life goals.

- **Head Start.** Maryland has nineteen Head Start grantees that provide comprehensive early childhood education and health services. Head Start programs follow the program standards that are required by the U.S. Department of Health and Human Services.
- **Abriendo Puertas/Opening Doors.** Abriendo Puertas was developed for and by Latino parents to build parent capacity and confidence to be strong and powerful advocates in the lives of their children, and to ensure their children are ready to learn. The program offers ten sessions of parenting, leadership, and advocacy training for parents of children ages birth to five. It is an interactive, multimedia curriculum that draws on real-life experiences and cultural strengths of Latino families, and makes the teachings personal and relevant.
- **Maryland Public Libraries.** Libraries throughout Maryland have story time or prekindergarten classes taught by librarians who are knowledgeable about the Maryland College and Career-Ready Standards and STEM. Story time provides children with a group experience where they can participate in early literacy skill building, while interacting not only with adults outside the family, but with peers as well.
- **Raising a Reader.** Raising a Reader is a national early literacy and family engagement program that works with direct service agencies (serving children 0-8) so that they can help families develop, practice, and maintain the habit of sharing books with their children. Each week, children bring home a bag of high-quality books that are developmentally and culturally appropriate. Parents participate in workshops that provide ideas for sharing the books and promoting oral language with their child. Over the course of a typical rotation, parents share more than 100 books with their children
- **Ready at Five.** Ready at Five is part of the Maryland Business Roundtable for Education. This non-profit provides downloadable parent tips that guide families in supporting early learning and school readiness. In addition, Ready at Five hosts Learning Parties for parents and their children, during which parents learn strategies for using everyday experiences to promote learning. In 2018, Learning Parties Learning Parties took lace across the state and reached 181 parents and 235 children. Surveys indicated that 92% of parents felt that they were



KEY 6

more confident in their ability to advocate for their child and were able to resolve conflicts in more effective ways.

- **Home Instruction for Parents of Preschool Youngsters (HIPPY).** HIPPY is an evidence based peer home visiting program that targets families with preschool age children. During the thirty-week program, home visitors stress the importance of the parental role in children’s learning and provide families with tools – activity packets with books, manipulatives, crayons, scissors –materials they can use to support learning in the home. Parents are encouraged to read to their children every day and to support the development of school readiness skills.
- **Parent Teacher Home Visiting Project.** Building upon the lessons learned from home visiting in early childhood, the Parent Teacher Home Visiting Project is focused on building relationships between teachers and parents to support students’ learning from elementary grades through high school. The program trains teachers to conduct meaningful home visits, provides support during and after the visiting process, and tracks outcomes of the visits to evaluate the program.

Kindergarten to Grade Five

In Maryland, family engagement can extend beyond a relationship between families to encompass a broader connection to the community. Like family engagement, community engagement is a partnership. The early childhood program, elementary school, and the larger community work together supporting one another and sharing responsibility for meeting the comprehensive needs of all children. Some early childhood and elementary programs are located within community organizations, such as a Judy Center or a county agency. When these programs work closely with the community, everyone benefits.

- Children gain access to community-sponsored opportunities.
- Families benefit from access to services that contribute to family well-being.
- Early childhood programs and elementary schools benefit from both tangible resources such as donations, and intangible resources such as business advice.
- Communities benefit by having quality programs that ensure the next generation of community members are reaching their full potential.

Grade Six to Grade Twelve

Student Service Learning is a Maryland high school graduation requirement. From grade six to grade twelve, students participate in a variety of volunteer opportunities, which allow students and communities to join forces for the greater good. Students across the state have partnered with organizations such as Habitat for Humanity, the Baltimore Aquarium, the Maryland Zoo, and public libraries. The partnerships build unique relationships and provide an opportunity for support for agencies and for students and families.

Goals to support Family and Community Partnerships

Active parent and community involvement are key components of the success of high functioning elementary and secondary schools across diverse economic backgrounds, family and community participation in elementary and secondary schools is associated with greater student success. Educators help families and communities add to their repertoire of strategies for promoting literacy. In order to have the most positive impact on literacy achievement for all students, it is imperative that schools, families, and communities collaborate. Partnerships help schools prepare students for college and careers by offering additional opportunities, supports, and enrichment for young people. The Maryland State Department of Education has established the following goals to support the Comprehensive Literacy Plan:

- Support districts and schools in developing strong family partnerships;
- Support districts and schools in developing strong community partnerships;
- Support LSS and the system of Early Care and Education in developing strategies for monitoring teaching and learning; and
- Participate in multi-state collaboratives and provide supports from these collaboratives to districts, childcare providers, and community partners.

Enhancements/Improvements for LSS to Consider

The Essential Instructional Practices, from the Handbook for Effective Literacy Instruction are supported by research and represent ways to empower educators to support families to:

- Prompt children during reading and writing and demonstrate ways to incorporate literacy-promoting strategies into everyday activities, such as cooking, communicating with friends and family and traveling in the bus or car;
- Promote children's independent reading;
- Support children in doing their homework and in academic learning over the summer months;
- Speak with children in their home/most comfortable language, whether or not that language is English;
- Provide literacy-supporting resources such as:
 - Books from the classroom that children can borrow or keep
 - Children's magazines
 - Information about judicious, adult-supported use of educational television and applications that can, with guidance, support literacy development
 - Announcements about local events
 - Passes to local museums

When the school and community form a collaborative partnership, they can effectively and collaboratively provide a wider range of services than either could on their own. When first establishing a school-community partnership, it will be important to use the data from the needs assessment to assess the fit of potential community partners, and choose those that fit the needs and desires of students. The school and community partner should continually assess their relationship and impact on student success. The Coalition for Community Schools offers a Results Framework, which offers specific indicators around student learning and wellbeing that are essential for student success, and that schools and community partners could track and serve as goals for school-community partnerships.

Short Term Results Include:

- Children are ready to enter school;
- Students attend school consistently; and
- Students are actively involved in learning and in their community

Long Term Results Include:

- Students succeed academically.
- Students are healthy-physically, socially, and emotionally; and
- Communities are desirable places to live.

As we engage in productive family and community partnerships, it is important to take time to celebrate successes, share challenges, and consider ways to improve. Creating effective school-community partnerships takes time, commitment, willingness and trust to share both successes and challenges along the way. Whether seeking to begin a partnership or to sustain existing ones, some essential elements include professional learning for all stakeholders on the relationship between mental and physical wellness and student achievement, as well as highlighting effective school-family-community partnerships that already exist as models.

Conclusion

While Maryland has always had a consistent focus on literacy in leadership, professional learning, standards, assessment, and instruction, the data show that the state must continue its efforts and focus on disadvantaged populations beginning at birth. MSDE is driven to provide all keys necessary to help students be successful in a world that requires more of them than any era before, while juggling obstacles that educators and families could not have imagined ten or twenty years ago. Even more urgent is the need to provide equitable resources for all students, because all students must not simply survive in the 21st Century; they must thrive. The number of students from disadvantaged populations who are not college and career ready by the time they leave high school represents a challenge that MSDE will meet by providing the skills necessary for improved literacy development for all students, birth to grade twelve. The Maryland Comprehensive Literacy Plan outlined in this document establishes the plan for success for all students.



Appendices



Maryland's
Keys to
Comprehensive Literacy

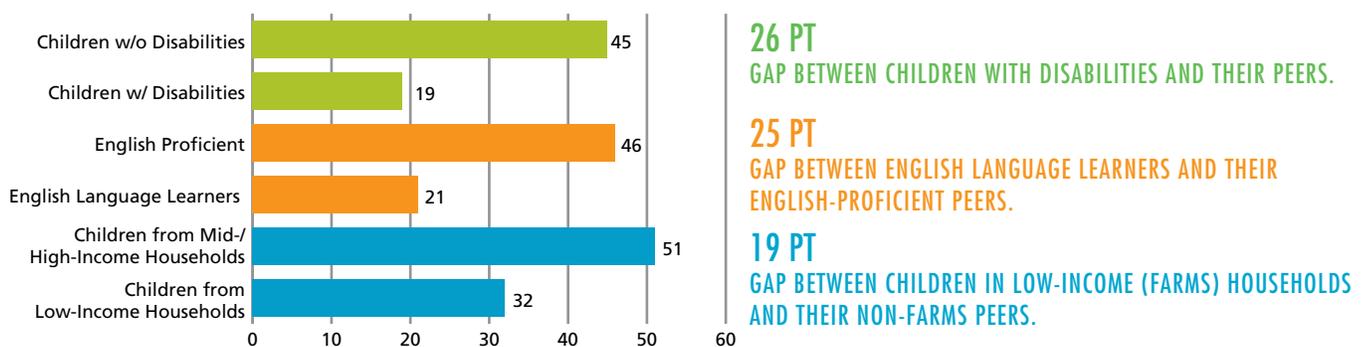
Appendix A: Maryland 2016 data

Maryland's demographic profile is rapidly changing. The overall student population is more diverse and now reflects a majority-minority, with the number of Hispanic students with disabilities more than tripling, from 4% in SFY 2000 to 14% in SFY 2016. More children are homeless, move frequently, are refugees from other countries, and/or speak other languages.

Moving Maryland Forward: Sharpen the Focus for 2020

This change is seen in the school building, but there is also documentation regarding children prior to entering school. Any child who falls into two or more of the categories of disadvantaged youths is at greater risk of failing than their English speaking counterparts.

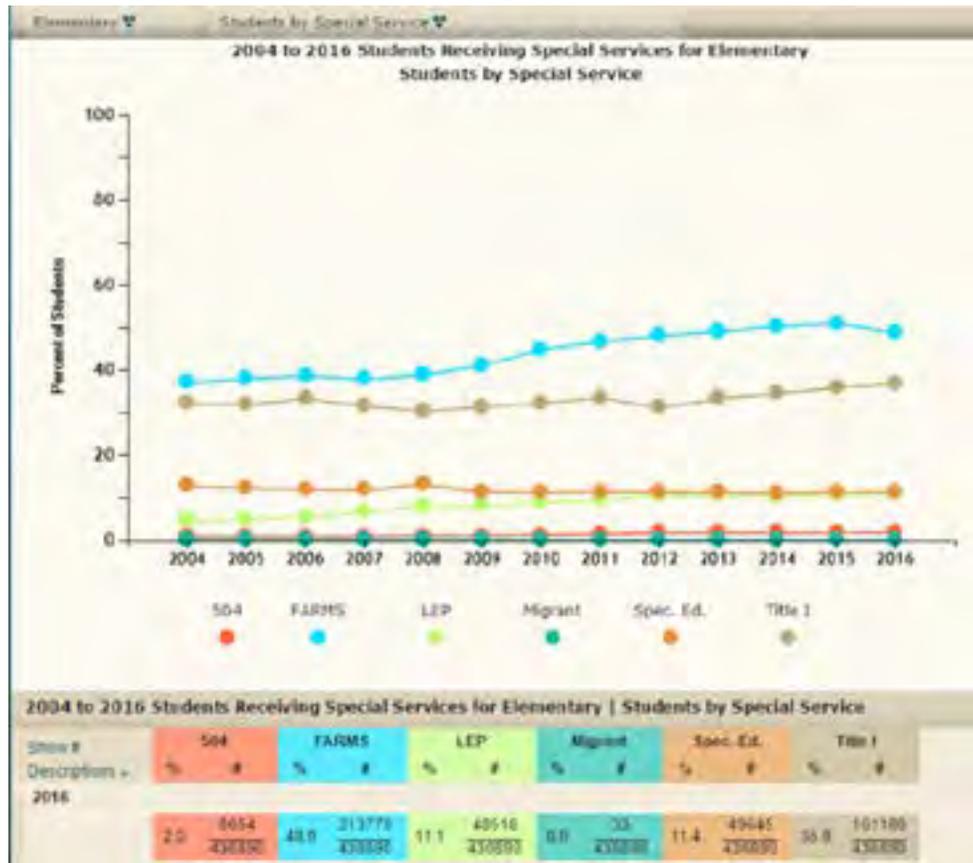
Percentage of Kindergarteners Demonstrating Readiness by Subgroup



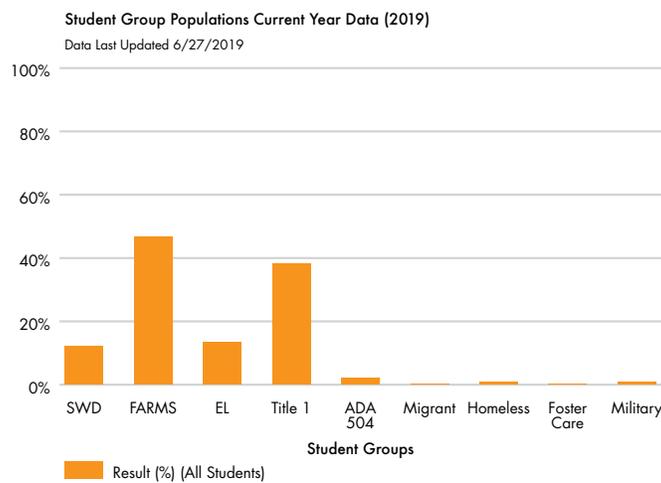
Readiness Matters Informing the Future. (2017, January). Retrieved July 5, 2017, from <http://www.readyatfive.org/school-readiness-data/readiness-matters-2017/1302-maryland-s-2016-2017-kindergarten-readiness-assessment-report-executive-summary/file.html>

Closing this gap is vital to the success of all children from the moment they enter school and as they complete and most beyond grade twelve. As students lag behind their peers, the risk of academic failure increases drastically. The number of disadvantaged students who are tested and reach proficiency levels on standardized tests drops significantly.

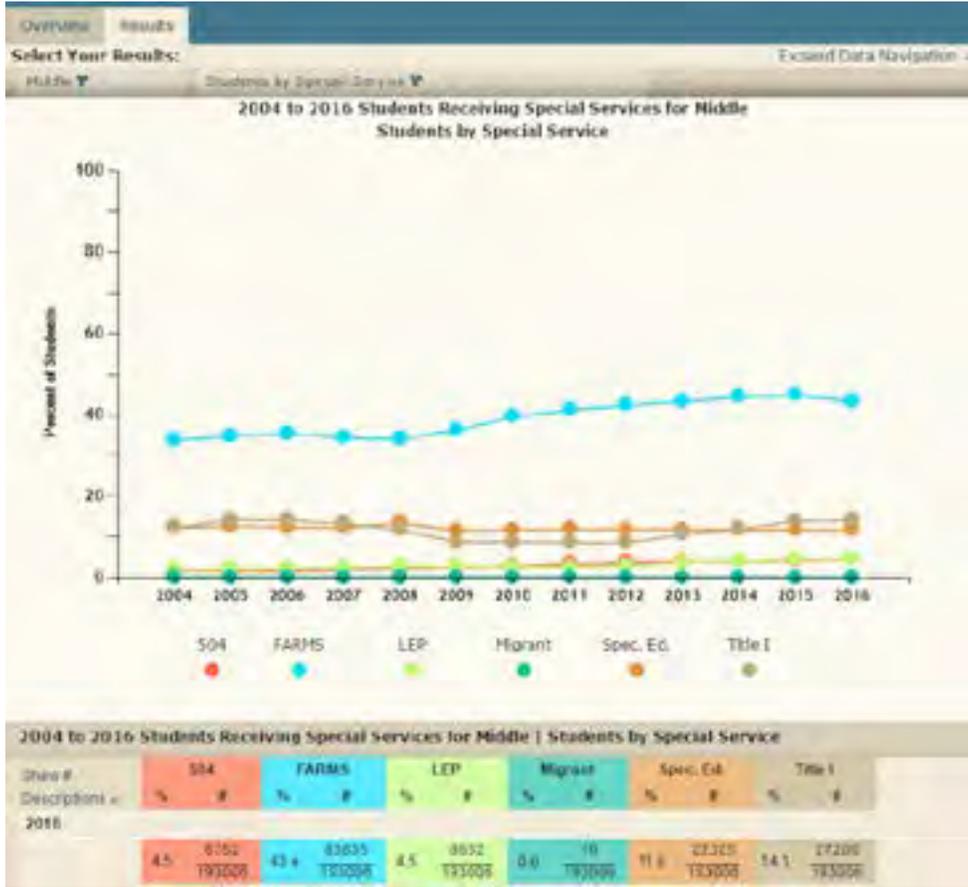
Elementary School Data for Disadvantaged Youth



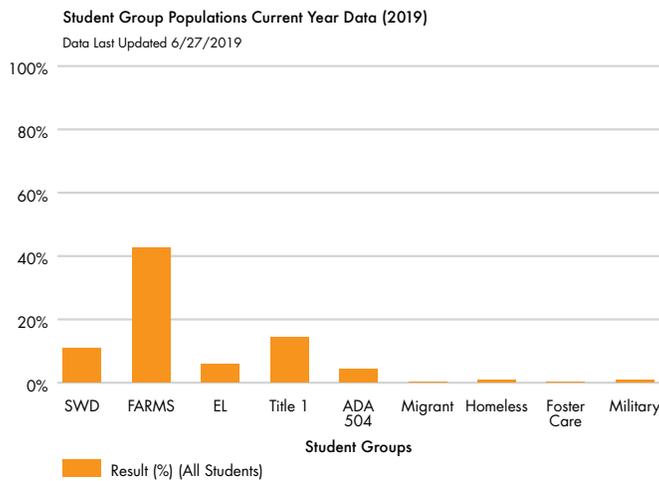
Elementary School Data for Disadvantaged Youth 2019



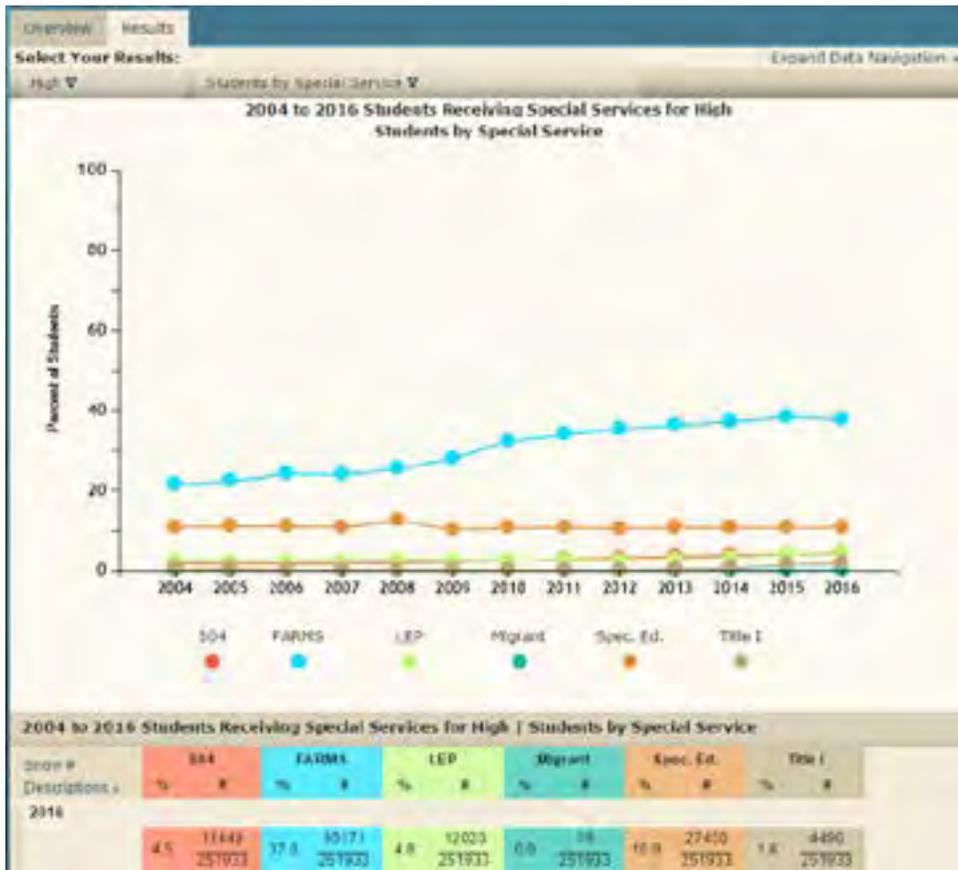
Middle School Data for Disadvantaged Youth



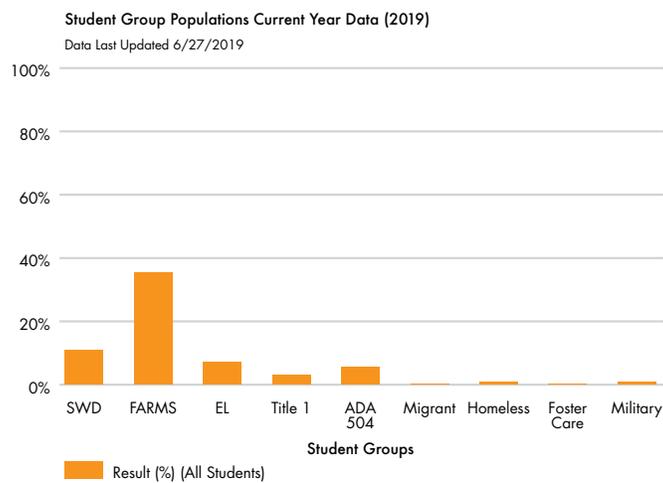
Middle School Data for Disadvantaged Youth 2019



High School Data for Disadvantaged Youth



High School Data for Disadvantaged Youth



Appendix A: Maryland 2016 data

All data can be accessed at [Maryland Report Card](#).

School Level	504 and Special Education Services	Below Poverty/FAFMS	English Learners
Birth – 5 years	4.05% * 2.3%*	14.9%	NA
Elementary	13.4%	48.9%	11.1%
Middle	16.1%	43.4%	11.1%
High	15.4%	37.8%	4.8%

*According to the data from the 2015 Maryland Census Report, the Maryland Infants and Toddlers Program was serving 4.05% children with disabilities. Of this

Assessment Scores Pass Rates for Disadvantaged Youth

The disaggregated data shows the proficiency level for disadvantaged populations.

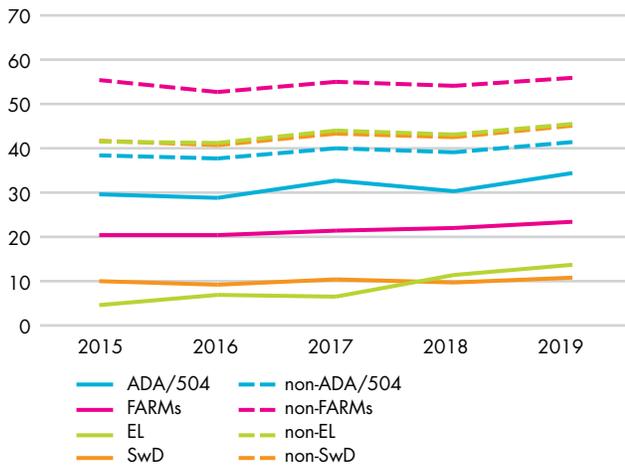
Meets or Exceeds Expectations 2016-2017

Student Level	All Students	Special Education Students	English Learners	Economically Disadvantaged Students
Kindergarten (KRA Literacy Domain)	40% (demonstrating readiness)	19%	16%	27%
Grade 3 (PARCC ELA/L)	39.8%	10.4%	6.5%	21.4%
Grade 4 (PARCC ELA/L)	41.9%	8.4%	3.1%	23.2%
Grade 5 (PARCC ELA/L)	41.4%	6.7%	1.6%	22.9%
Grade 6 (PARCC ELA/L)	38.4%	5.1%	1.5%	19.4%
Grade 7 (PARCC ELA/L)	43%	5.9%	2.3%	23.2%
Grade 8 (PARCC ELA/L)	38.9%	4.7%	1.5%	20%
Grade 10 (PARCC ELA/L)	50.7%	10%	2.5%	29.1%

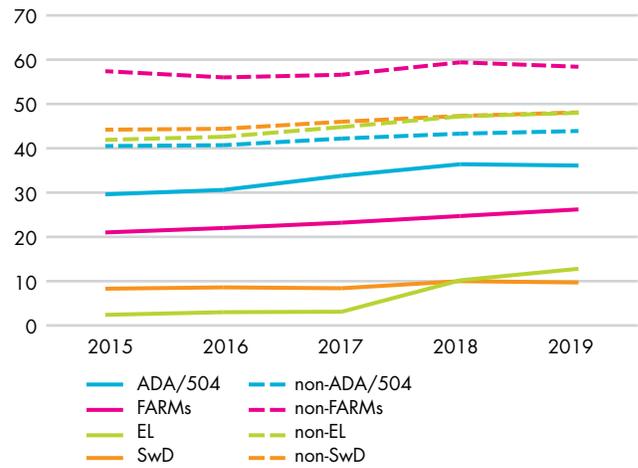
Meets or Exceeds Expectations 2019

Student Level	All Students	Special Education Students	English Learners	Economically Disadvantaged Students
Kindergarten (KRA Literacy Domain)	47%	19%	18%	34%
Grade 3 (PARCC ELA/L)	41.2%	7.8%	2.9%	26.2%
Grade 4 (PARCC ELA/L)	43.6%	9.7%	12.8%	23.2%
Grade 5 (PARCC ELA/L)	43.9%	8.6%	3.8%	8.6%
Grade 6 (PARCC ELA/L)	41.1%	5.8%	1.9%	22.7%
Grade 7 (PARCC ELA/L)	47.3%	8.2%	3.6%	28.2%
Grade 8 (PARCC ELA/L)	45.1%	6.9%	3.2%	25%
Grade 10 (PARCC ELA/L)	42.6%	7.8%	2.9%	24.4%

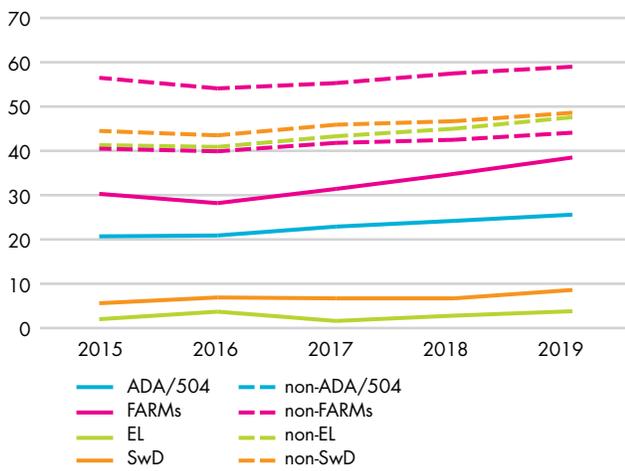
Grade 3 ELA Performance by Student Group



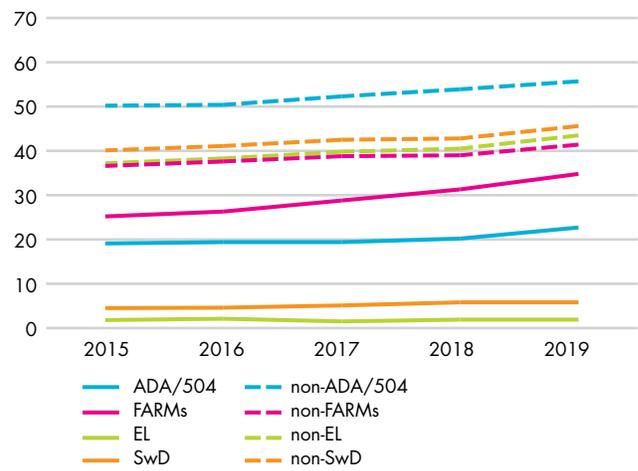
Grade 4 ELA Performance by Student Group



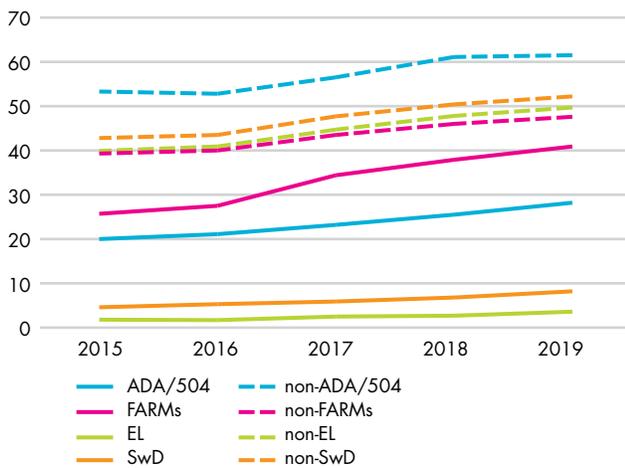
Grade 5 ELA Performance by Student Group



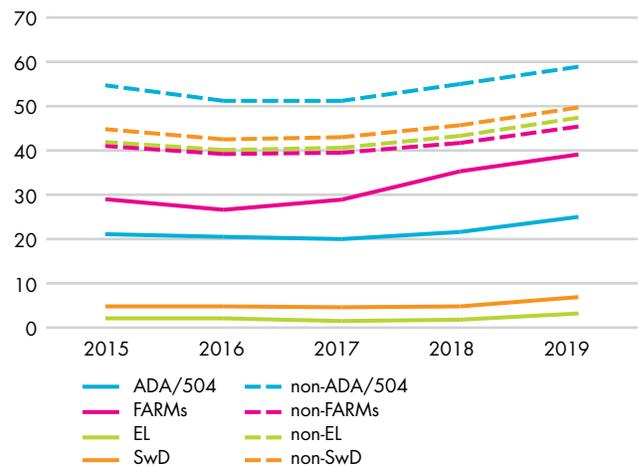
Grade 6 ELA Performance by Student Group



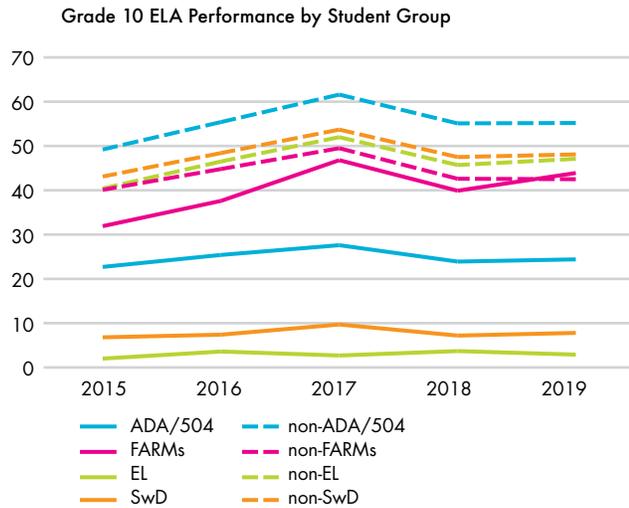
Grade 7 ELA Performance by Student Group



Grade 8 ELA Performance by Student Group



Appendix A: Maryland 2016 data



ACCESS for ELLs 2.0 Test Scores for EL Students 2017

The percent from the ACCESS for ELLs 2.0 English language proficiency test includes ELs by grade level who scored a 5.0 or higher on ACCESS for ELLs 2.0 in 2016. In 2017, the test was realigned to new standards, which impacted the results for students taking the test in spring 2017. Considering that there are over 203 languages spoken in Maryland, the population of English learners is very diverse. Although these students may be proficient in another language or languages, the English Learners are working to develop their proficiency in English.

Grade Level	Total Number of EL Students	Number of EL Students Scoring Proficient	Percent of EL Students Attaining Proficiency
K	10,300	947	9.2%
01	9,917	960	9.7%
02	9,467	1,761	18.6%
03	8,078	3,434	42.5%
04	4,254	1,309	30.8%
05	3,172	780	24.6%
06	2,672	290	10.9%
07	2,944	338	11.5%
08	2,968	271	9.1%
09	5,838	1,081	18.5%
10	3,417	536	15.7%
11	1,479	297	20.1%
12	953	149	15.6%
Total	65,459	12,153	18.6%

ACCESS for ELLs 2.0 Test Scores for EL Students 2019

Grade Level	Total Number of EL Students	Number of EL Students Scoring Proficient	Percent of EL Students Attaining Proficiency
K	10,369	752	7.3%
1	10,152	391	3.9%
2	10,278	632	6.1%
3	9,696	1,134	11.7%
4	9,134	3,107	34.0%
5	6,383	1,750	27.4%
6	4,385	180	4.1%
7	4,028	266	6.6%
8	3,853	351	9.1%
9	5,943	413	6.9%
10	4,294	327	7.6%
11	3,412	267	7.8%
12	2,659	165	6.2%

In 2016, WIDA conducted standard setting, which may have affected scores in 2019.

Anticipated Changes in Maryland's Population

According to the federal 2010 census, Maryland's population was 5,773,552. Between 2000 and 2010, Maryland's population gained 477,066 persons, an increase of 9%. In 2000, Maryland ranked 19th in the nation in population. With 529.1 persons per square land mile in 1999, it ranked 6th in population density among states (including the District of Columbia). From 1990 to 2000, Maryland population grew by 10.8%, a gain of 515,733 persons. Projected numbers for increases in population are available in Table 2.

Table 2: Maryland Projected Population Figures

	1990 census	2000 census	2010 census	2020 projected*	2030 projected*
Maryland	4,780,753	5,296,486	5,773,552	6,339,290	6,684,260

Maryland at a Glance Population. (2015, December 23). Retrieved June 30, 2017, from [Maryland at a Glance](#).

As suggested in Table 2, Maryland's population will continue to increase. While Maryland has a seemingly smaller number of disadvantaged youth as compared to other geographically larger states, the state's density is 6th overall. This increase has been evidenced by local educational agencies who are encountering an increasing number of students with disabilities, students with English as a second language, and students at a lower socioeconomic level. Maryland is homing in on the needs of its changing populations to address the needs of these disadvantaged groups.

Gifted and Talented

Maryland does not currently collect data on gifted and talented students; however, the Maryland ESSA plan states, "The State intends to take steps to add 'gifted and talented students' as an additional student group by the end of school year 2017-2018."

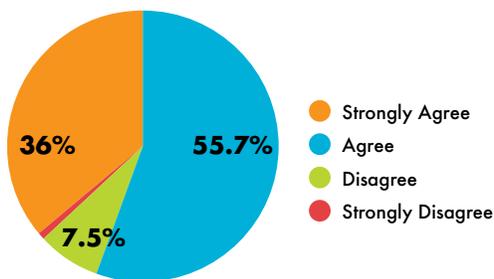
Appendix B: Needs-Based Survey and Results 2020

The first step in the development of Maryland’s Comprehensive Literacy Plan was a needs assessment. In revising the CLP, the questions were revised and sent to stakeholders across the state, and their responses informed the direction of the revised CLP. In 2017, the Birth to Grade 12 continuum required two surveys with similar questions but geared to the specific needs of various groups; this method was followed in 2020 as well. In the second Needs Assessment, over 4,000 constituents responded to the questions and their feedback is the foundation of the revision to the Maryland Comprehensive Literacy Plan.

Kindergarten to Grade 12 Literacy Needs Assessment Responses

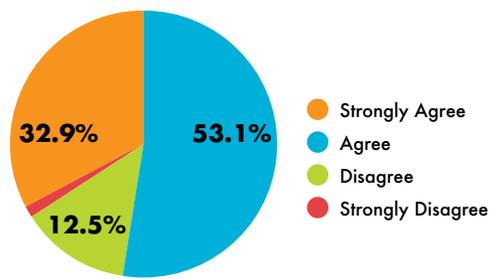
QUESTION 1

Administrators identify community, cultural, and equity concerns related to literacy and share solutions with stakeholders.



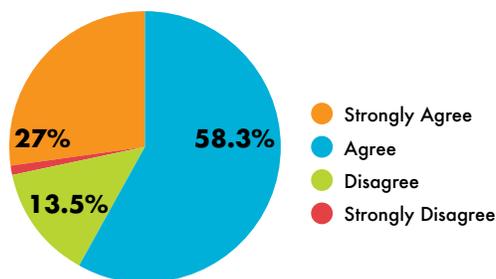
QUESTION 2

The local school system provides professional learning to address the needs of disadvantaged populations, including students from low income households, students with disabilities, and English learners.



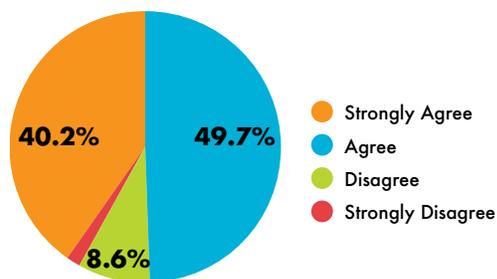
QUESTION 3

The local school system engages parents, community-based providers, higher education representatives, and other related stakeholders in literacy initiatives.



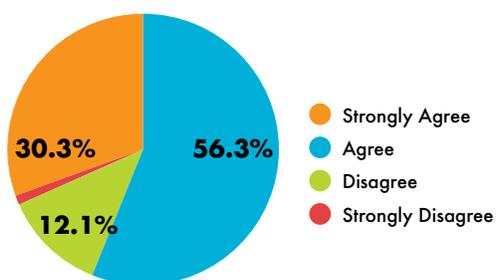
QUESTION 4

Literacy instruction is developmentally appropriate and strongly aligned to Maryland College and Career Ready Standards.



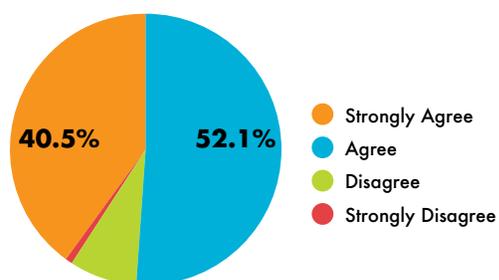
QUESTION 5

The local school system’s assessment system includes valid and reliable screening, diagnostic, formative, and summative components.



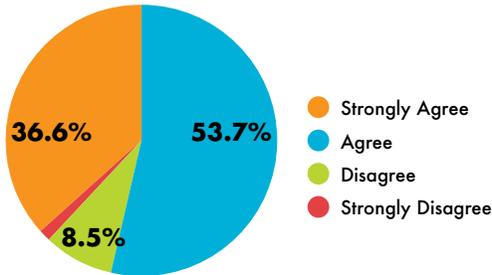
QUESTION 6

Assessments are used for data-informed decision-making in order to identify a child’s learning needs, inform instruction, monitor a child’s progress, and determine the effects of instruction.



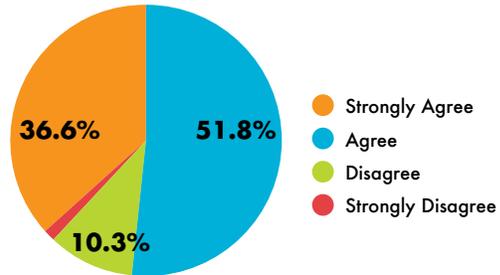
QUESTION 7

The local school system uses RTI and/or multi-tiered systems of support to determine appropriate interventions and practices needed to support a variety of student populations and needs. This includes students from low income households, students



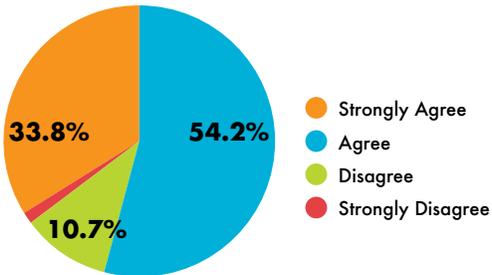
QUESTION 8

The interventions that the local school system uses are evidence-based and provide appropriate accommodations and supports that maintain high achievement expectations for all students.



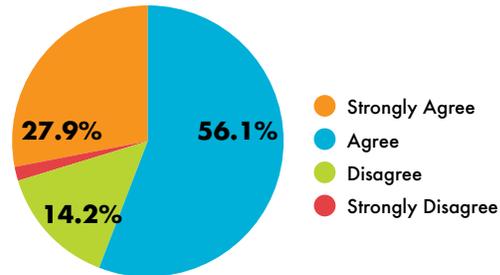
QUESTION 9

Teachers design lessons with Universal Design for Learning (UDL) to provide flexibility in the way information is presented; the way students respond or demonstrate knowledge and skills; and the way students are engaged.



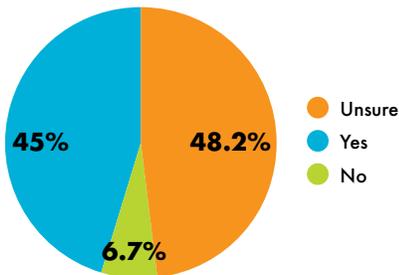
QUESTION 10

The local school system has an equity plan to close the achievement/opportunity gap for disadvantaged populations, including students from low income households, students with disabilities, and English learners.



QUESTION 11

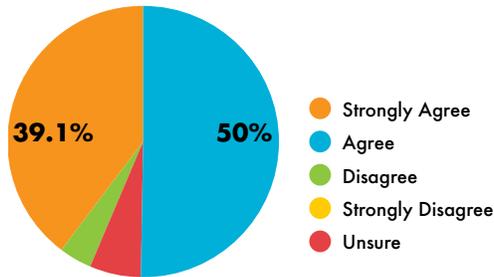
Does your school system collaborate with institutions of higher education around pre-service training for literacy teachers?



Early Childhood Literacy Needs Assessment Responses

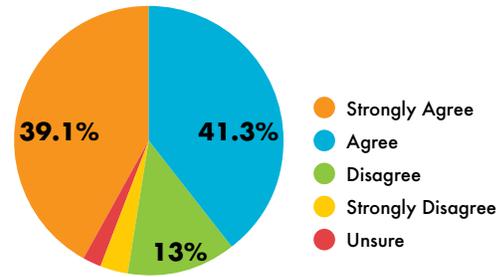
QUESTION 1

Program Directors identify community, cultural, and equity concerns related to literacy and share solutions with stakeholders.



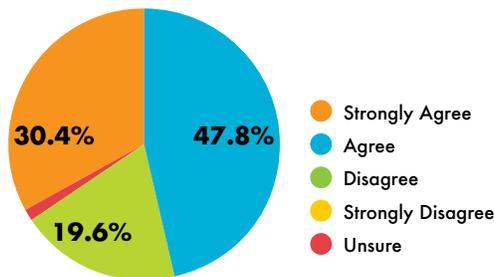
QUESTION 2

Our program is provided with high quality professional learning to address the needs of disadvantaged populations, including students from low income households, students with disabilities, and English learners.



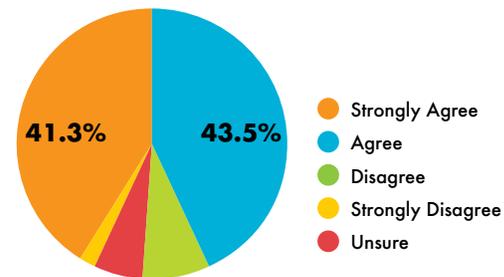
QUESTION 3

The local school system engages parents, community-based providers, higher education representatives, and other related stakeholders in literacy initiatives.



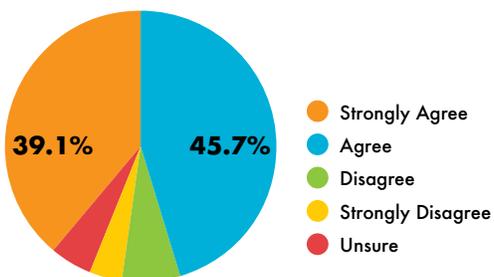
QUESTION 4

Our program's literacy instruction is developmentally appropriate and strongly aligned to Maryland Early Learning Standards.



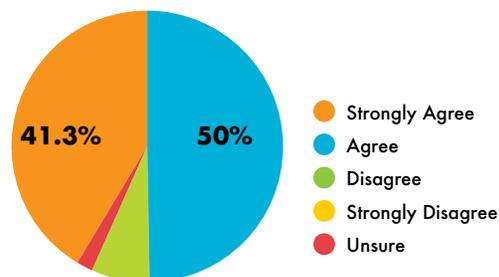
QUESTION 5

Our program's assessment system includes valid and reliable screening, diagnostic, formative, and summative components.



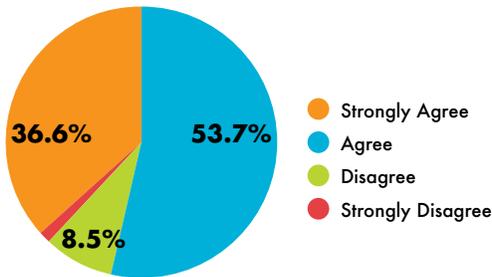
QUESTION 6

Assessments are used for data-informed decision-making in order to identify a child's learning needs, inform instruction, monitor a child's progress, and determine the effects of instruction.



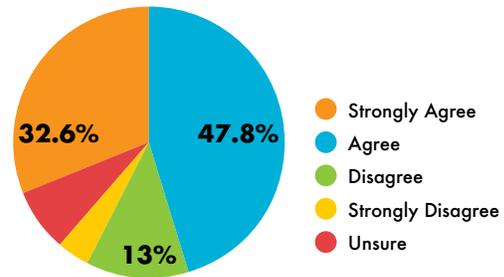
QUESTION 7

Our program uses the Response to Intervention Model and/or multi-tiered systems of support to determine appropriate interventions and practices needed to support a variety of student populations and needs. This includes students from



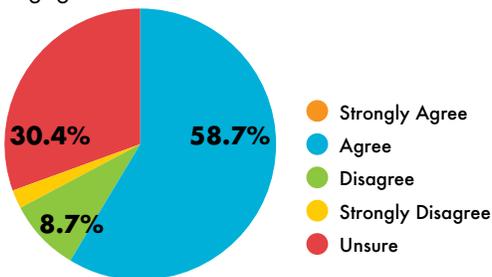
QUESTION 8

The interventions/supports that we use are evidence-based and provide appropriate accommodations and supports that maintain high achievement expectations for all students.



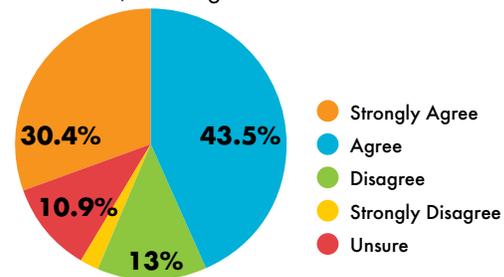
QUESTION 9

Teachers design differentiated lessons to provide flexibility in the way information is presented; the way students respond or demonstrate knowledge and skills; and the way students are engaged.



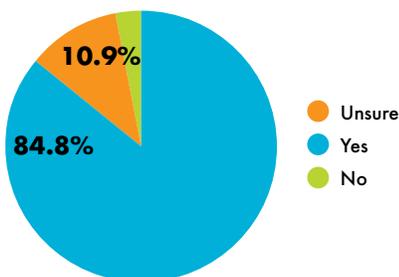
QUESTION 10

Our program has an equity plan to close the achievement/opportunity gap for disadvantaged populations, including students from low income households, students with disabilities, and English learners.



QUESTION 11

Does your program provide training for staff on developmentally appropriate, research based early literacy practices?



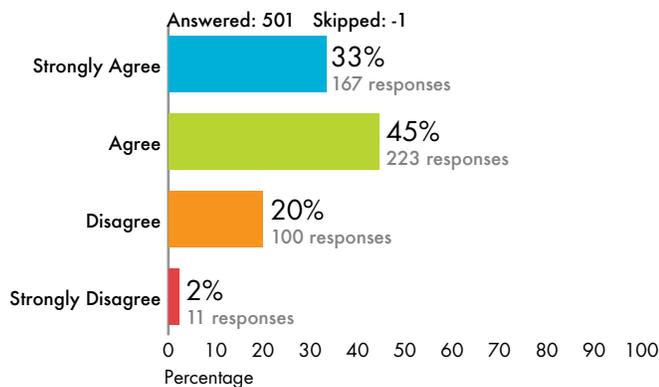
Needs-Based Survey and Results 2017

The first step in the development of Maryland’s Comprehensive Literacy Plan was a needs assessment. The questions were created and sent to stakeholders across the state and their responses informed the direction of the CLP. The Birth to Grade 12 continuum required two surveys with similar questions but geared to the specific needs of various groups. Over 500 constituents responded to the questions and their feedback is the foundation of the CLP.

Birth - 5 Comprehensive Literacy Plan Needs

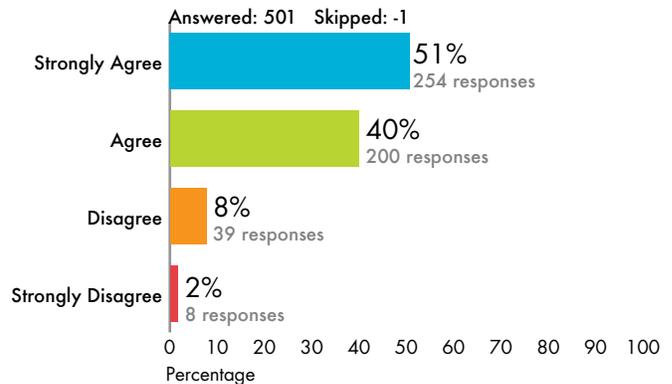
QUESTION 1

Program Directors and providers identify their community, cultural, and equity concerns related to literacy and share solutions with all of the program’s or provider’s staff, parents, and community partners, such as local libraries or Early Childhood Advisory Council partners.



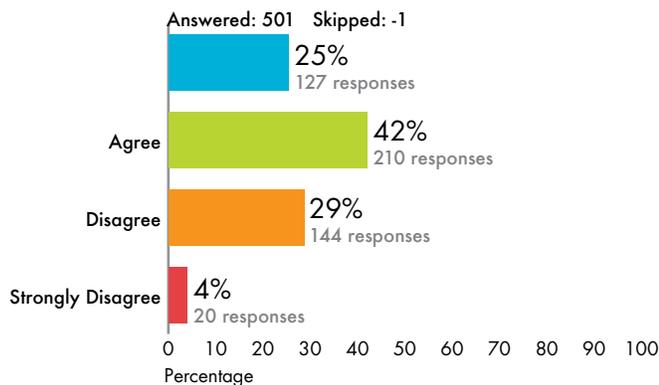
QUESTION 2

Program Directors provide professional learning opportunities for their staff through a variety of ways, such as workshops, conferences, online modules, or book study, and encourage aspiring staff leaders to participate. Providers participate in professional learning in a variety of ways.



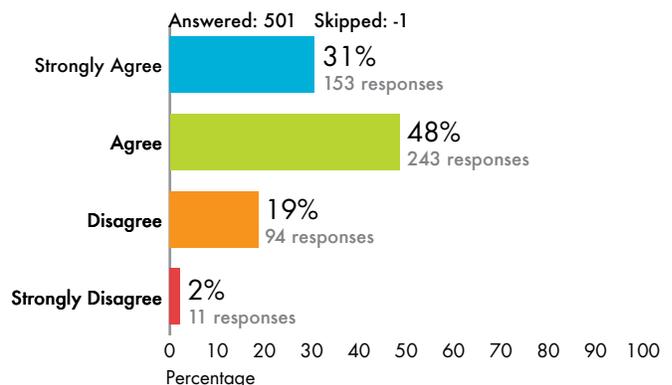
QUESTION 3

Program Directors provide time for regular literacy staff meetings and collaborative staff planning together. Providers participate in collaborative literacy planning opportunities.



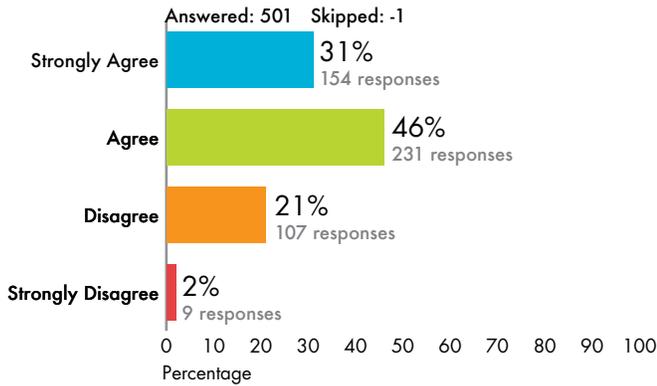
QUESTION 4

Program Directors participate with their staff in professional learning initiatives for literacy. Providers participate in professional learning initiatives for literacy.



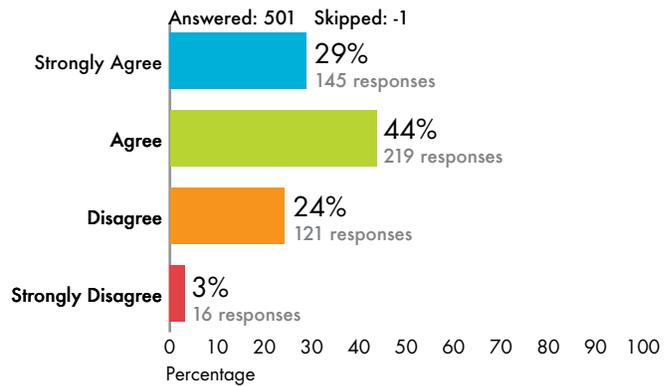
QUESTION 5

Program Directors provide ongoing professional learning for literacy that is based on research that shows it is effective. Providers participate in professional learning for literacy that is based on research that shows it is effective.



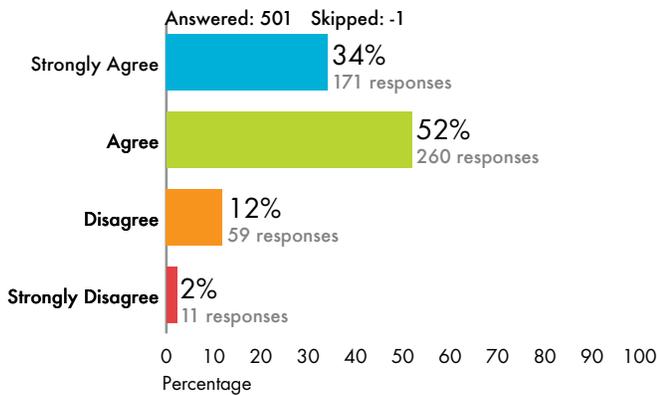
QUESTION 6

My program includes staff, parents, and other partners in professional learning initiatives for literacy.



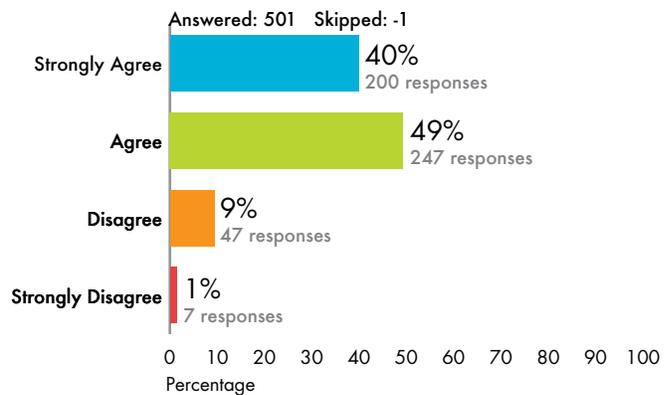
QUESTION 7

Professional learning for literacy initiatives incorporates a variety of formats such as workshops, conferences, online modules, or book study.



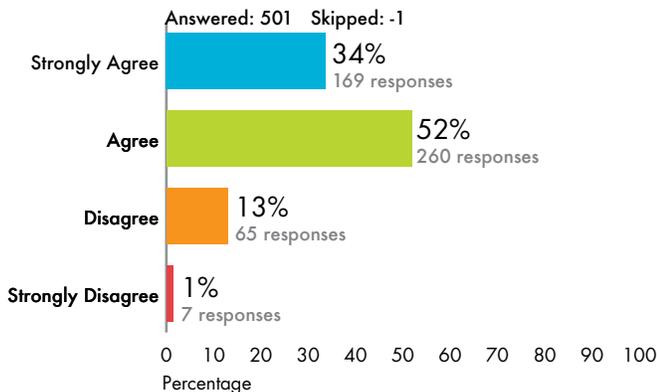
QUESTION 8

Literacy instruction is developmentally appropriate and uses state recommended curriculum which is strongly aligned to the Early Learning Standards for Birth-3 and/or the Maryland College and Career Ready Standards for Prekindergarten and kindergarten.



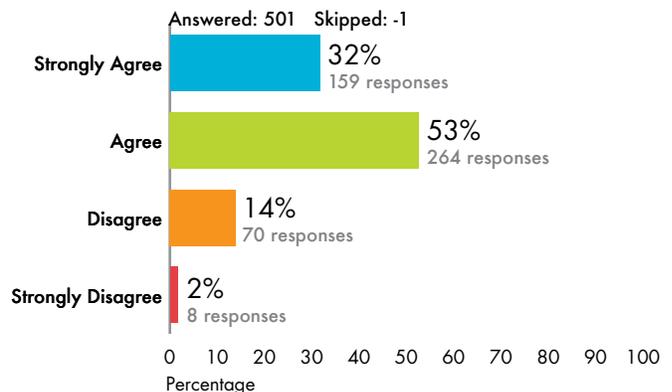
QUESTION 9

Program instruction meets the rigor of the Early Learning Standards and/or the Maryland College and Career Ready Standards.



QUESTION 10

My program's assessment system includes valid and reliable screening, diagnostic, formative, and summative assessment tools.



Appendix C: Evidence-based Resources

Sources of Evidence

“Warehouses” with multiple sources on various topics, evaluated against the ESSA definition:

- Evidence for ESSA (Hopkins)
- What Works Clearinghouse (IES)
- Evidence-Based Intervention Network (University of Missouri)
- National Center on Intensive Intervention (AIR)

Multiple sources on single topics, sometimes evaluated against the ESSA definition:

- Sources synthesized by groups like Class Size Matters, Attendance Works, etc.
- Literature reviews

Single sources, not pre-reviewed against ESSA definition:

- Academic and professional journals (these are reviewed, just not against the ESSA definition)
- Educational Resources Information Center (ERIC)
- Vendors
- Google

What to ask after finding a piece of evidence?

Question	Answer	Evidence
Is the original source trustworthy?		
Is the evidence data and statistics, or research?		
Does the source clearly describe the activity, the desired outcome, and the conditions under which it was tested?		
What was the result of the activity? (Did the activity achieve the outcome?)		
What “Level” of evidence is it? (How strong is the link between the activity and the outcome?)		
What was the “effect size” of the activity? (To what degree did the outcome occur, a little or a lot?)		
What other factors might have contributed to the activity working (or not working)?		
Can (and should) the activity be selected for the decision at hand?		

Find the Evidence

The information and links below may guide LEAs in determining the level of evidence-based research for a program or resource.

1. "Warehouses" with multiple sources on various topics, evaluated against the ESSA definition:
 - [Evidence for ESSA \(Hopkins\)](#)
 - [What Works Clearinghouse \(IES\)](#) *has email subscription
 - [Evidence-Based Intervention Network](#) (University of Missouri)
 - [National Center on Intensive Intervention](#) (AIR)
 - [Substance Abuse and Mental Health Services Registry](#) (SAMHSA)
2. Multiple sources on single topics, sometimes evaluated against the ESSA definition:
 - Sources synthesized by groups like Class Size Matters, Attendance Works, etc.
3. Single sources, not pre-reviewed against ESSA definition:
 - Academic and professional journals (these are reviewed, just not against the ESSA definition)
 - [Educational Resources Information Center](#) (ERIC)
 - Vendors
 - Google

Checklist: Evaluating Plans for Evidence-Based Activities

Prior to selecting an evidence-based program, respond to the following questions.

1. Does the plan identify a need (and associated objectives/outcomes)?
2. What is the proposed activity to meet the need?
3. What level of evidence does the proposed activity demonstrate? ("How strong is the link between the activity and the outcome?")
 - Level 1-3: Existing research links the specific activity to the need.
 - Level 4: Existing research links the general activity to the need, and the plan will evaluate whether the specific activity meets the need after it is implemented.
4. What is the effect size of the proposed activity? ("How large is the impact of the activity on the outcome?")
5. Is the activity an appropriate choice, given the level of evidence, the effect size, and other context (student population, grade levels, delivery method, cost, etc.)?

Appendix D: Glossary of Terms

Child with a disability

A child evaluated in accordance with §§300.304 300.311 as having mental retardation, a hearing impairment (including deafness), a speech or language impairment, a visual impairment (including blindness), a serious emotional disturbance (referred to in this part as “emotional disturbance”), an orthopedic impairment, autism, traumatic brain injury, another health impairment, a specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, needs special education and related services.

Comprehensive literacy instruction

Instruction that—(a) Includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas; (b) Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension; (c) Includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff; (d) Makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children; (e) Uses differentiated instructional approaches, including individual and small group instruction and discussion; (f) Provides opportunities for children use language with peers and adults in order to develop language skills, including developing vocabulary; (g) Includes frequent practice of reading and writing strategies; (h) Uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child’s learning needs, to inform instruction, and to monitor the child’s progress and the effects of instruction; (i) Uses strategies to enhance children’s motivation to read and write and children’s engagement in self-directed learning; (j) Incorporates the principles of universal design for learning; (k) Depends on teachers’ collaboration in planning, instruction, and assessing a child’s progress and on continuous professional learning; and (l) Links literacy instruction to the State’s challenging academic standards, including standards relating to the ability to navigate, understand, and write about complex subject matters in print and digital formats.

Dual Language Learner

English learners who range in age from birth through five years old and who are learning two or more languages. The title of DLL acknowledges that very young children are still actively developing their home language(s) along with English.

English learner

An individual— (a) Who is aged 3 through 21; (b) Who is enrolled or preparing to enroll in an elementary school or secondary school; (c)(i) Who was not born in the United States or whose native language is a language other than English; (ii)(I) Who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) Who comes from an environment where a language other than English has had a significant impact on the individual’s level of English language proficiency; or (iii) Who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (d) Whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual— (i) The ability to meet the academic standards; (ii) The ability to successfully achieve in classrooms where the language of instruction is English; or (iii) The opportunity to participate fully in society.

Professional development

Activities that— (a) Are an integral part of school and LEA strategies for providing educators (including teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, and, as applicable, early childhood educators) with the knowledge and skills necessary to enable students to succeed in a well-rounded education and to meet the State’s challenging academic standards; (b) Are sustained (not stand-alone, one-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused; and (c) May include activities that—(1) Improve and increase teachers’—(i) Knowledge of the academic subjects the teachers teach;(ii) Understanding of how students learn; or (iii) Ability to analyze student work and achievement from multiple sources, including how to adjust instructional strategies, assessments, and materials based on such analysis; (2) Are an integral part of broad schoolwide and districtwide educational improvement plans; (3) Allow personalized plans for each educator to address the educator’s specific needs identified in observation

or other feedback; (4) Improve classroom management skills; (5) Support the recruitment, hiring, and training of effective teachers, including teachers who became certified through State and local alternative routes to certification; (6) Advance teacher understanding of— (i) Effective instructional strategies that are evidence-based; or (ii) Strategies for improving student academic achievement or substantially increasing the knowledge and teaching skills of teachers; (7) Are aligned with, and directly related to, academic goals of the school or LEA; (8) Are developed with extensive participation of teachers, principals, other school leaders, parents, representatives of Indian Tribes (as applicable), and administrators of schools to be served under this program; (9) Are designed to give teachers of English learners, and other teachers and instructional staff, the knowledge and skills to provide instruction and appropriate language and academic support services to those children, including the appropriate use of curricula and assessments; (10) To the extent appropriate, provide training for teachers, principals, and other school and community-based early childhood program leaders in the use of technology (including education about the harms of copyright piracy), so that technology and technology applications are effectively used in the classroom to improve teaching and learning in the curricula and academic subjects in which the teachers teach; (11) As a whole, are regularly evaluated for their impact on teacher effectiveness and student academic achievement, with the findings of the evaluations used to improve the quality of professional development; (12) Are designed to give teachers of children with disabilities or children with developmental delays, and other teachers and instructional staff, the knowledge and skills to provide instruction and academic support services to those children, including positive behavioral interventions and supports, multi-tier system of supports, and use of accommodations; (13) Provide instruction in the use of data and assessments to inform classroom practice; (14) Provide instruction in ways that teachers, principals, other school leaders, specialized instructional support personnel, and school administrators may work more effectively with parents and families; (15) Involve the forming of partnerships with institutions of higher education, including, as applicable, Tribal Colleges and Universities as defined in section 316(b) of the Higher Education Act of 1965, as amended (20 U.S.C. 1059c(b)), to establish school-based teacher, principal, and other school leader training programs that provide prospective teachers, novice teachers, principals, and other school leaders with an opportunity to work under the guidance of experienced teachers, principals, other school leaders, and

faculty of such institutions; (16) Create programs to enable paraprofessionals (assisting teachers employed by an LEA receiving assistance under part A of title I) to obtain the education necessary for those paraprofessionals to become certified and licensed teachers; (17) Provide follow-up training to teachers who have participated in activities described in this paragraph (c) that are designed to ensure that the knowledge and skills learned by the teachers are implemented in the classroom; or (18) Where practicable, provide for school staff and other early childhood education program providers to address jointly the transition to elementary school, including issues related to school readiness.

System of Early Care and Education in Maryland (SECE in MD):

Maryland's early care and education system encompasses an array of programs with distinct purposes and designs. The system is complex with federally, state and privately funded programs subject to oversight by multiple authorizing and licensing agencies. The range of program options available to families of young children ages birth to 5 years includes:

- Public Pre-Kindergarten
- Community-based Pre-Kindergarten
- Head Start
- Early Head Start
- Licensed Childcare Centers
- Judy Centers
- Family Childcare
- Parochial Preschool
- Montessori
- Informal/Relative Care

World Language Immersion Program

A model of instruction in which academic content and literacy skills are taught through the use of both English and a partner language, usually beginning in kindergarten.

Appendix E Timelines and Goals 2017-2020

Instructional Leadership Goals

KEY 1

The leadership on every level (state, local school systems, schools and early childhood programs) must recognize and tap into the needs, strengths, and concerns of the community; the cultural makeup of its citizens; and the equity issues which impact the state, school, and local educational agency. These driving forces of the Comprehensive Literacy Plan are reflected in the leadership, the instruction, and the training that is provided. Components of Instructional Leadership include identifying and encouraging teacher leaders; establishing leadership ladders; providing opportunities for regular literacy meetings, data dialogues, joint planning; and monitoring and assessing progress.

MSDE Goals for Instructional Leadership	Birth to Age 5 System of Early Care and Education	K - Grade 5	Grades 6-8	Grades 9-12	Timeline	Key Contributors
To develop instructional leaders who are knowledgeable about evidence-based literacy practices	Summer Academies	Summer Academies	Summer Academies	Summer Academies	Summer 2017 – Summer 2018	Content Offices
	EIP Webinars	EIP Webinars	EIP Webinars	EIP Webinars	Winter 2017 – Spring 2018	Professional Learning Team
To support LEAs in analyzing the strengths and needs of the school and its community		Data Workshops	Data Workshops	Data Workshops	Fall 2017	Professional Learning Team
	Implement Central Office Communities of Practice in LEAs	Implement Central Office Communities of Practice in LEAs	Implement Central Office Communities of Practice in LEAs	Implement Central Office Communities of Practice in LEAs	Spring 2018	Assessment Office
To support LEAs and the members of the System of Early Care and Education in developing strategies for monitoring teaching and learning	Summer workshops	Summer workshops	Summer workshops	Summer workshops	Summer 2018	Professional Learning Team
						Content Offices
Participate in multi-state collaboratives and provide supports from these collaboratives to LEAs	CCSSO School Leadership Development and Support Workgroup	2018-2020	MSDE Staff			
	CCSSO Engaging Teacher Leaders to Inform Policy and Improve Instruction Workgroup	CCSSO Engaging Teacher Leaders to Inform Policy and Improve Instruction Workgroup	CCSSO Engaging Teacher Leaders to Inform Policy and Improve Instruction Workgroup	CCSSO Engaging Teacher Leaders to Inform Policy and Improve Instruction Workgroup		
	Learning Forward	Learning Forward	Learning Forward	Learning Forward		
Support instructional leaders in promoting culturally responsive teaching	CCSSO CRT workgroup	CCSSO CRT workgroup	CCSSO CRT workgroup	CCSSO CRT workgroup	2019-2021	MSDE staff
	Webinars	Webinars	Webinars	Webinars		

KEY 2

Maryland's CLP embraces the whole child, from birth to Grade 12. A high-quality and sustained system of professional learning occurs through strong partnerships with families and guardians, early childhood educators, Prek-12 teachers, higher education faculty and staff members, libraries, birth to 5 organizations, and other community stakeholders. Together state and local teams will establish and disseminate needs-based professional learning in a variety of mediums to local educational agencies, K-12 Educators, Birth to 5 programs, and local communities.

MSDE Goals for Strategic Professional Learning	Birth to Age 5 System of Early Care and Education	K - Grade 5	Grades 6-8	Grades 9-12	Timeline	Key Contributors
To create a high-quality and sustained system of professional learning	Plan and implement needs based professional learning	Plan and implement needs based professional learning	Plan and implement needs based professional learning	Plan and implement needs based professional learning	2018-2020	Professional Learning Team
	Utilize partner organizations such as Ready At Five to provide early literacy professional development				Ongoing	Professional Learning Team, DECD
	Sponsor Pre-K- 2 Symposiums, conferences, and workshops on developmentally appropriate, evidence-based instructional practices	Sponsor Symposiums, conferences, and workshops on developmentally appropriate evidence-based instructional practices			Summer 2018, 2019, 2020	Professional Learning Team, Content Teams
To build preservice and in-service teacher capacity	Streamline the approval process for Language and Literacy professional development				2018-2020	DECD
	Increase the number of childcare providers who are credentialed through MSDE				2018-2020	DECD
	Increase the number of providers seeking Child Development Associate (CDA) credential				2018-2020	DECD
		Partner with Maryland Institutions of Higher Education (IHEs) to revise elementary teacher certification course frameworks	Partner with Maryland Institutions of Higher Education (IHEs) to revise secondary teacher certification course frameworks	Partner with Maryland Institutions of Higher Education (IHEs) to revise secondary teacher certification course frameworks	2016-2018	ELA staff, Certification Office
To support job-embedded, peer-to-peer professional learning		Facilitate Peer Coaching Collaboratives	Facilitate Peer Coaching Collaboratives	Facilitate Peer Coaching Collaboratives	Ongoing	Professional Learning Team
To develop a statewide understanding of culturally responsive teaching practices	Workshops	Workshops	Workshops	Workshops	2019-2022	Professional Learning Team
	Guest Speaker(s)	Guest Speaker(s)	Guest Speaker(s)	Guest Speaker(s)		MSDE Lead Equity Specialist CCSSO partners

Appendix E: Timelines and Goals 2017-2020

KEY 3

Working with local school systems, community-based programs, local Early Childhood Advisory Councils, public libraries, and institutions of higher education, Maryland will expand its vision of literacy to include the continuum of birth to Grade 12 education to engage all groups and to increase alignment. True equity of instruction cannot be achieved until all students receive instruction aligned to the standards and delivered with fidelity.

MSDE Goals for Continuity of Standards-based Instruction	Birth- Age 5 System of Early Care and Education	K- Grade 5	Grades 6-8	Grades 9-12	Timeline	Key
To expand the vision of literacy to engage all groups to include the continuum of birth to grade five and the alignment from grade six through grade 12	Support the system of early care and education and LEAs to align programs to Maryland content standards and Early Learning Standards	Support LEAs to align curriculum to Early Learning Standards and Maryland content standards	Support LEAs to align curriculum to Maryland content standards	Support LEAs to align curriculum to Maryland content standards	2018-2020	Content Offices Offices of Early Learning
Form a Curriculum Support Materials (CSM) Collaborative to review and catalog instructional materials in use	Provide information regarding best practices in use	Provide information regarding best practices in use	Provide information regarding best practices in use	Provide information regarding best practices in use	2018	
Support districts in implementing the Early Learning Standards and Maryland Content Standards	Continue collaboration with UMD to develop an evidence-based Infants, Toddlers, 3s, and 4s online curricula	Develop and provide integrated curriculum frameworks and resources that are aligned with Maryland Content Standards, including but not limited to, MCCRS (ELA, Math, History, and STEM), the Next Gen Science Standards, the C3 Standards, and the Early Learning Standards	Develop and provide integrated curriculum frameworks and resources that are aligned with Maryland Content Standards, including but not limited to, MCCRS (ELA, Math, History, and STEM), the Next Gen Science Standards, and the C3 Standards	Develop and provide integrated curriculum frameworks and resources that are aligned with Maryland Content Standards, including but not limited to, MCCRS (ELA, Math, History, and STEM), the Next Gen Science Standards, and the C3 Standards	2018-2020	DECD Content Offices
Increase knowledge of effective, evidence-based literacy instruction for all students	Provide support to system of early care and education in using online and print resources	Provide professional learning on aligning instruction to standards	Provide professional learning on aligning instruction to standards	Provide professional learning on aligning instruction to standards	2018-2020	DECD
	Provide support to system of early care and education, and LEAs on the use of center-based learning				2018-2020	
	Partner with LEAs, Ready At Five, Child Care Resource and Referral Centers (CCRC), and the Early Childhood Advisory Councils to develop family engagement literacy strategies				2018-2020	
Participate in multi-state collaboratives and provide instructional supports from these collaboratives to LEAs	CCSSO Birth to Age 8 Networked Improvement Community	CCSSO KEA Action Network	CCSSO Supporting Students Below Grade Level Workgroup	CCSSO Supporting Students Below Grade Level Workgroup	2018-2020	MSDE Staff
	CCSSO Early Learning SCASS	CCSSO Supporting Students Below Grade Level Workgroup	CCSSO English Language Arts SCASS	CCSSO English Language Arts SCASS		
		CCSSO English Language Arts SCASS	CCSSO English Learner SCASS	CCSSO English Learner SCASS		
		CCSSO English Learner SCASS	New Teacher Center	New Teacher Center		
Support culturally responsive teaching in all classrooms	Workshops on CRT frameworks	Workshops on CRT frameworks	Workshops on CRT frameworks	Workshops on CRT frameworks	2019-2021	MSDE staff CCSSO partners

KEY 4

A comprehensive system of assessments includes state, local, school, and teacher assessment data. A comprehensive system of assessment allows for strategic data-informed decision making to meet the needs of the individual student.

MSDE Goals for Comprehensive System of Assessments	Birth- Age 5 System of Early Care and Education	K- Grade 5	Grades 6-8	Grades 9-12	Timeline	Responsible Party
Determine and report to stakeholders readiness for and progress toward college and career readiness for all Maryland students	Use valid and reliable assessments to determine readiness for and progress toward literacy development	Use valid and reliable assessments, including KRA and PARCC, and other content standards approved assessments	Use valid and reliable assessments, including PARCC and content-standards approved assessments	Use valid and reliable assessments, including PARCC and other Department approved college and career readiness assessments	Summer 2018-2020	Assessment and Accountability Office
Provide workshops, webinars, and resources regarding interpretation of various assessment data	Provide training on developmentally appropriate assessment tools and practices	Regional Data Workshops	Regional Data Workshops	Regional Data Workshops	Fall 2017 – Spring 2018	Professional Learning and Assessment
		Provide training on developmentally appropriate assessment tools and practices	Provide training on developmentally appropriate assessment tools and practices	Provide training on developmentally appropriate assessment tools and practices	2018-2020	Professional Learning ELA staff DECD
	Provide resources to align assessments to student needs	Provide resources to align assessments to student needs	Provide resources to align assessments to student needs	2018-2020	Professional Learning ELA Staff DECD	
	Provide resources to align assessments to student needs	Provide resources to align assessments to student needs	Provide resources to align assessments to student needs	2018-2020	Professional Learning ELA Staff DECD	
Support district level assessment initiatives	Promote awareness of, and access to, professional development around the use of the ELA	Solicit and facilitate Peer Collaborative teams	Solicit and facilitate Peer Collaborative teams	Solicit and facilitate Peer Collaborative teams	2018-2020	Professional Learning
		Train and support Formative Assessment (FAME) cohorts	Train and support Formative Assessment (FAME) cohorts	Train and support Formative Assessment (FAME) cohorts	2018-2020	Professional Learning
Participate in multi-state collaboratives and provide assessment supports from these collaboratives to LEAs	CCSSO Birth to Age 8 Networked Improvement Community	CCSSO KEA Action Network	CCSSO Supporting Students Below Grade Level Workgroup	CCSSO Supporting Students Below Grade Level Workgroup	2018-2020	MSDE Staff
		CCSSO Supporting Students Below Grade Level Workgroup	CCSSO English Language Arts SCASS	CCSSO English Language Arts SCASS		
	CCSSO Early Learning SCASS	CCSSO English Language Arts SCASS	CCSSO English Learner SCASS	CCSSO English Language Arts SCASS	CCSSO English Learner SCASS	
	CCSSO English Language Arts SCASS	CCSSO English Learner SCASS	CCSSO English Learner SCASS	CCSSO English Language Arts SCASS	CCSSO English Learner SCASS	

Appendix E: Timelines and Goals 2017-2020

KEY 5

Maryland has adopted regulation for the inclusion of Universal Design for Learning (UDL) in all classrooms. This approach provides choice and individualization for students which, in turn, allows teachers to provide tiered instruction. In addition, Maryland developed a structured Response to Intervention Framework in 2008 that was adopted statewide.

MSDE Goals to support Tiered Instruction and Intervention	Birth- Age 5 System of Early Care and Education	K- Grade 5	Grades 6-8	Grades 9-12	Timeline	Responsible Party
Provide professional learning for LEA staff, on Multi-Tiered System of Support to meet the needs of all students, including students with disabilities	Provide a variety of statewide professional learning activities	Provide a variety of statewide professional learning activities	Provide a variety of statewide professional learning activities	Provide a variety of statewide professional learning activities	2018-2020	Special Education and Content Staff
Provide resources for implementing multi-tiered systems of support	Provide support to system of early care and education programs in their administration of developmental screening tools and their analysis of the data				2018-2020	Special Education and Content Staff
		Revise and transform Maryland's Response to Intervention (RTI) framework into a Multi-Tiered System of Support (MTSS)	Revise and transform Maryland's Response to Intervention (RTI) framework into a Multi-Tiered System of Support (MTSS)	Revise and transform Maryland's Response to Intervention (RTI) framework into a Multi-Tiered System of Support (MTSS)	2018-2019	Special Education and Content Staff
		Provide implementation rubric for revised MTSS framework	Provide implementation rubric for revised MTSS framework	Provide implementation rubric for revised MTSS framework	2018-2019	Special Education and Content Staff
Provide technical support		Provide training for the monitoring and reporting required in Specialized Intervention Services Act of 2017	Provide training for the monitoring and reporting required in Specialized Intervention Services Act of 2017	Provide training for the monitoring and reporting required in Specialized Intervention Services Act of 2017	2018-2020	Special Education and Content Staff
		Provide training and resources on progress monitoring for Multi-Tiered System of Instruction	Provide training and resources on progress monitoring for Multi-Tiered System of Instruction	Provide training and resources on progress monitoring for Multi-Tiered System of Instruction	2018-2020	Special Education and Content Staff
Participate in multi-state collaboratives and provide supports from these collaboratives to LEAs	CCSSO Birth to Age 8 Networked Improvement Community CCSSO Early Learning SCASS	CCSSO KEA Action Network CCSSO Supporting Students Below Grade Level Workgroup CCSSO English Language Arts SCASS CCSSO English Learner SCASS	CCSSO Supporting Students Below Grade Level Workgroup CCSSO English Language Arts SCASS	CCSSO Supporting Students Below Grade Level Workgroup CCSSO English Language Arts SCASS CCSSO English Learner SCASS	2018-2020	MSDE Staff

KEY 6

Active parent and community involvement are key components of the success of high functioning elementary and secondary schools across diverse economic backgrounds, family and community participation in elementary and secondary schools is associated with greater student success. Educators help families and communities add to their repertoire of strategies for promoting literacy. In order to have the most positive impact on literacy achievement for all students, it is imperative that schools, families, and communities collaborate. Partnerships help schools prepare students for college and careers by offering additional opportunities, supports, and enrichment for young people.

MSDE Goals to support Family and Community Partnerships	Birth- Age 5 System of Early Care and Education	K- Grade 5	Grades 6-8	Grades 9-12	Timeline	Responsible Party
To support districts and schools in developing strong family partnerships	Summer Academies	Summer Academies	Summer Academies	Summer Academies	2020-2025	Content Offices
	Communities of Practice	Communities of Practice	Communities of Practice	Communities of Practice		Professional Learning Team
	Webinars	Webinars	Webinars	Webinars		
	Workshops	Workshops	Workshops	Workshops		
To support districts and schools in developing strong community partnerships	Summer Academies	Summer Academies	Summer Academies	Summer Academies	2020-2025	Content Offices
	Communities of Practice	Communities of Practice	Communities of Practice	Communities of Practice		Professional Learning Team
	Webinars	Webinars	Webinars	Webinars		
	Workshops	Workshops	Workshops	Workshops		
To support LSS and the system of Early Care and Education in developing strategies for monitoring teaching and learning	Develop monitoring tools	Develop monitoring tools	Develop monitoring tools	Develop monitoring tools	2019-2021	MSDE Staff
Participate in multi-state collaboratives and provide supports from these collaboratives to districts, childcare providers, and community partners	CCSSO Workgroups	CCSSO Workgroups	CCSSO Workgroups	CCSSO Workgroups	2019-2021	MSDE Staff Childcare Providers Community Partners
	Learning Forward	Learning Forward	Learning Forward	Learning Forward		

Appendix F: Research to Support the Keys

Research/Evidence to Support Instructional Leadership (Key 1)

Research suggests that effective instructional leadership is a key ingredient in educational reform (Bryk, Sebring, Allensworth, Luppescu, & Easton, 2010). In fact, effective instructional leadership has been linked to improved student outcomes (Robinson, Lloyd, & Rowe, 2008; Waters, Marzano, & McNulty, 2003). Thus, instructional leadership is essential for facilitating implementation of a comprehensive literacy plan. Research suggests that key players in instructional leadership include central office personnel, principals and assistant principals, and teacher leaders (Elmore, 2000; King, 2002; Spillane, Halverson, & Diamond, 2000).

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Research/Evidence to Support Strategic Professional Development (Key 2)

Strategic professional learning is an important component in education reform. In fact, research suggests that ongoing and intensive professional learning opportunities can have a substantial effect on student achievement (Yoon et al., 2007). Models of effective professional learning suggest that it is tied to clear standards, aligned curricula, and systemwide accountability (Garet, et al., 2001). It also includes active learning opportunities, a focus on sets of discrete skills, relevant practice, and sustained duration (Darling-Hammond et al., 2009; Desimone, 2009). Providing ongoing professional learning and instructional support (e.g., coaching) from an instructional leader is associated with improved teacher implementation of evidence-based practices (Becker, Bradshaw, Domitrovich, & Jalongo, 2013). Notably, ongoing instructional support has been highlighted as an essential component of professional learning for facilitating teachers' translation of research to practice (Joyce & Showers, 2002). Center-based programs play a vital role in providing explicit instruction on pre-literacy skills such as phonological awareness, letter naming, and print awareness (National Early Literacy Panel, 2008). Knowledge of these skills vary substantially across teachers (Powell et al., 2008; Connor et al., 2006), thus professional development interventions have clear benefits on the quality of instruction and children's language outcomes (Powell et al., 2010). Multiple models have proven effective, including on-going feedback (Landry et al., 2006), pre-specified curriculum (Bierman et al., 2008), or technologically mediated remote coaching (Powell et al., 2010).

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Research/Evidence for Continuity of Standards and Evidence-based Instruction (Key 3)

Alignment from birth through secondary school is essential for providing students the coherence and support they need to develop effective literacy skills. Misalignment between early childhood and K-12 standards results in disconnected instructional practices that limit student learning (Claessens, Engel, & Curran, 2014). Connections across ages and grade levels as well as across curricula, assessment, and professional development are needed to ensure that students experience a seamless literacy education (Bogard & Takanishi, 2005). These connections, especially from early childhood to K-12 education, must cross boundaries between non-formal and formal education (Coffman & Kauerz, 2012), and they must foster shared goals and instructional strategies across age and grade levels (Correnti & Rowan, 2007).

Differences in early language mirror distinctions in the communicative input to children from varying SES backgrounds. Hart and Risley (1995) estimate that relative to their higher-SES counterparts, children from lower-SES backgrounds face a cumulative input gap of 30 million words by the time they reach the school-aged year. In addition to sizable effects of input quantity, more nuanced factors such as vocabulary diversity (Rowe, 2012), informativity of the extra-linguistic context (Cartmill et al., 2013), and the connectedness or fluency of the communicative interactions (Hirsh-Pasek et al., 2015) also predict vocabulary growth. Well-established associations between language outcomes and caregiver input motivate interventions that focus on increasing caregiver input among lower-SES groups. For example, storybooks are a key source of linguistic input and a strong predictor of vocabulary size (Senechal et al., 1996) since they feature unique words that are not found in child-directed speech (Montag et al., 2015). Parent-child interventions that focus on book reading generate improvements in vocabulary size that sustain over follow-up periods (Whitehurst et al., 1994; Brooks-Gunn & Markman, 2005). Recent interventions that look beyond vocabulary size can examine other dimensions of language that impact early reading (e.g., use of complex syntactic structures, decontextualized language). These approaches have incorporated technology that provide real-time information about how much caregivers talk to children and home audio environment (e.g., amount of background noise), e.g., 30-Million Words Initiative (thirtymillionwords.org), Providence Talks (providencetalks.org). When paired with home-based programs, these methods may be effective for delivering and assessing low-cost strategies for promoting school readiness (Susskind et al., 2013).

Appendix F: Research to Support the Keys

However, since caregiver input varies substantially across cultural and SES backgrounds (Hoff-Ginsberg, 1991), center-based programs paired with a parenting component are able to achieve larger improvements compared to those that focus on parents alone (Brooks-Gunn & Markman, 2005; Burger, 2010). Relative to control groups that do not receive services, children who enroll in early Head Start (HS) programs show improved cognition, language, attention, and health (Love et al., 2013). These effects sustain over time when children continue onto formal programs following the completion of early HS. Similarly, HS children take part in a family-based training program show greater improvements in language and cognition beyond those who were enrolled in HS alone (Neville et al., 2013).

Evidenced-based practices are those “effective educational strategies supported by evidence and research” (ESEA, 2002). The federal Every Student Succeeds Act (ESSA) of 2015 non-Regulatory Guidance: *Using Evidence to Strengthen Education Investments* (2016) states, “using, generating, and sharing evidence about effective strategies to support students gives stakeholders an important tool to accelerate student learning.” Therefore, supporting the use of evidence-based strategies in the classroom is essential to improving teacher literacy instruction.

Educators must take part in thoughtfully designed professional learning experiences to ensure evidence-based strategies are at the core of all literacy instruction. Although utilizing evidence based strategies provides tools to improve learning, “changing literacy instruction in an evidence-based approach is hampered by a lack of knowledge regarding exactly how to combine multiple effective practices into a comprehensive instructional program” (Greenwood, C.R., Tapia, Y., Abbott, M., Cheryl Walton, C., 2003). Evidence-based strategies, learning experiences, and interventions must be part of an ongoing cycle that includes identifying local needs, selecting the evidence-based intervention, having the capacity to implement, and examining while reflecting upon how the intervention is working. It is necessary for educators to be guided on how to make the connections from evidence-based strategies to effective instructional practices. Carefully designed supports must be in place to identify strong and moderate evidence-based interventions that also consider the needs of students, schools, and communities. When selecting evidence-based practices there are several concepts that are to be considered. According to Non-Regulatory Guidance: *Using Evidence to Strengthen Education Investments* (2016), “Interventions supported by higher levels of evidence,

specifically strong evidence or moderate evidence, are more likely to improve student outcomes because they have been proven to be effective” (p.4). In addition to identifying practices that are shown to be successful, “teachers also must examine the generalizability, or fit, of the evidence” (International Reading Association, 2002). Intentional time and support must be allotted for educators to explore evidence-based strategies in order to improve instruction.

Utilizing evidence-based strategies to improve student outcomes is part of a larger ongoing process of improvement to instruction. The impact of utilizing evidence-based strategies is evident. However, successful identification and implementation of these strategies does not just happen. It takes support in identifying needs, identifying evidenced-based strategies, and planning for implementation. The ongoing cycle of improvement requires dedicated time and support for local educational agencies and schools.

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Research/Evidence for Comprehensive System of Assessments

A comprehensive system of assessment is a coherent plan for monitoring student achievement across age and grade levels and includes measures for screening, progress monitoring, diagnosis, and evaluation (Fletcher & Vaughn, 2009; Walpole & McKenna, 2007). Screening assessment is used to determine whether students may need additional support in a particular area. Progress monitoring is used to determine whether students are responding to instruction. If students are identified as needing support, diagnostic assessment can be used to determine specific areas to target. Finally, outcome assessment can be used to determine (a) how much a student grew and (b) where he or she ended up in relation to their peers in a given area. Did students make gains? Did they begin to catch up with their peers or get closer to grade level? Data from these assessment systems must be used as part of a continuous cycle of instructional improvement (Hamilton, et al., 2009). A comprehensive system of assessment may include teacher, center/school, and local educational agency level evaluation plans that can be used to inform professional development and school improvement efforts (Darling-Hammond, 2012).

Formative assessment as critical component of Multi-tiered Systems of Support

Formative assessment is a critical component of effective school systems that improve students' performance and closes the achievement gaps. Multi-tiered Systems of Support (MTSS), discussed in Key 5, rely on four basic components: (a) the provision of multiple tiers of generally effective instructional practices, with a core curriculum that meets the needs of most (e.g., 80%) students; (b) access for all students to high-quality instruction that is matched to their needs; (c) an emphasis on formative assessment data to document the match between students' needs and their instruction; and (d) a mechanism to evaluate system effectiveness across tiers, using a problem-solving model of data-based decision making (Atkins & Cummings, 2011).

Strong measurement tools are integral in the conceptualization of MTSS and to its success or disappointment in being able to both improve academic outcomes and provide data for the identification of LD (Fletcher & Vaughn, 2009). The assessment demands of an MTSS approach bring forth an increased need for formative assessments that both meet the traditional criteria for psychometric acceptability and are predictive of high-stakes achievement outcomes. Additionally, these measures should be brief, repeatable, and instructionally relevant so that they can be used to improve instruction and, ultimately, student

outcomes. Screening instruments have risen to prominence in education due to the need to identify students as being at-risk for poor reading and other outcomes. The practical benefits of universal screening include efficient measurement and the opportunity to prevent more serious deficits. Screening systems can help teachers make more efficient and effective instructional decisions (e.g., Stecker, Fuchs, & Fuchs, 2005) and reduce disproportionality in special education referrals (Marston, Muyskens, Lau, & Canter, 2003). Curriculum-based measurement (CBM) technology has evidence of utility as a formative assessment tool (Deno, 1985; Deno, 2003; Fuchs & Deno, 1992). Historically, CBMs have been used in special education to provide student-level data that measures how students are progressing in a curriculum towards specific outcomes. More recently, CBMs are being used to provide system-level data to improve the overall academic health of the school, including the progress of students in general education (Kaminski & Cummings, 2007).

CBM as a Formative Assessment Tool

Curriculum-based measurement was developed as a system for formative assessment; a methodology for adapting teaching to meet student needs (Deno, 1985). Because the primary purpose of formative assessment is to support student learning, it is linked to assessment practices for the purposes of improving student outcomes (Kaminski & Cummings, 2007). In addition to setting individual student goals, formative assessment also aims to provide a database on which effective instructional programs may be developed empirically over time (Fuchs, 1986).

At the individual student level, developed initially through the Data-Based Program Modification system (Deno & Mirkin, 1977), CBM has grown to become one of the most widely-studied assessment technologies. Converging evidence over the past 30 years has demonstrated CBM's validity in the following key areas: (a) CBM displays high degrees of content validity because the content for CBM is either based on or mirrors the daily curriculum taught in the classroom (Fuchs & Deno, 1992; Hasbrouck, Woldbeck, Ihnot, & Parker, 1999; Capizzi, Barton-Arwood, 2009), (b) CBM displays high levels of decision utility (Messick, 1989) in that it can be used to make instructional modifications when needed and results in better, more responsive teaching (Deno, 1985; Fuchs & Fuchs, 2003; Fuchs, Fuchs, & Hamlett, 1989; Fuchs, Fuchs, Hamlett, Walz, & Germann, 1993) (c) CBM has evidence of discriminant validity in that students who are grouped based on CBM data are more likely to benefit from similar instruction than students who are grouped based on other assessments

(Wesson, Vierthaler, & Haubrick, 1989; Kranzler, Brownkell, & Miller, 1998; Good & Jefferson, 1998).

Formative assessment linked to student outcomes

One way to ensure that all students are on track for being successful readers is to provide educators with assessment tools that allow them to make timely, appropriate decisions about a child's response to instruction (Cummings, Kaminski, Good, & O'Neill, 2011).

The practice of collecting formative assessment data on a wide scale can have a dramatic effect on global student achievement (Ervin, Schaughency, Goodman, McGlinchey, & Matthews, 2006). Other benefits of formative assessment include reduced referral and eligibility rates for the category of specific learning disability (SLD; VanDerHeyden, Witt, & Gilbertson, 2007; Wanzek & Vaughn, 2011), reduced disproportionality in special education placements (Marston et al., 2003; O'Connor, Bocian, Beach, Sanchez, & Flynn, 2013), and improved achievement (O'Connor et al, 2013; Sharp, Sanders, Noltemeyer, Hoffman, & Boone, 2016).

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Research/Evidence to Support Tiered Instruction and Interventions (Key 5)

Tiered approaches to instructional delivery help students at all levels of achievement and assist their access to the core curriculum, irrespective of grade level. Districts or schools may implement a tiered model in a variety of ways (Berkeley, Bender, Peaster, & Saunders, 2009) but critical features include:

- **A strong, evidence-based core reading program.** One of the most critical components of any tiered model is that it is based on a strong general education curriculum (Tier 1; Foorman et al., 2016; Gersten et al., 2009). The core program forms the basis for all other intervention efforts and affects the achievement of all students.
- **Multiple, flexible tiers of instruction.** Successful tiered models also include 2-4 flexible tiers of supplemental, not supplanted, instruction. The purpose of these tiers is to provide additional supports to students who are struggling to make adequate progress in Tier 1 alone, though some schools also include tiers of enrichment for students performing above level. These supplemental tiers must be flexible, all students will move in and out of different support levels in accordance with their needs. According to a recent Department of Education Practice Guide (Gersten et al., 2009), Tier 2 supports demonstrated strong evidence in terms of improving students' reading achievement.

- **Strategic integration.** Supplemental supports should be based on and deliberately linked to Tier 1 content. Too often we intervene with students who are struggling by offering many disparate interventions, expecting the students to make connections between these interventions and their Tier 1 program (Tilly, 2008). This process hasn't been effective because it can be redundant with other programs, provide conflicting information, and lacks coordination. For tiered systems to be successful, we must work to connect all supports—including flexible tiers but also special education and ELL supports, back to Tier 1.
- **Universal screening:** Best practices in universal screening assessment includes assessing all students at least twice per year (fall, winter). The purpose of screening is two-fold, first to determine students who may benefit from additional support and second to evaluate the various school-level supports. For example, schools can examine the percentage of students whose needs are met by the core reading program, Tier 1 should meet the needs of the majority of students in the school (e.g., 60-80%). Schools can also examine the extent to which their supplemental supports are reducing risk for students. Universal screening alone has a moderate impact on student reading achievement, particularly if coupled with progress monitoring (Gersten et al., 2009).
- **Progress monitoring:** Students who have been identified as needing additional supports are unlikely to meet subsequent reading goals UNLESS we intervene to change that outcome. Thus, struggling readers should be monitored more frequently so that teachers can make decisions about their progress on a more frequent basis.

Grades K-Five

Tiered systems have their roots in the elementary grades and are widely regarded as models for preventing reading difficulties and disabilities (Fuchs & Fuchs, 1998; Vaughn, Linan-Thompson, & Hickman, 2003; Vellutino, Scanlon, Small, & Fanuele, 2006). Vaughn et al., (2008) note the goal of any RTI approach is to “raise the achievement levels of all students, which requires a multi-tiered approach beginning in general education settings that provides increasingly intense and differentiated interventions for students who struggle with reading and learning from text.” (p.338).

Key milestones of tiered systems in the early grades focus on foundational reading skills. Foorman and colleagues (2016) identified four key recommendations for enhancing the quality of instruction and these include (p. iii):

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- Teach students' academic language skills, including the use of inferential and narrative language, and vocabulary knowledge
- Develop awareness of the segments of sounds in speech and how they link to letters
- Teach students to decode words, analyze word parts, and write and recognize words
- Ensure that each student reads connected text every day to support reading accuracy, fluency, and comprehension

The elementary grades represent a critical period for intervention in reading. We know that reading challenges in elementary school ultimately lead to school failure and harmful long-term consequences, from reduced academic performance (Torgesen, 2000) to poor employment opportunities (Juel, 1988; McGill-Franzen, 1987; McIntosh, Horner, Chard, Boland, & Good, 2006). We also know that many students are not learning to read sufficiently well, indicated by the decline in reading proficiency over time (Hasbrouck & Tindal, 2006; Lee, Grigg, & Donahue, 2007). Tiered systems have demonstrated promise in preventing such risk factors and they do a better job remediating those that do exist. Such systems also show promise for reducing disability identification, can improve students' reading performance, and enhance their general academic functioning and future opportunities for gainful employment (Chard, Harn, Horner, & Sugai, 2008).

Successful implementation of tiered systems, however, rely on both structural components, such as data collection and decisions about placement into tiers, as well as evidence-based interventions. Although all five components listed above are important, the quality of instruction is, or at least should be, paramount. Put simply, regardless of the size of small groups, data collection, placement decisions, or other operational details associated with MTSS or other systems changes, poor-quality instruction will not likely produce proficient readers (e.g., Metis Associates, 2011) nor will it teach and reinforce appropriate, functional behaviors. At the same time, high-quality instruction could potentially preclude the need for tiered systems, per se (e.g., Carlson & Francis, 2002; Watkins, 1997).

Grades Six to Twelve

Many adolescents enter middle or high school after struggling with reading for years. Some students struggle with decoding multisyllabic words which they encounter frequently in secondary level text (Bhattacharya, Aplana, & Ehri, 2004). Others may be able to decode fluently, but they continue to face comprehension challenges. Their poor reading

performance can be attributed to a variety of factors such as never receiving sufficiently intensive, explicit evidence-based instruction or intervention that targets their needs and/or having a reading disability. The consequences of poor reading ability are glaringly apparent for some students from an early age and can result in frustration and less independent reading over time. In addition, some students may need supplemental literacy support because, although they have proficiency in a language other than English, they are in the process of developing English language skills.

Ultimately, reading less leads to a rapidly widening gap between these struggling secondary readers and their typically achieving peers. When students read less, they profit less. In other words, students who do not read often acquire less vocabulary, background, and content knowledge (Gelzheiser & Meyers, 1991; Hairrell et al., 2011; O'Sullivan, Ysseldyke, Christenson, & Thurlow, 1990). Without explicit instruction and practice, we also deprive students of a 'tool box' of strategies that they can apply to make sense of text when their comprehension breaks down (Snow, Porche, Tabors, & Harris, 2007; Smith, Doabler, & Kame'enui, 2016). Stanovich (1986) described this phenomenon as the Matthew Effect. Put simply, we can think of it as "the rich get richer and the poor get poorer." Unfortunately, poor reading ability can lead to grave consequences. For example, struggling readers are likely to demonstrate frustration, disengagement, and misbehavior (Lane, Carter, Pierson, & Glaeser, 2006). Thus, improving adolescent literacy achievement is critical. A tiered model for secondary education can be implemented in a variety of ways (Berkeley, Bender, Peaster, & Saunders, 2009), hence it is referred to as a model and not a program. Besides variation in implementation within elementary level settings, implementation can also vary extensively between the elementary and secondary settings (Reed, Wexler, & Vaughn, 2012). Indeed, while tiered models at the secondary level share the same essential components as conceptualized at the elementary level listed above, there are some unique challenges and logistics that make the model somewhat different for secondary level implementation. For example, we can expect less growth from students as they get older (Bloom, Hill, Black, & Lipsey, 2008). Because of this, it is possible to conduct universal screening only one time per year if resources are scarce and we can use existing data (e.g., state test data) rather than using resources to assess all students. Furthermore, while it is important to use data on an ongoing basis to monitor students' progress and make instructional decisions, we can consider conducting formal progress monitoring less often (Reed, Wexler, Vaughn 2012). Finally, in many schools, more than 60% of the

student population may qualify for supplemental, intensive intervention.

However, with scarce resources, schools can be challenged about how to intervene with all the students who qualify for intervention. This makes providing evidence-based reading instruction in the Tier 1 (i.e., English language arts, science, social studies, and math) even more critical as students with disabilities spend a majority of their day in the Tier 1 setting (Newman, 2006; U.S. Department of Education, 2011). In a practice guide on Improving Adolescent Literacy, Kamil and colleagues (2008) highlight the following evidence-based recommendations:

- Provide explicit vocabulary instruction
- Provide direct and explicit comprehension strategy instruction
- Provide opportunities for extended discussion of text meaning and interpretation
- Increase student motivation and engagement in literacy learning
- Make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.
- Recommendations 1-4 should be integrated across the Tier 1 setting and in supplemental intervention settings. The final recommendation stresses the need for secondary schools to determine ways to provide more intensive supplemental intervention, typically during an elective period, to students who need more help in foundational level skills (i.e., word-reading).

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Research/Evidence to Support Family and Community Partnerships

“The way schools care about children is reflected in the way schools care about children’s families” (Epstein 2019). When a school views the parent as the entity responsible for parenting roles and the school is identified as the entity responsible for the academic education, a divide is created. This divide reflects an antiquated view that a school is a place to learn the curriculum and not a place to educate the whole child. When the considerations of social emotional learning are ignored, the child cannot fully develop into a thoughtful, active member of society. School, family and community partnerships improve, “school climate, strengthen school and classroom programs, provide family services and support, increase parents’ skill and leadership, connect families with other in the school and support in the community, help teachers understand and appreciate parents, and support teachers’ efforts” (Epstein 2019). This view has been strengthened by federal policies since the late 1980s. Title I of the Elementary and Secondary Education Act (ESEA) included specific mandates for family and community engagement, and currently, the Every Student Succeeds Act (ESSA) reinforces those requirements, “to develop research-based programs of parent and family engagement to increase student achievement and other indicators of success in school” (Epstein 2019). The inclusion of family and community engagement in both ESEA and ESSA reflect research that indicates successful family and community engagement activities are attainable, and these programs are the strongest predictors of educational success. With over 40 years of research to support the impact of family and community engagement on student performance, it is important to note that the results do not happen overnight. One size does not fit all when programs are being considered to engage families and community partnerships (California Department of Education, 2011; Weiss, Bouffard, Bridgall, & Gordon, 2009)

Schools need to consider their school base, their needs, and their ability to train teachers and to engage all constituents. When considering a program, it is important to consider obstacles that may be faced when developing meaningful relationships. Some things to consider are:

- Parents’ (and other family members’) previous negative experiences or interactions with schools (for example, parents did not do well in school or educators told parents only what they should do without acknowledging what they might already be doing).
- Language and cultural barriers (for example, parents or their representatives believe they should defer to educators and not play an active role in education).
- Limited professional development and training of educators in family and community engagement.
- Educators’ own cultural beliefs and attitudes.
- Lack of exposure to the practices, experiences, and beliefs that are validated by the school culture (Garcia, Frunzi, Deam Toolkit of Resources for Engaging Families and the Community as Partners in Education).

While educators understand the jargon of the profession, families and community members may not. Additionally, family and community members may not be aware of grading policies, standards, the impact of conferences, and on the value and ways schools communicate with stakeholders. Being unfamiliar with the practices, needing help navigating resources, or feeling as a student versus a partner, families and community members may feel unimportant. The key is to create a true partnership, where each member is working together toward a common goal (Gordon, 2005).

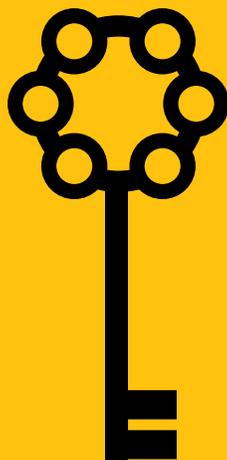
Maryland has a history of encouraging family and community engagement in state and local decisions. Recommendations for school improvement is required to be posted to allow for public comment, which, in turn, drives revisions and adoptions of various programs, documents, and changes to various aspects of the Maryland educational program. Additionally, Maryland has been active in establishing relationships with all groups in order to improve student achievement. No true statewide reform occurs without the support of the LSS and its constituents, which is why Maryland has included Family and Community Engagement as a separate key in its Comprehensive Literacy Plan 2020.

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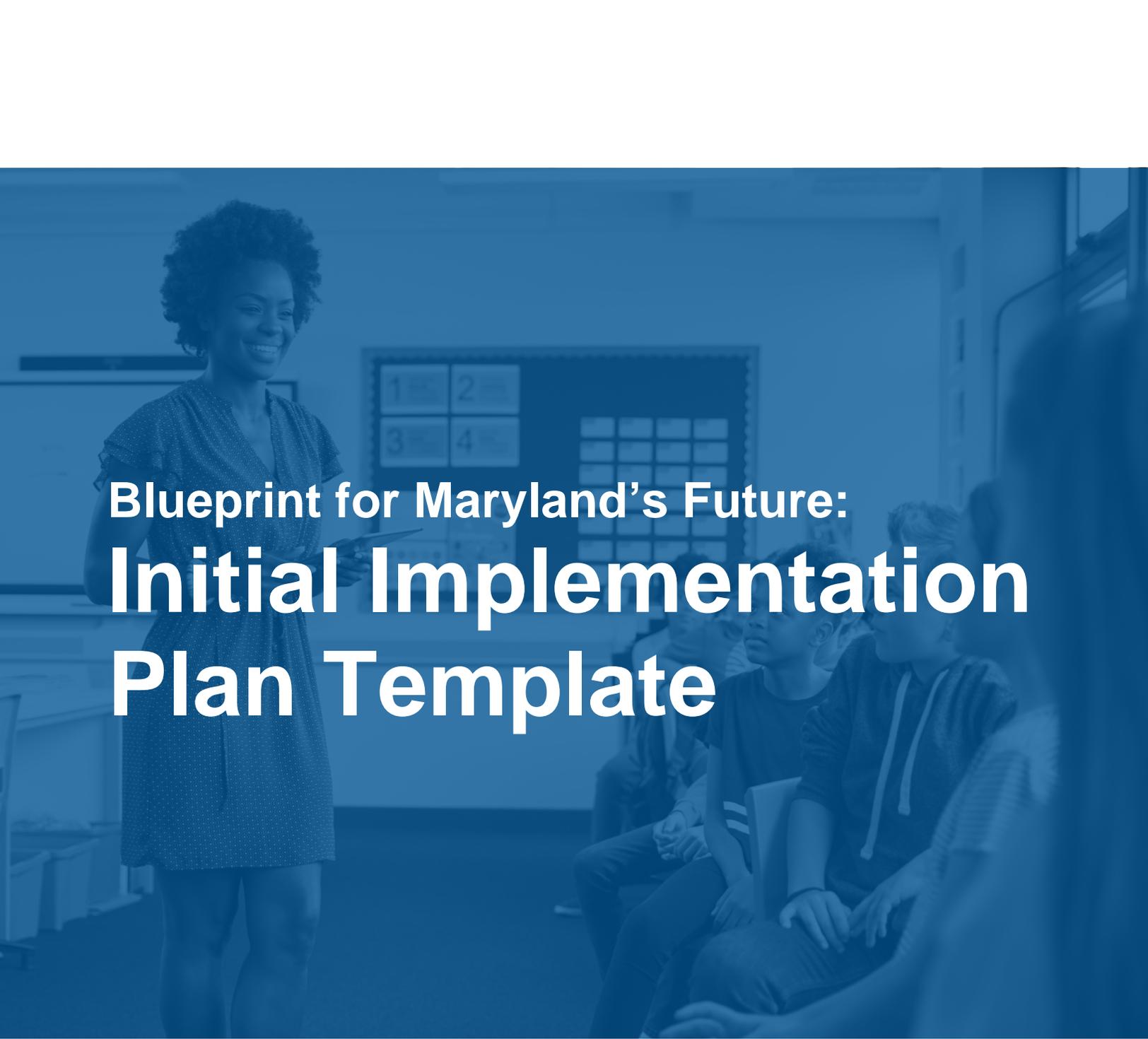


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Appendix B



Blueprint for Maryland's Future: Initial Implementation Plan Template

LEA Name

March 2023

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Document History		
Version	Date	Summary of Changes
1	December 1, 2022	Document Creation
2	December 28, 2022	Minor technical updates. Details listed at the end of this document.

The Maryland State Department of Education (MSDE) and the Accountability and Implementation Board (AIB) are jointly releasing a template and a Criteria for Success that each local education agency (LEA) will use to develop and submit its initial Blueprint Implementation Plan. As LEAs are utilizing this template, it is important to note:

- Responses should address the planning and implementation work that began in 2021-22 and ends with 2023-24.
- The initial submission is due March 15, 2023.
- A second submission of LEA Blueprint Implementation Plans is tentatively scheduled for March 2024 and will address 2024-25, 2025-26, and 2026-27. This submission will require new information as well as updates to the initial plan.
- When reporting data, an LEA should only report data for groups of 10 or more to ensure that it does not reveal personally identifiable information about an individual student.
- LEAs may link artifacts to reinforce and/or expand on any part of their response to a question in the template. Artifacts do not replace the need for a response and are encouraged but not required unless otherwise indicated in the template.



Pillar 1: Early Childhood Education



Pillar 1, Objective 1: Expand high-quality and publicly funded full-day Pre-K

1.1.1 and 1.1.2: Expand access to full-day pre-K for Tier I 3- and 4-year-old children and Tier II 4-year-old children

Blueprint Requirement (MD Code, Educ §7-1A-06)

- 1. Increasing Tier I Participation:** Describe how the school system will increase participation among eligible Tier I 3- and 4-year-olds in Pre-K so that all 4-year-old children and nearly all 3-year-old children from low-income families who wish to enroll in full-day Pre-K shall be served by FY 26 and FY 32, respectively. Identify the challenges that prevent families from enrolling students or the school system from meeting the enrollment need and the strategies the school system will utilize to overcome the identified challenges. Consider challenges associated with priority groups (children with disabilities, youth experiencing homelessness, and English learners) as well as those who require transportation.

Response here...

Linked Artifacts:

- 2. Communication and Outreach:** How will the school system communicate with families about the opportunity to enroll in Pre-K? Discuss the timeline, including frequency and method, of outreach efforts to ensure all families of eligible three- and four-year-olds know what Pre-K options are available to them and are encouraged to participate. What strategies will the school system intentionally use to recruit Tier I students, students with disabilities, youth experiencing homelessness, and English learners? When identifying strategies, consider how the school system will work with the following:

- Local health and social services
- Regional child care resource centers
- Local Early Childhood Advisory Council

Response here...

Linked Artifacts:

- 3. Expanding Participation to Tier II:** Describe how the school system will increase participation and meet the enrollment demand among eligible Tier II students beginning with the 2024-25 school year and foster socioeconomic diversity in prekindergarten classrooms. How will the



school system recruit Tier II students for participation in Pre-K while ensuring priority for Tier I students as described above?

Note: This question is optional for the March 2023 submission and applicable only to those school systems prepared to address it at the time.

Response here...

Linked Artifacts:

- 4. Operationalizing the Expansion of Pre-K:** What operational changes is the school system planning to make to support the expansion of Pre-K? Consider the impact of the expansion related to operating systems, schedules, talent pipelines, physical space and facilities, resource allocation, etc. How will the school system include the Pre-K expansion in its short and long-term planning?

Response here...

Linked Artifacts:



5. Pre-K Enrollment Projections

Use the tables below to indicate the current and projected enrollment of three- and four-year-old students. The first table includes demographic categories for gender and race/ethnicity. The second table includes Pre-K eligibility tiers, the definitions of which are available in the guidance document for reference.

Table 1: Current and Projected Pre-K Enrollment with Demographic Distribution

	2021-2022			2022-2023			2023-2024		
	3	4	All	3	4	All	3	4	All
All Students (Number)									
All Students (Percentage)			100			100			100
% Female									
% Male									
% Nonbinary									
% American Indian/Alaska Native									
% Asian									
% Black/African American									
% Hispanic/Latino									
% Native Hawaiian/Pacific Islander									
% Two or More									
% White									
% English Learners									
% Special Education									
% Homeless									

Table 2: Current and Projected Pre-K Enrollment by Tier

	2021-2022			2022-2023			2023-2024		
	3	4	All	3	4	All	3	4	All
All Students (Number)									
All Students (Percentage)			100			100			100
% Tier I									
% Tier II									
% Tier III									

Linked Artifacts:



1.1.3: Implement a high-quality mixed-delivery (public and private) Pre-K system

Blueprint Requirement (MD Code, Educ §7-1A-03)

- 6. Meeting the Blueprint's Targets for Pre-K:** Describe the strategies the school system will employ to meet the targets for the distribution of public and private Pre-K slots set forth by the Blueprint beginning with SY 2022-23 and beyond. If the school system anticipates any barriers that may prevent it from meeting the established targets for private slots, describe each barrier individually and the strategy(s) the school system will use to overcome it, including regional efforts.

Response here...

Linked Artifacts:



7. Distribution of Public and Private Pre-K Slot Projections

Use the table below to indicate the percentage of Pre-K slots that are operated by the public school system and eligible private providers, including the criteria identified in each row for the applicable school year. For projected percentage of Pre-K slots, project the number of public and private slots, including instances where it may not meet the Blueprint target.

Current and Projected Pre-K Slots with Distribution of Public and Private Providers

	2021-2022				2022-2023				2023-2024			
	Public		Private		Public		Private		Public		Private	
	#	%	#	%	#	%	#	%	#	%	#	%
Blueprint target percentage of Pre-K slots	-	70	-	30	-	65	-	35	-	55	-	45
Projected Pre-K slots												
Actual Pre-K slots												
Difference between actual and projected Pre-K slots												
Actual Pre-K slots minus Tier I 3-year-olds												
Actual Pre-K slots minus Tier I 3- AND 4-year-olds												
Actual enrolled students (filled in annually with the 9/30 enrollment count data)												

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §7-1A-03\)](#)

- 8. Requesting a Waiver:** Based on the data in the table above, identify whether the school system needs a waiver from the requirements set forth by the Blueprint for the distribution of public and private Pre-K slots for school year 2022-23 and 2023-24. Include a list of the LEA's schools as well as the private providers in the county (provided by MSDE) with the number of Pre-K slots for each and link it as an artifact.



Note: LEAs will have the opportunity to request waivers in subsequent years through the annual reflection and amendment process for their Blueprint Implementation Plan.

Response here...

Linked Artifacts:

9. Leveraging Resources: How will the LEA collaborate with private providers to maximize resources and overcome challenges? Identify the challenges and describe how the partnership may provide a solution. Consider the challenges facing the LEA and the private providers.

Examples may include:

- *Shared staffing where certified teachers employed by the school system are assigned to Pre-K classrooms with private providers*
- *Utilizing classroom space as a shared resource to expand Pre-K for both the LEA and the private providers to increase slots*
- *Maximizing economy of scale by purchasing materials or scheduling professional development together*

Response here...

Linked Artifacts:

10. Data and Information Sharing: Discuss how the LEA will collaborate with private providers to create systems for data and information sharing. Consider student data related to enrollment, grade reporting, assessments, progress monitoring, IEPs, etc. in addition to instructional resources and system communications.

Response here...

Linked Artifacts:

1.1.4: LEAs shall enter into a memorandum of understanding (MOU) with MSDE, each eligible private provider participating in a publicly funded Pre-K in the county, and other applicable government agencies

[Blueprint Requirement \(MD Code, Educ §7-1A-05\)](#)



11. Students with Disabilities: Describe how the school system will collaborate with private providers to serve students with disabilities. How will the LEA ensure:

- Students receive services consistent with the placement and requirements under the Individuals with Disabilities Education Act (IDEA) and corresponding State law,
- Private providers receive training and support in the delivery of services and programmatic support described in students' Extended Individual Family Service Plan (IFSP) or Individualized Education Program (IEP), and
- Private providers are included in developing the Extended IFSP or Preschool IEP?

Response here...

Linked Artifacts:

12. Students Experiencing Homelessness: Describe how the school system will collaborate with private providers to serve students experiencing homelessness. How will the LEA ensure:

- Students and families experiencing homelessness are equitably engaged and supported through coordinated wraparound services and
- Public and private providers fulfill the educational rights of children under the McKinney-Vento Act?

Response here...

Linked Artifacts:

13. English Learners: Describe how the school system will collaborate with private providers to serve all English learners. How will the LEA ensure:

- English learners are accurately identified to inform educational programming that takes into account language experience, environment, and learning needs;
- Students receive services appropriate for their placement; and
- Families of English learners are equitably engaged and supported, including providing translation services?

Response here...

Linked Artifacts:



14. Enrollment Process, Policies, and Procedures: How will the school system, in collaboration with private providers, develop a system of unified and common enrollment for Pre-K that is the same for all schools and providers, ensures access for all eligible students, and reflects the demographics of the enrolled student population? Include descriptions of the enrollment process and timeline and how parents' perceptions and experiences are considered. Discuss how the school system will develop policies and procedures to codify its process as well as the philosophical underpinnings that inform its design. When developing a system for unified and common enrollment, consider the following:

- A common timeline
- A common application
- A common selection process that is fair, transparent, and equitable
- Centrally managed processes for matching family's preferences with school options, promoting socioeconomically and racially diverse learning environments to the greatest practicable without exacerbating disproportionate concentrations of students from different subgroup populations within individual Pre-K programs
- Comprehensive repository of published information such as timelines, school profiles, application support, etc.

Note: Include relevant enrollment policies and procedures, if applicable, as part of the March 2024 artifact submission.

Response here...

Linked Artifacts:

15. Racial and Socioeconomic Diversity: Discuss the enrollment practices and recruiting strategies the school system will use to ensure students with the greatest needs are enrolled in Pre-K. How will the school system ensure racial and socioeconomic diversity to the greatest extent practicable while preventing disproportionate concentrations of students of the same race, ethnicity, disability status, and income from developing or expanding within an individual Pre-K program, in specific geographic areas, or across the system? Consider how the unified enrollment system discussed in the previous question will support creating diverse learning environments.

Response here...

Linked Artifacts:

16. Family Experience and Support: How will the school system ensure that the enrollment process meets the needs of families? Describe the strategies, tools, and resources the school



system will use to understand families' needs and support them through the application and registration process. Consider the needs of families of Tier 1 and priority group students (students with disabilities, youth experiencing homelessness, and English learners).

Response here...

Linked Artifacts:

17. Administrative Costs: Describe any administrative costs agreed upon by the school system and private providers in the implementation of the mixed delivery system for Pre-K.

Response here...

Linked Artifacts:

1.1.5: MSDE shall require public and private providers to meet high-quality standards to receive public funding

Note: The complete instructional program for grades Pre-K-12 will be described in Pillar 3: College and Career Readiness. When applicable, reference individual objectives, tasks, and questions as needed to support the responses in this section.

[Blueprint Requirement \(MD Code, Educ §7-1A-04\)](#)

18. Comprehensive Services for Students and Families: Describe how the LEA will collaborate with private providers to ensure students and their families have access to comprehensive services (e.g., vision screenings, school psychologists, etc.), including services offered on-site or through community partnerships.

Response here...

Linked Artifacts:

19. Training and Professional Development: Pillar 3: College and Career Readiness, Sections 3.1.3 (English Language Arts) and 3.1.3 (Math) require the school system to describe its training and professional development plans in English language arts and math for grade levels Pre-K-12, including the following:

- Identifying training needs



- Types of training provided
- Fidelity of implementation
- Ongoing, job-embedded professional development
- Organizational structures and support

For this question, describe the school system's early plans to collaborate with private providers and ensure all employees responsible for Pre-K instruction (e.g., teachers, teaching assistants, etc.) receive training and professional development related to the implementation of the instructional program, including high-quality instructional materials, in Pre-K as outlined in Pillar 3. Discuss the school system's initial plans to include private providers in the development and implementation of its training and professional development plans. Consider professional development models, resources and materials, logistical factors, and any other relevant information.

Response here...

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §7-1A-04\)](#)

20. Teacher Pipelines: Pillar 2: High-Quality and Diverse Teachers and Leaders, Subsection 2.4.1 requires school systems to describe their plans to build teacher pipelines for all grade levels, and includes the following:

- Teacher hiring data
- Hiring trends and needs
- Partnerships with institutions of higher education and educator preparation programs
- Grow your own programs
- Diverse environments for observations and practica
- Mentor teacher assignments for observations and practica

Considering the school system's plans discussed in Pillar 2, how will the school system initially work with private providers and educator preparation programs in developing early plans to build teacher pipelines for early childhood teachers that will serve both public and private Pre-K programs? How will the LEA communicate these opportunities to current and prospective employees?

Response here...

Linked Artifacts:



21. Developing Teaching Assistants: Discuss how the school system will work with providers and educator preparation programs to support teaching assistants in obtaining the necessary certificate or degree to meet the credentialing requirements set forth by the Blueprint by the beginning of SY 2025-26? How will the LEA communicate these opportunities to current and prospective employees?

Examples may include:

- *Creating cohort models to support staff to complete CDA coursework and meet certification requirements*
- *Partnering with institutions of higher education to develop programs designed to support staff in obtaining associate degrees, especially institutions that will award college credit for work experiences within the field*
- *Leveraging high school CTE programs to provide aspiring teachers the opportunity to work as CDA certified teaching assistants*

Response here...

Linked Artifacts:



22. Developing High-Quality ECE Staff Projections

Use the information from “Pre-K Enrollment Projections” to complete the first row of each of the tables below. Using the student enrollment numbers, complete Table 1 to identify the hiring needs for teaching assistants and Table 2 to identify the hiring needs for teachers based on an expansion of Pre-K. For each table, disaggregate the data by provider type.

Table 1: Current and Projected Number of Pre-K Teaching Assistants (TA)

	2021-2022		2022-2023		2023-2024	
	Public	Private	Public	Private	Public	Private
Student Enrollment						
Total TA Positions						
Filled TA Positions						
Vacant TA Positions						

Table 2: Current and Projected Number of Pre-K Teachers

	2021-2022		2022-2023		2023-2024	
	Public	Private	Public	Private	Public	Private
Student Enrollment						
Total Teacher Positions						
Filled Teacher Positions						
Vacant Teacher Positions						

Linked Artifacts:

1.2.1: Administer an unbiased Kindergarten Readiness Assessment to all incoming kindergarten students

23. Administration of the Kindergarten Readiness Assessment (KRA): Discuss how the LEA consults with kindergarten teachers in developing guidelines and training to ensure an unbiased administration of the KRA. How does the LEA ensure staff responsible for administering the KRA receive the training?

Response here...



Linked Artifacts:



24. Kindergarten Readiness Assessment Projections

Use the tables below to indicate current and projected levels of kindergarten readiness using the Kindergarten Readiness Assessment (KRA). Use the first table to disaggregate overall readiness by level (emerging, approaching, and demonstrating) for each of the demographic and service groups listed. Use the second table to provide the average scale score by individual domain.

Table 1: Current and Projected KRA Levels with Demographic Distribution

	2021-2022			2022-2023			2023-2024		
	ER	AR	DR	ER	AR	DR	ER	AR	DR
All Students (Number)									
All Students (Percentage)									
% Female									
% Male									
% Nonbinary									
% American Indian/Alaska Native									
% Asian									
% Black/African American									
% Hispanic/Latino									
% Native Hawaiian/Pacific Islander									
% Economically Disadvantaged									
% English Learner									
% Special Education									

ER = Emerging Readiness, AR = Approaching Readiness, DR = Demonstrating Readiness

Table 2: Current and Projected Average KRA Scale Score by Domain

Domain	2021-2022	2022-2023	2023-2024
Language and Literacy			
Mathematics			
Social Foundations			
Physical Well-being and Motor Development			

Linked Artifacts:



Pillar 1, Objective 3: Expand family supports

1.5.1: Judy Centers

Blueprint Requirement (MD Code, Educ §5-230)

25. Expanding Access for Families: Describe the LEA's plans for expanding support for families through Judy Centers. Include the current number of centers and the number of families served as well as the community's need and whether additional centers are needed. Consider the geographic distribution of centers to meet the needs of the community.

Response here...

Linked Artifacts:

Pillar 1: (OPTIONAL) Proposed Regulatory Revisions and Waivers

26. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

Response here...

Linked Artifacts:

Pillar 1: Stakeholder Engagement

27. Identify the key stakeholder groups that the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the Early Childhood Education Pillar. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Examples may include:

- *County-based governmental offices such as Health, Human Services, Housing, etc.*
- *Local Early Childhood Advisory Council (ECAC)*
- *Organizations supporting specific student groups such as multilingual learners*



Stakeholder Group

Contributions

Frequency of Engagement

Stakeholder Group	Contributions	Frequency of Engagement

Linked Artifacts:



Pillar 2: High-Quality and Diverse Teachers and Leaders



Pillar 2, Objective 1: Recruit and support high-quality and diverse teachers to meet workforce needs

2.1.5: Monitor the quality and diversity of State teacher candidates and existing teacher workforce

28. Teacher Hiring Data: Use historical hiring data to identify the number of new teachers the LEA will need going into future years by grade band and subject area.

Grade Band	Certification	2021-2022	2022-2023	2023-2024
Pre-K - 5th Grade	Early Childhood			
	Elementary			
	World Languages			
	Physical Education			
	Health			
	Fine Arts			
	Career and Technical Education			
	Special Education			
	ESOL			
	Other			
6th - 8th Grade	Math			
	English Language Arts			
	Science			
	Social Studies			
	World Languages			
	Physical Education			
	Health			
	Fine Arts			
	Career and Technical Education			
	Special Education			
	ESOL			
	Other			
	9th - 12th Grade	Math		
English Language Arts				
Science				



Social Studies			
World Languages			
Physical Education			
Health			
Fine Arts			
Career and Technical Education			
Special Education			
ESOL			
Other			

Linked Artifacts:

29. Hiring Trends and Needs: Using historical hiring data and additional relevant context, in what grade levels and subject areas has the school system struggled to recruit prospective teachers? Discuss the challenges associated with hiring for these areas.

Response here...

Linked Artifacts:

[Blueprint Requirement \(Section 5 of Chapter 36\)](#)

30. Recruiting and Hiring a Diverse Workforce: What challenges exist for the LEA in hiring staff that matches the diversity of its student population? Describe the strategies the school system will use to recruit and hire diverse teachers and leaders. How will the school system ensure:

- Recruitment practices intentionally build a pipeline of diverse candidates that represent the demographics of the student population and
- Hiring practices include interview protocols, questions, and performance tasks that reveal candidates' knowledge, strengths, and experience while mitigating and eliminating opportunities for implicit bias?

Note: Utilize and reference the data and information shared in the annual diversity report submitted to AIB and link the report as an artifact.

Response here...



Linked Artifacts:

31. Evaluation of Recruiting and Hiring Practices: How will the school system and board of education evaluate its hiring practices and recommend changes to ensure teachers and leaders match the diversity of the student population?

Response here...

Linked Artifacts:



32. Teacher Diversity Projections

Use the table below to indicate the current and projected total number of students and teachers within the school system, including the percentage by gender and race/ethnicity. If gaps exist between the diversity of the school system's students and teaching staff, develop projections to narrow those gaps. If no gaps exist, set projections to ensure the school system will maintain a diverse teaching corps.

Note: Use the data submitted from the 2022 diversity report submitted to AIB as a resource and linked artifact.

Demographic Comparison of Teaching Corps to Student Population

	2021-2022		2022-2023		2023-2024	
	S	T	S	T	S	T
Total (Number)						
% Female						
% Male						
% Nonbinary						
% American Indian/Alaska Native						
% Asian						
% Black/African American						
% Hispanic/Latino						
% Native Hawaiian/Pacific Islander						
% Two or More						
% White						

S = Student Population, T = Teacher Population

Linked Artifacts:

Pillar 2, Objective 2: Increase rigor of teacher preparation programs and licensure requirement

2.2.2: Revise teacher prep programs to meet new requirements

33. Partnerships with Institutions of Higher Education and Educator Preparation Programs:

How do you intend to partner with institutions of higher education and educator preparation program(s) to increase the number of candidates in the subject areas and/or grade bands

previously identified? How will the school system collaborate with institutions of higher education and educator preparation programs to ensure:

- Students recruited into teaching programs obtain certifications in the subjects and grade levels the school system needs and
- Standards and practices students are taught in teaching programs align with the standards and practices they will be responsible for implementing as teachers in the LEA's classrooms?

Response here...

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §6–120\)](#)

34. Diverse Learning Environments for Observations and Practica: Discuss the LEA's process for identifying schools with diverse populations and supportive school environments for teacher candidates to complete observations and practica. Include a description of the characteristics of a supportive school environment and the criteria the school system uses to identify a school as having a diverse student population.

Response here...

Linked Artifacts:

35. Mentor Teacher Assignments for Observations and Practica: Describe how teacher candidates will be assigned highly effective teacher mentors to supervise them during their observations and practica. Discuss the selection process for teacher mentors, including the data sources for classifying teachers as highly effective, the process for matching teacher mentors to teaching candidates, and how the school system supports teacher mentors in effective mentor practices.

Response here...

Linked Artifacts:



2.2.6: Develop and implement pathways for paraprofessionals to become certified teachers

36. Grow Your Own and Alternative Preparation Programs: What types of programs or initiatives does the school system currently have or plan to launch to leverage Grow Your Own strategies and Alternative Preparation Programs to expand the teacher pipeline? Discuss each of the individual groups below.

- **High School Students**

Response here...

Linked Artifacts:

- **LEA Employees without Degrees (e.g., teaching assistants, support personnel, etc.)**

Response here...

Linked Artifacts:

- **Individuals with Degrees in Other Fields (e.g., career changers)**

Response here...

Linked Artifacts:

- **Diverse Teacher Candidates (e.g., gender, race, hard-to-fill areas such as multilingual teachers)**

Response here...

Linked Artifacts:

Pillar 2, Objective 3: Establish new statewide educator career ladder and professional development system

Note: When developing plans in this section, LEAs should consider requirements related to collective bargaining.



2.4.1: LEAs and MSDE shall implement a new program to support and encourage teachers to obtain and maintain NBC, particularly teachers from historically underrepresented populations

Note: The NBC data requested in this section is for reporting purposes and to allow MSDE and AIB to track Blueprint implementation progress related to NBC areas of the career ladder. These data may not tie to or reflect final counts used in career ladder State Aid calculations. LEAs will continue to work with MSDE for annual NBC data submissions specifically for the purposes of State aid calculations.

Blueprint Requirement (MD Code, Educ §6–1008)

37. Local National Board Coordinator: Identify the name and responsibilities of the individual(s) serving as the school system's Local National Board Coordinator.

Name	Position	Responsibilities
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Blueprint Requirement (MD Code, Educ §6–1008)

38. National Board Certification Program: Describe how the school system's NBC Coordinator will develop and implement a program that encourages and supports candidates pursuing National Board Certification. Discuss both virtual and in-person opportunities and how the school system will train and support National Board Facilitators as well as National Board Candidates.

Response here...

Linked Artifacts:

39. Recruiting from the Existing Teaching Corps: Describe how the school system will encourage and incentivize current teachers to pursue National Board Certification, including teachers from groups historically underrepresented in the teaching profession.

Response here...



Linked Artifacts:

40. Recruiting Teachers to the School System: What strategies will the school system utilize to recruit experienced teachers with National Board Certification to the school system?

Response here...

Linked Artifacts:



41. National Board Certified Teacher Projections

Use the tables below to indicate the current and projected National Board Certified teachers in the school system. Use the open response field below to describe how the school system will increase the number of NBCT in the future, including among historically underrepresented groups. Teachers holding multiple certifications or teaching multiple grades may be counted more than once.

Response here...

Linked Artifacts:

Table 1: National Board Certified Teachers by Certification Area

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*		-		-		-
Art, Early and Middle Childhood						
Art, Early Adolescence through Young Adulthood						
Career and Technical Education						
English Language Arts, Early Adolescence						
English Language Arts, Adolescence and Young Adulthood						
English as a New Language, Early and Middle Childhood						
English as a New Language, Early Adolescence through Young Adulthood						
Exceptional Needs Specialist						
Generalist, Early Childhood						
Generalist, Middle Childhood						
Health Education						
Library Media**						
Literacy: Reading-Language Arts						
Mathematics, Early Adolescence						
Mathematics, Adolescence and Young Adulthood						
Music, Early and Middle Childhood						
Music, Early Adolescence through Young Adulthood						
Physical Education, Early and Middle Childhood						
Physical Education, Early Adolescence through Young Adulthood						
School Counseling**						
Science, Early Adolescence						
Science, Adolescence and Young Adulthood						
Social Studies-History, Early Adolescence						
Social Studies-History, Adolescence and Young Adulthood						
World Languages						

*This is the number of all Pre-K-12 teachers eligible to apply for National Board Certification, including those teachers already NBCT.

**May be applicable to staff at the elementary level



41. National Board Certified Teacher Projections

Table 2: National Board Certified Teachers by Grade Level

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*		-		-		-
Pre-K						
Kindergarten						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

*This is the number of all Pre-K-12 teachers eligible to apply for National Board Certification from across the school system, including those teachers already NBCT.

Table 3: Demographic Comparison of National Board Certified Teachers to Student Population

	2021-2022		2022-2023		2023-2024	
	S	NBCT	S	NBCT	S	NBCT
Total (Number)						
% Female						
% Male						
% Nonbinary						
% American Indian/Alaska Native						
% Asian						
% Black/African American						
% Hispanic/Latino						
% Native Hawaiian/Pacific Islander						
% Two or More						
% White						

S = Student Population, NBCT = National Board Certified Teacher

Linked Artifacts:



42. Supporting National Board Certified Teacher Candidates: Identify the barriers that may discourage or prevent teachers from pursuing a National Board Certification and describe how the school system intends to overcome these barriers, including plans for progress monitoring to ensure teachers earn their certifications.

Examples may include:

- *Creating a cohort experience with structured support for teachers throughout the certification process*
- *Assigning NBCT candidates peer mentors who have gone through the same process and obtained their National Board Certification*
- *Developing a model for school leaders, ensuring NBCT candidates have resources and support from their school leaders and communities*

Response here...

Linked Artifacts:

[Blueprint Requirement \(MD Code, Educ §6–1002\)](#)



43. National Board Certified Teachers in Low-Performing Schools Projections

Use the tables below to indicate the current and projected National Board Certified teachers assigned to low-performing schools in the school system. Use the open response field below to describe how the school system will increase the number of NBCT at low-performing schools in the future, including among historically underrepresented groups. Teachers holding multiple certifications or teaching multiple grades may be counted more than once.

Note: When developing plans for low-performing schools, use the State's Framework for National Board Certified Teachers and Low-Performing Schools which can be found at [MSDE's site for the National Board Certified Teacher Program](#).

Response here...

Linked Artifacts:

Table 1: National Board Certified Teachers by Certification Area

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*		-		-		-
Art, Early and Middle Childhood						
Art, Early Adolescence through Young Adulthood						
Career and Technical Education						
English Language Arts, Early Adolescence						
English Language Arts, Adolescence and Young Adulthood						
English as a New Language, Early and Middle Childhood						
English as a New Language, Early Adolescence through Young Adulthood						
Exceptional Needs Specialist						
Generalist, Early Childhood						
Generalist, Middle Childhood						
Health Education						
Library Media**						
Literacy: Reading-Language Arts						
Mathematics, Early Adolescence						
Mathematics, Adolescence and Young Adulthood						
Music, Early and Middle Childhood						
Music, Early Adolescence through Young Adulthood						
Physical Education, Early and Middle Childhood						
Physical Education, Early Adolescence through Young Adulthood						
School Counseling**						
Science, Early Adolescence						
Science, Adolescence and Young Adulthood						
Social Studies-History, Early Adolescence						
Social Studies-History, Adolescence and Young Adulthood						
World Languages						

*This is the number of all Pre-K-12 teachers assigned to low-performing schools and eligible to apply for National Board Certification, including those teachers already NBCT.

** May be applicable to staff at the elementary level



43. National Board Certified Teachers in Low-Performing Schools Projections

Table 2: National Board Certified Teachers in Low-Performing Schools by Grade Level

	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
All Teachers*		-		-		-
Pre-K						
Kindergarten						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

*This is the number of all Pre-K-12 teachers assigned to low-performing schools and eligible to apply for National Board Certification, including those teachers already NBCT.

Table 3: Demographic Comparison of National Board Certified Teachers in Low-Performing Schools to Student Population

	2021-2022		2022-2023		2023-2024	
	S	NBCT	S	NBCT	S	NBCT
Total (Number)						
% Female						
% Male						
% Nonbinary						
% American Indian/Alaska Native						
% Asian						
% Black/African American						
% Hispanic/Latino						
% Native Hawaiian/Pacific Islander						
% Two or More						
% White						

S = Student Population, NBCT = National Board Certified Teacher

The student population in this table should be the students enrolled in the district's low-performing schools.

Linked Artifacts:

44. Strategic Assignment of National Board Certified Teachers: As part of the implementation of the Career Ladder, what systems and structures will the school system put into place to increase the impact of and teacher leadership opportunities for National Board certified teachers?

Examples may include:

- *How teaching assignments will be made to match the subject area for which teachers received their National Board Certification*
- *Opportunities for NBCT to serve as model teachers for peer observations, peer coaches, or mentors to NBCT candidates*
- *Priority status in initial hiring or transfers to low performing schools*

Response here...

Linked Artifacts:

2.4.2: LEAs shall implement an educator career ladder on or before 7/1/24

45. (OPTIONAL) Establishment of a Career Ladder Development Board: Indicate whether the school system intends to establish a local Career Ladder development board that will set standards for teachers to achieve each tier in the teacher leadership track in the county. Describe the process and timeline the school system will use to recruit and establish the board.

Response here...

Linked Artifacts:

46. (OPTIONAL) Membership of the Career Ladder Development Board: Identify the name and contact information of the individual(s) serving on the local Career Ladder development board, including advanced teachers and other stakeholders.

Name	Position	Organization
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Linked Artifacts:



2.4.6: LEAs shall encourage teachers to obtain Master's degrees in fields that require special expertise, have shortage areas, and enhance the teacher's professional skills and qualifications so that teachers are able to teach dual-enrollment courses as adjunct faculty at postsecondary institutions, including by providing additional compensation as appropriate and through collective bargaining

[Blueprint Requirement \(MD Code, Educ §6–1008\)](#)

48. Promotion of Advanced Degrees: What methods will the school system use to encourage or incentivize teachers to obtain master's degrees in fields that require special expertise or have shortage areas? Identify the areas and discuss the LEA's challenges in recruiting for those areas.

Examples may include:

- *Provide resources and leverage partnerships to reduce costs for program participants*
- *Maximize teachers' time by ensuring that coursework is tightly aligned to teachers' daily work and when possible, assignments fulfill the need of both work and school*
- *Work with institutions of higher education to ensure college classes are scheduled with teachers in mind (e.g., time of day, length of classes, as a cohort for built-in support, etc.)*

Response here...

Linked Artifacts:

49. Collaboration with Institutions of Higher Education: Describe how the LEA will work with institutions of higher education to ensure that coursework and degree programs are aligned to:

- The district's curriculum and instructional program,
- College and career readiness standards, and
- Specialized coursework teachers may be responsible for teaching in post-CCR pathways.

Response here...

Linked Artifacts:

50. Teaching Dual Enrollment Courses: How will the school system provide professional development or other pathways to enhance teachers' professional skills and qualifications so

that they are able to teach dual-enrollment courses as adjunct faculty at institutions of higher education? What additional dual enrollment offerings will be available to students as a result?

Response here...

Linked Artifacts:

51. Teacher Support: Describe the systems and structures the school system will put in place to support teachers in earning advanced degrees, including progress monitoring tools to support completion.

Examples may include:

- *Creating a cohort model to support teachers pursuing the same field of study throughout the degree program*
- *Coordinating with institutions of higher education to schedule courses that align with the school systems schedules and calendars*
- *Providing scholarships or reduced tuition and fees for participating teachers*

Response here...

Linked Artifacts:

Pillar 2, Objective 5: Improve educator compensation

Note: When developing plans in this section, LEAs should consider requirements related to collective bargaining.

52. Allocation of Resources: The Blueprint assumes LEAs will spend \$617 of the target foundation per pupil increase to implement the new 10% salary increase for all teachers and the new minimum salary requirement of \$60,000. The target foundation per-pupil amount is phased in over time to support LEAs in meeting the Blueprint requirements. Discuss the challenges the LEA has identified related to implementing the Blueprint requirements for teacher compensation, including fluctuating enrollment and the increased contribution rates for the Maryland State Retirement and Pension System (MSRPS). Describe the LEA's plans for overcoming the identified challenges and the types of reprioritization or reallocation of resources that may need to occur.

Response here...

Linked Artifacts:

Blueprint Requirement (MD Code, Educ §6–1009)

2.5.4: Implement initial 10% salary increase for teachers by 6/30/24



53. Mandatory 10% Teacher Salary Increase Projections

The Blueprint requires that teachers within the LEA receive a 10% salary increase above the negotiated schedule of salary increases documented in the LEA's Negotiated Agreement as of July 1, 2019. LEAs must meet this increase between the period of July 1, 2019 and June 30, 2024. Complete the table below to show the school system's progress and planned increases for meeting this requirement.

Note: The percentages should reflect the increase over the base each year and not the year-to-year increase.

**Percentage Increase in Teacher Salary Per Year for All Teachers
Over the Maximum Planned Increase Documented in the LEA's Negotiated Agreement as of July 1, 2019**

SY 2019-2020			SY 2020-2021			SY 2021-2022			SY 2022-2023			SY 2023-2024		
Min	Med	Max												
2%	3%	4%	4%	5%	8%	6%	7%	12%	8%	10%	13%	10%	12%	15%

Linked Artifacts:

2.5.5: Implement minimum \$60,000 starting teacher salary by 7/1/26

54. The Blueprint requires a minimum starting salary of \$60,000 for any teacher by July 1, 2026. Discuss how the LEA is preparing to meet this requirement.

Response here...

Linked Artifacts:



Pillar 2: (OPTIONAL) Proposed Regulatory Revisions and Waivers

55. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

Response here...

Linked Artifacts:

Pillar 2: Stakeholder Engagement

56. Identify the key stakeholder groups, including the local teachers' organization, that the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the High-Quality Diverse Teachers and Leaders Pillar, particularly in negotiating the development of the Career Ladder. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement

Linked Artifacts:



Pillar 3: College and Career Readiness

LEAs should utilize MSDE's Report: College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) for interim guidance as they develop their Implementation Plans for this Pillar.



[Blueprint Requirement \(MD Code, Educ §1-303\)](#)

Note: This Pillar was developed to support LEAs in planning across the Pre-K-12 continuum. For the March 2023 submission of the Initial Blueprint Implementation Plan, LEAs are only required to address Pre-K through fifth grade when answering the questions for Objectives 1 and 2. Grades 6-12 will be addressed in the March 2024 submission.

Pillar 3, Objective 1 (English Language Arts): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate

3.1.3 (English Language Arts): LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

Comprehensive Literacy Plan for English Language Arts

57. Comprehensive Literacy Plan: Does the school system have a comprehensive literacy plan for English language arts that is aligned to the science of reading and that will prepare students for college-level credit-bearing course work upon graduation, including:

- All pre-kindergarten students demonstrating readiness for kindergarten,
- All third graders reading proficiently by the end of third grade, and
- Continued support for struggling readers in grades 4-12?

If yes, link the plan as an artifact below and use the open response field to discuss when and how it was developed. If the plan does not exist or needs to be refined to align to the Blueprint's intent, discuss the anticipated timeline and process for development and/or revision.

Response here...

Linked Artifacts:

58. Vision, Mission, and Goals for Literacy: Describe the district's vision, mission, and goals for literacy in English language arts.



Response here...

Linked Artifacts:



59. College and Career Readiness in English Language Arts – Achievement Projections

Use the following tables to indicate the current and projected achievement levels in reading for the designated groups by gender, socioeconomic status, service group, and race/ethnicity for each of the designated grade levels (3rd, 6th, 10th).

Table 1: 3rd Grade Student Achievement in Reading by Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
M												
F												
NB												
ED												
EL												
SE												

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- F = Female
- M = Male
- NB = Nonbinary
- ED = Economically Disadvantaged
- EL = English Learner
- SE = Special Education



59. College and Career Readiness in English Language Arts – Achievement Projections

Table 2: 3rd Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
AI												
A												
B												
H												
NH												
2+												
W												

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- AI = American Indian / Alaska Native
- A = Asian
- B = Black / African American
- H = Hispanic / Latino
- NH = Native Hawaiian / Pacific Islander
- 2+ = Two or More
- W = White

Table 3: 6th Grade Student Achievement in Reading by Grade Level, Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
M												
F												
NB												
ED												
EL												
SE												

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- F = Female
- M = Male
- NB = Nonbinary
- ED = Economically Disadvantaged
- EL = English Learner
- SE = Special Education



59. College and Career Readiness in English Language Arts – Achievement Projections

Table 4: 6th Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
AI												
A												
B												
H												
NH												
2+												
W												

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- AI = American Indian/Alaska Native
- A = Asian
- B = Black/African American
- H = Hispanic/Latino
- NH = Native Hawaiian/Pacific Islander
- 2+ = Two or More
- W = White

Table 5: 10th Grade Student Achievement in Reading by Grade Level, Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
M												
F												
NB												
ED												
EL												
SE												

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- F = Female
- M = Male
- NB = Nonbinary
- ED = Economically Disadvantaged
- EL = English Learner
- SE = Special Education



59. College and Career Readiness in English Language Arts – Achievement Projections

Table 6: 10th Grade Student Achievement in Reading by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
AI												
A												
B												
H												
NH												
2+												
W												

Column Headers

1 = Beginning Learner
2 = Developing Learner
3 = Proficient Learner
4 = Distinguished Learner

Row Headers

All = All Students	H = Hispanic/Latino
AI = American Indian/Alaska Native	NH = Native Hawaiian/Pacific Islander
A = Asian	2+ = Two or More
B = Black/African American	W = White

Linked Artifacts:

Literacy Training and Professional Development

60. Identifying Training Needs: Discuss the systems for identifying which employees need literacy training aligned to the science of reading and if it was completed, including existing staff, those new to the profession, and those new to the school system.

Examples may include:

- *Assessing when teachers new to the profession may have received the training through educator preparation programs*
- *Identifying training needs for staff when they are new to a position or assignment (e.g., moving from one grade level to another, new principals, etc.)*
- *Determining when teachers may have started a training series that was not completed for varying reasons; therefore, they require additional training opportunities (e.g., A teacher who begins training and goes on a leave of absence before it’s completed)*

Response here...

Linked Artifacts:



61. Training Aligned to the Science of Reading for Early Literacy (Pre-K-3) Projections

Use the table below to indicate the current and projected number and percentage of staff who have been or will be trained in instructional practices related to the science of reading for each of the employee groups listed. The school system should plan to have 100% of Pre-K-3 staff trained within three years with subsequent years dedicated to maintaining that number and ensuring teachers new to the system or to the grade level receive training at their earliest opportunity.

Note: Training must consist of a coherent sequence of training courses to ensure staff develop a comprehensive set of skills and knowledge related to literacy instruction aligned to the science of reading. For example, when a teacher completes the entire LETRS training series, then they should be included in the “% Trained” number.

Numbers of Pre-K-3 Staff Trained in the Science of Reading for Early Literacy

	2021-2022		2022-2023		2023-2024	
	# All Teachers	% Trained	# All Teachers	% Trained	# All Teachers	% Trained
Pre-K Teachers						
Kindergarten Teachers						
1 st Grade Teachers						
2 nd Grade Teachers						
3 rd Grade Teachers						
Pre-K-3 Special Education Teachers						
Pre-K-3 ESOL Teachers						
Pre-K-3 Principals						
Other Relevant Staff						

Trained = All teachers who have completed training, All = All teachers eligible for training

Linked Artifacts:

62. Types of Training Provided: List the type(s) of initial and ongoing literacy training provided for different employee groups (general education teachers, special education teachers, principals, reading specialists, and other relevant staff), including the total number of hours and time period for completion. Classify training as initial if it is intended to provide foundational knowledge and skills and ongoing if it's intended to increase knowledge and skills and support the implementation of the initial training.

Examples may include:

- Core (Tier 1) reading instruction in grades Pre-K-3



- *Intervention instruction in grades Pre-K-12 or grade bands (e.g., Pre-K-K, 1-3, 4-5, 6-8, 9-12)*
- *Topic specific (e.g., comprehension, supporting struggling readers in high school, strategies for EL students, etc.)*

Employee Group	Grade Level(s)	Name of Training	Training Type (Initial or Ongoing)	Total Number of Hours	Time Period for Completion
All teachers	1-3	LETRS	Initial	160	4 Semesters

Linked Artifacts:

63. Fidelity of Implementation: How does the school system assess participants’ mastery of the literacy training content? Discuss how implementation is monitored and assessed, including how data is used to inform continued professional development.

Examples may include:

- *Developing a walkthrough tool reflective of the components aligned to the science of reading that are taught during training to collect data on the use of those components*
- *Creating a process or using a specific protocol for identifying, collecting, and analyzing data at different levels of implementation (e.g., district, school, classroom)*
- *Use of surveys to assess teachers’ perceptions of training, implementation, and success with students*

Response here...

Linked Artifacts:

64. Ongoing, Job-Embedded Professional Development: What types of ongoing, job-embedded professional development does the school system provide to support staff in the implementation of instructional practices aligned to the science of reading?

Examples may include:

- *Daily lesson study and planning by grade level, department, or cross-curricular teams*
- *Regular peer coaching cycles, including observations, debriefs, and planning*
- *Support from reading specialists such as model teaching, co-planning, and instructional coaching*



Response here...

Linked Artifacts:

65. Organizational Structures and Support: How does the school system leverage talent, time, and resources to support ongoing, job-embedded professional development of staff responsible for reading instruction and intervention?

Examples may include:

- *Identifying the most effective reading teachers and increasing their impact beyond their individual classrooms through lesson planning, co-teaching, peer coaching, etc.*
- *Changing the daily schedule to increase collaboration time for teachers during the school day*
- *Hiring district reading specialists and deploying them to campuses to model lessons, observe instruction, and coach teachers*

Response here...

Linked Artifacts:

High-Quality, Content-Rich Instructional Materials for English Language Arts

66. Process for Selecting Materials: Describe the process the school system uses to select instructional materials for English language arts, including who participates and the types of activities used.

Examples may include:

- *Use of committee structures*
- *Pilot programs*
- *Mechanisms for gathering stakeholder feedback*
- *Site visits to school systems implementing the materials being considered*

Response here...

Linked Artifacts:

67. High-Quality and Content-Rich: Discuss how the school system determines if materials are high-quality, content-rich, and aligned to the science of reading. Discuss how the LEA ensures



materials collectively provide instruction in all five areas of reading: phonological awareness, phonics, fluency, vocabulary, and comprehension. If one resource is inadequate or incomplete in addressing all five areas, how will the school system ensure there is a collection of high-quality materials to address all areas? The Maryland State Department of Education utilizes Ed Reports as a primary source in assessing the quality of instructional materials so it should be included in the response. Additionally, the selection of materials for other content areas such as science and social studies may also be included if that is a consideration in leveraging those subjects to build student knowledge while reinforcing literacy acquisition skills through cross-curricular connections.

Response here...

Linked Artifacts:

68. Culturally Responsive: During the selection process, how does the school system assess and select materials that are culturally responsive? In instances where materials are high-quality but not culturally responsive, how does the school system supplement materials to ensure that they meet the cultural needs of the students?

Response here...

Linked Artifacts:

69. Supplemental and Intervention Materials (Tiers 2 and 3 of Instruction): What additional considerations or steps are added to the materials selection process when selecting supplemental and intervention materials for use in tiers 2 and 3?

Response here...

Linked Artifacts:



Pillar 3, Objective 2 (English Language Arts): Keep students on track to meet CCR

3.2.1 (English Language Arts): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade

Progress Monitoring in English Language Arts

72. Systems and Structures for Progress Monitoring: Describe the systems and structures the school system has put into place to ensure rigorous monitoring of student progress in reading at each grade level.

Examples may include:

- *How the instructional schedule is developed to support teacher planning and collaboration in response to student literacy data*
- *A specific model or framework for analyzing literacy data, facilitating a professional learning community, etc.*
- *Creating schedules for ongoing assessment and tracking of student progress throughout the school year*
- *Professional development opportunities to support teachers and administrators in implementing effective progress monitoring*

Response here...

Linked Artifacts:

73. Assessments: List the assessments administered to students and their purpose in progress monitoring, including the use of universal screeners as required by Maryland's Ready to Read Act.

Grade Level(s)	Assessment	Type (diagnostic, formative, summative)	Frequency of Administration	Purpose
K-3	iReady	diagnostic	3 times per year	Identify individual student needs in literacy

Linked Artifacts:



74. Measures of Success: Describe the measures of success the school system utilizes to identify students in need of support and intervention in literacy to meet the college and career readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

Examples may include:

- *Kindergarten Readiness Assessment (KRA) and reading proficiency by the end of 3rd grade*
- *Early warning indicators such as attendance, behavior, and course completion in middle school*
- *Freshmen on-track indicator, cumulative 9th and 10th grade GPA, core subjects GPA, attainment of credits in core content courses, attainment of credits in career and technical education (CTE) courses, or a combination together with assessment scores, attendance, or other behavioral metrics*

Measure	Rationale	Grade Level(s)

Linked Artifacts:

Intervention in English Language Arts

[Blueprint Requirement \(MD Code, Educ §5-226\)](#)

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

75. Tier 2 and 3 Intervention: Describe the school system's targeted, evidence-based model for Tier 2 and Tier 3 instruction in reading. Include the following:

- The correlation between how students are identified during progress monitoring and the type of intervention the school system provides
- The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher
- How it's determined that a student no longer requires intervention
- The method(s) for evaluating the effectiveness of interventions



Responses should be organized by level (elementary, middle, high).

- **Elementary (Pre-K-5)**

Response here...

Linked Artifacts:

- **Middle School (6-8)**

Response here...

Linked Artifacts:

- **High School (9-12)**

Response here...

Linked Artifacts:

76. Structures and Support for Intervention: How does the school system support teachers in their implementation of intervention at Tiers 2 and 3 so that every student receives reading instruction that is responsive to their individual needs as determined through data collected during progress monitoring?

Considerations should include, but are not limited to, the following:

- A framework for intervention that includes evidence-based, high-yield strategies
- Staffing such as campus-based instructional coaches, intervention teachers, etc.
- Strategic use of specific funding such as the Transitional Supplemental Instruction Aid for struggling learners in K-3
- Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

Response here...

Linked Artifacts:

77. High-Quality School Day Tutoring: How does the school system leverage time, partnerships, and resources (e.g., Transitional Supplemental Instruction Aid) to support the implementation of the high-leverage strategy, high-quality school day tutoring, to accelerate instruction in reading? How does it evaluate the effectiveness of this intervention?



Response here...

Linked Artifacts:

78. Transitional Supplemental Instruction Aid: Use the table below to describe how the LEA has used and will continue to use the Transitional Supplemental Instruction Aid to support K-3 students in reading, beginning with the 2019-2020 school year, and include the impact of the funding and how it has been measured.

School Year	Activity How were the funds used?	Impact What was the result?	Evaluation How was the result determined?

Linked Artifacts:

79. Underserved Student Groups: Describe how the school system eliminates barriers and meets the needs of students who have been underserved. Consider the learning loss caused by the pandemic for specific student groups as well as groups who have been historically underserved. How will the school system minimize or prevent students from continuing to be underserved?

Response here...

Linked Artifacts:

80. Leveraging the Concentration of Poverty Grant in Intervention: Districts receiving the Concentration of Poverty Grant must discuss how they utilize the grant resources to support acceleration and intervention efforts for underserved students in reading. Include how the school system evaluates the effectiveness of its efforts.

Response here...

Linked Artifacts:

81. Family Engagement in Learning: What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are identified for intervention in reading? Discuss how parents/guardians are notified and included in the development and implementation of individual student's learning plans.



Response here...

Linked Artifacts:

Note: This Pillar was developed to support LEAs in planning across the Pre-K-12 continuum. For the March 2023 submission of the Initial Blueprint Implementation Plan, LEAs are only required to address Pre-K through fifth grade when answering the questions for Objectives 1 and 2. Grades 6-12 will be addressed in the March 2024 submission.

Pillar 3, Objective 1 (Math): Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate

3.1.3 (Math): LEAs shall implement a fully aligned instructional system in consultation with experienced and highly effective teachers, including high-quality curriculum frameworks and instructional materials that build on one another in a logical sequence

Comprehensive Plan for Mathematics

82. Comprehensive Plan for Mathematics: Does the school system have a comprehensive plan for mathematics that begins with pre-kindergarten and prepares students for college-level credit-bearing course work in mathematics upon graduation?

If yes, link the plan as an artifact below and use the open response field to discuss when and how it was developed. If the plan does not exist or needs to be refined to align to the Blueprint's intent, discuss the anticipated timeline and process for development and/or revision.

Response here...

Linked Artifacts:

83. Vision, Mission, and Goals for Mathematics: Describe the district's vision, mission, and goals for mathematics.

Response here...

Linked Artifacts:



84. College and Career Readiness in Mathematics – Achievement Projections

Use the tables below to indicate the current and projected achievement levels in mathematics for the designated groups by gender, socioeconomic status, service group, and race/ethnicity for each of the designated grade levels (3rd, 6th, 10th).

Table 1: 3rd Grade Student Achievement in Mathematics by Gender, Socioeconomic Status, and Service Group

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
M												
F												
NB												
ED												
EL												
SE												

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- F = Female
- M = Male
- NB = Nonbinary
- ED = Economically Disadvantaged
- EL = English Learner
- SE = Special Education

Table 2: 3rd Grade Student Achievement in Mathematics by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
AI												
A												
B												
H												
NH												
2+												
W												

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- AI = American Indian / Alaska Native
- A = Asian
- B = Black / African American
- H = Hispanic / Latino
- NH = Native Hawaiian / Pacific Islander
- 2+ = Two or More
- W = White



84. College and Career Readiness in Mathematics – Achievement Projections

**Table 3: 6th Grade Student Achievement in Mathematics by
Grade Level, Gender, Socioeconomic Status, and Service Group**

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
M												
F												
NB												
ED												
EL												
SE												

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- F = Female
- M = Male
- NB = Nonbinary
- ED = Economically Disadvantaged
- EL = English Learner
- SE = Special Education

Table 4: 6th Grade Student Achievement in Mathematics by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
AI												
A												
B												
H												
NH												
2+												
W												

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- AI = American Indian/Alaska Native
- A = Asian
- B = Black/African American
- H = Hispanic/Latino
- NH = Native Hawaiian/Pacific Islander
- 2+ = Two or More
- W = White



84. College and Career Readiness in Mathematics – Achievement Projections

**Table 5: 10th Grade Student Achievement in Mathematics by
Grade Level, Gender, Socioeconomic Status, and Service Group**

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
M												
F												
NB												
ED												
EL												
SE												

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- F = Female
- M = Male
- NB = Nonbinary
- ED = Economically Disadvantaged
- EL = English Learner
- SE = Special Education

Table 6: 10th Grade Student Achievement in Mathematics by Race/Ethnicity

	2021-2022				2022-2023				2023-2024			
	1	2	3	4	1	2	3	4	1	2	3	4
All												
AI												
A												
B												
H												
NH												
2+												
W												

Column Headers

- 1 = Beginning Learner
- 2 = Developing Learner
- 3 = Proficient Learner
- 4 = Distinguished Learner

Row Headers

- All = All Students
- AI = American Indian/Alaska Native
- A = Asian
- B = Black/African American
- H = Hispanic/Latino
- NH = Native Hawaiian/Pacific Islander
- 2+ = Two or More
- W = White

Linked Artifacts:

Mathematics Training and Professional Development

85. Identifying Training Needs: Discuss the systems for identifying which employees need mathematics training and if it was completed, including existing staff, those new to the profession, and those new to the school system.



Examples may include:

- Assessing when teachers new to the profession may have received the training through educator preparation programs
- Identifying training needs for staff when they are new to a position or assignment (e.g., moving from one grade level to another, new principals, etc.)
- Determining when teachers may have started a training series that was not completed for varying reasons; therefore, they require additional training opportunities (e.g., A teacher who begins a four-part training series on algebraic reasoning and goes on a leave of absence before it's completed)

Response here...

Linked Artifacts:

86. Types of Training Provided: List the type(s) of initial and ongoing mathematics training provided for different employee groups (general education teachers, special education teachers, principals, content specialists, and other relevant staff), including the total number of hours and time period for completion. Classify training as initial if it is intended to provide foundational knowledge and skills and ongoing if it's intended to increase knowledge and skills and support the implementation of the initial training.

Examples may include:

- Core (Tier 1) mathematics instruction in grades Pre-K-3
- Intervention instruction in grades Pre-K-12 or grade bands (e.g., Pre-K-K, 1-3, 4-5, 6-8, 9-12)
- Topic specific (e.g., problem-solving, facilitating mathematical discourse, strategies for EL students, etc.)

Employee Group	Grade Level(s)	Name of Training	Training Type (Initial or Ongoing)	Total Number of Hours	Time Period for Completion
All teachers	4-5	Algebraic Reasoning for Elementary Math Teachers	Initial	24	2 Semesters

Linked Artifacts:



87. Fidelity of Implementation: How does the school system assess participants' mastery of the mathematics training content? Discuss how implementation is monitored and assessed, including how data is used to inform continued professional development.

Examples may include:

- *Developing a walkthrough tool reflective of the components aligned to the mathematics pedagogy that are taught during training to collect data on the use of those components*
- *Creating a process or using a specific protocol for identifying, collecting, and analyzing data at different levels of implementation (e.g., district, school, classroom)*
- *Use of surveys to assess teachers' perceptions of training, implementation, and success with students*

Response here...

Linked Artifacts:

88. Ongoing, Job-Embedded Professional Development: What types of ongoing, job-embedded professional development does the school system provide to support staff in the implementation of instructional practices aligned to effective math pedagogy?

Examples may include:

- *Daily lesson study and planning by grade level, department, or cross-curricular teams*
- *Regular peer coaching cycles, including observations, debriefs, and planning*
- *Support from content specialists such as model teaching, co-planning, and instructional coaching*

Response here...

Linked Artifacts:

89. Organizational Structures and Support: How does the school system leverage talent, time, and resources to support ongoing, job-embedded professional development of staff responsible for math instruction and intervention?

Examples may include:

- *Identifying the most effective math teachers and increasing their impact beyond their individual classrooms through lesson planning, co-teaching, peer coaching, etc.*
- *Changing the daily schedule to increase collaboration time for teachers during the school day*



- *Hiring district math specialists and deploying them to campuses to model lessons, observe instruction, and coach teachers*

Response here...

Linked Artifacts:

High-Quality, Content-Rich Instructional Materials for Mathematics

90. Process for Selecting Materials: Describe the process the school system uses to select instructional materials for mathematics, including who participates and the types of activities used.

Examples may include:

- *Use of committee structures*
- *Pilot programs*
- *Mechanisms for gathering stakeholder feedback*
- *Site visits to school systems implementing the materials being considered*

Response here...

Linked Artifacts:

91. High-Quality and Content-Rich: Discuss how the school system determines if materials are high-quality and content-rich. The Blueprint for Maryland's Future requires that curriculum aligns to the CCR standard. The Maryland State Department of Education utilizes Ed Reports as a primary source in assessing the quality of instructional materials so it should be included in the response. Additionally, the selection of materials for other content areas such as science and social studies may also be included if that is a consideration in leveraging those subjects to build student knowledge while reinforcing math skills through cross-curricular connections.

Response here...

Linked Artifacts:

92. Culturally Responsive: During the selection process, how does the school system assess and select materials that are culturally responsive? In instances where materials are high-quality but not culturally responsive, how does the school system supplement materials to ensure that they meet the cultural needs of the students?



Response here...

Linked Artifacts:

93. Supplemental and Intervention Materials (Tiers 2 and 3 of Instruction): What additional considerations or steps are added to the materials selection process when selecting supplemental and intervention materials for use in tiers 2 and 3?

Response here...

Linked Artifacts:



94. HQIM – Mathematics: Adoption Projections

Identify the high-quality, content-rich, and culturally responsive instructional materials adopted and used for Math at each grade level (Pre-K-12) and tier of instruction. If a particular material is under review or not yet identified, indicate its status.

Title	Publisher	Grade Level(s)	Instructional Tier(s)	Status (adopted and implementing, under review, piloting)

Linked Artifacts:

95. Materials-Specific Professional Development and Support: What professional development and support does the school system provide to ensure the effective use of instructional materials? Discuss activities to support the implementation of newly adopted materials as well as those designed to leverage materials during instruction over time.

Response here...

Linked Artifacts:



Pillar 3, Objective 2 (Math): Keep students on track to meet CCR

3.2.1 (Math): Provide intensive intervention services to students who are not on track to becoming CCR by the end of 10th grade

Progress Monitoring in Math

96. Systems and Structures for Progress Monitoring: Describe the systems and structures the school system has put into place to ensure rigorous monitoring of student progress in mathematics at each grade level.

Examples may include:

- *How the instructional schedule is developed to support teacher planning and collaboration in response to student math data*
- *A specific model or framework for analyzing math data, facilitating a professional learning community, etc.*
- *Creating schedules for ongoing assessment and tracking of student progress throughout the school year*
- *Professional development opportunities to support teachers and administrators in implementing effective progress monitoring*

Response here...

Linked Artifacts:

97. Assessments: List the assessments administered to students and their purpose in progress monitoring, including the use of universal screeners.

Grade Level(s)	Assessment	Type (diagnostic, formative, summative)	Frequency of Administration	Purpose
<i>K-8</i>	<i>MAP Growth</i>	<i>diagnostic</i>	<i>3 times per year</i>	<i>Identify individual student needs in mathematics</i>

Linked Artifacts:



98. Measures of Success: Describe the measures of success the school system utilizes to identify students in need of support and intervention in mathematics to meet the college and career readiness standard. Explain the rationale for using each of the measures as well as the grade levels to which they apply.

Examples may include:

- *Kindergarten Readiness Assessment (KRA) and math proficiency on MCAP by the end of 3rd grade*
- *Early warning indicators such as attendance, behavior, and course completion in middle school*
- *Freshmen on-track indicator, cumulative 9th and 10th grade GPA, core subjects GPA, attainment of credits in core content courses, attainment of credits in career and technical education (CTE) courses, or a combination together with assessment scores, attendance, or other behavioral metrics*

Measure	Rationale	Grade Level(s)

Linked Artifacts:

Intervention in Mathematics

[Blueprint Requirement \(MD Code, Educ §5-226\)](#)

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

99. Tier 2 and 3 Intervention: Describe the school system's targeted, evidence-based model for Tier 2 and Tier 3 instruction in math. Include the following:

- The correlation between how students are identified during progress monitoring and the type of intervention the school system provides
- The core components and/or major activities for each type of intervention, including details such as the length of time students participate and who may be working with them in addition to the classroom teacher
- How it's determined that a student no longer requires intervention
- The method(s) for evaluating the effectiveness of interventions

Responses should be organized by level (elementary, middle, high).



- **Elementary (Pre-K-5)**

Response here...

Linked Artifacts:

- **Middle School (6-8)**

Response here...

Linked Artifacts:

- **High School (9-12)**

Response here...

Linked Artifacts:

100. Structures and Support for Intervention: How does the school system support teachers in their implementation of intervention at Tiers 2 and 3 so that every student receives math instruction that is responsive to their individual needs as determined through data collected during progress monitoring?

Considerations should include, but are not limited to, the following:

- A framework for intervention that includes evidence-based, high-yield strategies
- Staffing such as campus-based instructional coaches, intervention teachers, etc.
- Strategic use of specific funding such as the Transitional Supplemental Instruction Aid for struggling learners in K-3
- Schedules (classroom or school) that support increased opportunities for small group or individualized instruction, including high-quality school day tutoring

Response here...

Linked Artifacts:

101. High-Quality School Day Tutoring: How does the school system leverage time, partnerships, and resources to support the implementation of the high-leverage strategy, high-



quality school day tutoring, to accelerate instruction in mathematics? How does it evaluate the effectiveness of this intervention?

Response here...

Linked Artifacts:

102. Transitional Supplemental Instruction Aid: Use the table below to describe how the LEA has used and will continue to use the Transitional Supplemental Instruction Aid to support K-3 students in math, beginning with the 2019-2020 school year, and include how the impact of the funding has been measured.

School Year	Activity How were the funds used?	Impact What was the result?	Evaluation How was the result determined?

Linked Artifacts:

103. Underserved Student Groups: Describe how the school system eliminates barriers and meets the needs of students who have been underserved. Consider the learning loss caused by the pandemic for specific student groups as well as groups who have been historically underserved. How will the school system minimize or prevent students from continuing to be underserved?

Response here...

Linked Artifacts:

104. Leveraging the Concentration of Poverty Grant in Intervention: Districts receiving the Concentration of Poverty Grant must discuss how they utilize the grant resources to support acceleration and intervention efforts for underserved students in math. Include how the school system evaluates the effectiveness of its efforts.

Response here...

Linked Artifacts:



105. Family Engagement in Learning: What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are identified for intervention in mathematics? Discuss how parents/guardians are notified and included in the development and implementation of individual student's learning plans.

Response here...

Linked Artifacts:



Pillar 3, Objective 2: Keep students on track to meet CCR



106. College and Career Readiness Projections

Use the following tables to indicate the number of current and projected students who will meet the interim standard for college and career readiness (CCR) in English, math, or both by the end of 10th grade, 11th grade, and 12th grade. To be considered ready for college and career, students must meet the interim standard for both English and math. Disaggregate the information by gender, socioeconomic status, race/ethnicity, and service group.

Table 1: 10th Grade Students Meeting the Interim Standard for College and Career Readiness Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)									
All Students (Percentage)									
% Female									
% Male									
% Nonbinary									
% Economically Disadvantaged									
% American Indian/Alaska Native									
% Asian									
% Black/African American									
% Hispanic/Latino									
% Native Hawaiian/Pacific Islander									
% Two or More									
% White									
% English Learner									
% Special Education									

Linked Artifacts:



106. College and Career Readiness Projections

Table 2: 11th Grade Students Meeting the Interim Standard for College and Career Readiness Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)									
All Students (Percentage)									
% Female									
% Male									
% Nonbinary									
% Economically Disadvantaged									
% American Indian/Alaska Native									
% Asian									
% Black/African American									
% Hispanic/Latino									
% Native Hawaiian/Pacific Islander									
% Two or More									
% White									
% English Learner									
% Special Education									

Table 3: 12th Grade Students Meeting the Interim Standard for College and Career Readiness Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

	2021-2022			2022-2023			2023-2024		
	English	Math	Both	English	Math	Both	English	Math	Both
All Students (Number)									
All Students (Percentage)									
% Female									
% Male									
% Nonbinary									
% Economically Disadvantaged									
% American Indian/Alaska Native									
% Asian									
% Black/African American									
% Hispanic/Latino									
% Native Hawaiian/Pacific Islander									
% Two or More									
% White									
% English Learner									
% Special Education									

Linked Artifacts:



3.2.3: LEAs shall create and implement a 9th grade student tracker system to measure progress toward on-time graduation and report data annually to MSDE



107. Freshmen on Track Projections

A freshman who is on track to graduate:

- Earns at least five credits at the end of the 9th grade year,
- Fails no more than one semester of a core course, and
- Attends school more than 90% of the time.¹

Using these criteria, indicate in the table below the current and projected number of students who are on or off track to graduate. In tables two through four, provide current and projected numbers for each of the on-track criteria individually. All tables should disaggregate the information by gender, socioeconomic status, race/ethnicity, and service group.

Note: This data does not take the place of previous submissions related to 9th graders on track to graduate as individual LEAs may have used locally established criteria.

**Table 1: 9th Grade Students on Track to Graduate
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

On/Off Track to Graduate	2021-2022		2022-2023		2023-2024	
	On	Off	On	Off	On	Off
All Students (Number)						
All Students (Percentage)						
% Female						
% Male						
% Nonbinary						
% Economically Disadvantaged						
% American Indian/Alaska Native						
% Asian						
% Black/African American						
% Hispanic/Latino						
% Native Hawaiian/Pacific Islander						
% Two or More						
% White						
% English Learner						
% Special Education						

¹The On-Track Indicator as a Predictor of High School Graduation. Elaine M. Allensworth. Consortium on Chicago School Research at the University of Chicago. 2005. <https://consortium.uchicago.edu/sites/default/files/2018-10/p78.pdf>



107. Freshmen on Track Projections

Table 2: 9th Grade Student Credit Accumulation (Total Credits)
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

Number of Credits	2021-2022			2022-2023			2023-2024		
	0-4	5	6+	0-4	5	6+	0-4	5	6+
All Students (Number)									
All Students (Percentage)									
% Female									
% Male									
% Nonbinary									
% Economically Disadvantaged									
% American Indian/Alaska Native									
% Asian									
% Black/African American									
% Hispanic/Latino									
% Native Hawaiian/Pacific Islander									
% Two or More									
% White									
% English Learner									
% Special Education									

Table 3: 9th Grade Student Semester Course Failure (Core Courses Only)
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group

Number of Courses	2021-2022			2022-2023			2023-2024		
	2+	1	0	2+	1	0	2+	1	0
All Students (Number)									
All Students (Percentage)									
% Female									
% Male									
% Nonbinary									
% Economically Disadvantaged									
% American Indian/Alaska Native									
% Asian									
% Black/African American									
% Hispanic/Latino									
% Native Hawaiian/Pacific Islander									
% Two or More									
% White									
% English Learner									
% Special Education									



107. Freshmen on Track Projections

**Table 4: 9th Grade Student Attendance Rates
Disaggregated by Gender, Socioeconomic Status, Race/Ethnicity, and Service Group**

Attendance Rate	2021-2022		2022-2023		2023-2024	
	≤ 90%	91%+	≤ 90%	91%+	≤ 90%	91%+
All Students (Number)						
All Students (Percentage)						
% Female						
% Male						
% Nonbinary						
% Economically Disadvantaged						
% American Indian/Alaska Native						
% Asian						
% Black/African American						
% Hispanic/Latino						
% Native Hawaiian/Pacific Islander						
% Two or More						
% White						
% English Learner						
% Special Education						

Linked Artifacts:

108. Freshmen on Track to Graduate: Discuss the LEA's plans to ensure all freshmen are on track to graduate. Discuss related challenges and the strategies the LEA will leverage to increase the number of freshmen who are on track to graduate.

Response here...

Linked Artifacts:



Pillar 3, Objective 3: Implement CCR pathways

3.3.1: LEAs provide a CCR support pathway that allows all students who are not CCR by the end of 10th grade to graduate high school CCR

[\(Blueprint Requirement \(MD Code, Educ §7-205.1\)\)](#)

Intervention Programming and Support

109. Services and Support: Describe the individualized services, support, and instruction the school system will provide students who did not meet the CCR standard on time, including culturally responsive lessons, project-based and problem-based pedagogy, and/or varied instructional timing.

Examples may include:

- *Developing CCR support courses in English language arts and mathematics that students are concurrently enrolled in while taking grade level, credit-bearing courses*
- *Instituting a CCR support tutoring program embedded in the school day or through an extended day model*
- *Leveraging elective courses to reinforce CCR skills*

Response here...

Linked Artifacts:

110. Student Support Pathways: Discuss how the school system will design student support pathways to ensure students meet the CCR standard prior to graduation while also meeting graduation requirements. Provide examples of support pathways that include required high school coursework as well as needed CCR support. In developing pathways, consider:

- Students who may not meet the CCR standard in one or more subject areas
- Opportunities for students to access support during the school day, after school, in the summer, and/or through a fifth year of high school
- Pathways to provide students with access to post-college and career readiness opportunities such as CTE and dual credit while still working to meet the CCR standard

Note: See MSDE's Report: College and Career Readiness Roadmap to Implementation, Version 2 (August 2022) as a reference.



Response here...

Linked Artifacts:

111. Reassessment Opportunities: How will the school system ensure students have ongoing opportunities for CCR reassessment throughout 11th and 12th grade?

Response here...

Linked Artifacts:

112. Partner Institutions: The Blueprint requires school systems to collaborate with institutions of higher education, particularly community colleges, to develop and implement a program of study in the 11th and 12th grade for each student who has not demonstrated progress in meeting the CCR readiness standard by the end of 10th grade. Identify the organizations the school system will partner with and describe how it will work with partners to accomplish this, including the evaluation of implementation and ongoing revision to ensure student success.

Response here...

Linked Artifacts:

Individualized College and Career Readiness Plans

113. Individualized Plans: Describe how the school system will develop an individualized College and Career Readiness Plan for each student who has not met the CCR standard by the end of 10th grade. What are the key components of the plan? When and how will it be customized for each student? Discuss inclusion and considerations for student service groups such as Special Education, English learners, and Economically Disadvantaged.

Response here...

Linked Artifacts:

114. Teacher Support and Student Monitoring: How will the school system monitor student progress using their individualized College and Career Readiness Plans? Identify the team of individuals responsible as well as the process they will use for monitoring, including:

- Identifying individual teachers to lead and facilitate teams,



- Training and support provided to teachers, and
- The process for revising the plan in response to a student's individual needs.

Response here...

Linked Artifacts:

115. Family Engagement in CCR Success: What does the school system do to ensure parents/guardians are included and engaged in their children's academic success, particularly when students are still struggling to meet the CCR standard in 11th and 12th grade? Discuss how parents are notified and included in the development and implementation of students' College and Career Readiness Plans. What resources will the school system share with families, including resources from public and private agencies?

Response here...

Linked Artifacts:

3.3.2: Each high school offers post-CCR pathways to all CCR students in grades 11 and 12 to earn early college credits and career and technical education (CTE) credentials at no cost to the student or the student's parents, including the cost of any fees

[Blueprint Requirement \(MD Code, Educ §7-205.1\)](#)

Exploring Post-CCR Pathways

116. Post-CCR Exploration Activities: Describe the activities the school system will use to ensure all middle and high school students are aware of the post-CCR pathways, including career counseling. What experiences will students have to explore and engage in college and career activities that will help them choose the best post-CCR pathway for them? How will the school system ensure:

- Students have experiences that are individualized based on their interests,
- Students have ample opportunities to explore their options firsthand before they must choose a post-CCR pathway,
- Parents/guardians are included in the process, and
- Students who have not met the CCR standard can access post-CCR pathways?

Examples may include:



- *Experiences designed to connect students with real-world opportunities such as college and career fairs, guest speakers, field trips to visit different types of institutions of higher education and workplaces across a multitude of industries*
- *Programs to facilitate mentoring, college-bound advising, and career counseling*
- *Specialized coursework in middle school to explore career clusters and practical life skills such as financial literacy, effective organization and study skills, communication and conflict resolution, etc.*

Response here...

Linked Artifacts:

117. Career Counseling: Discuss the key components of the career counseling program and how activities and support will be aligned to a student's educational and career goals. Identify the role(s) responsible for providing the career counseling and the type of training and support the LEA will provide. Describe how the LEA will collaborate with local workforce development boards and community colleges to develop the career counseling program.

Note: Include the Local Career Counseling Agreement established by the LEA, community college, local workforce development board, and, if appropriate, an American Jobs Center as a linked artifact.

Response here...

Linked Artifacts:

College Preparatory Programs

As indicated in the statutory reference at the top of this section, the Blueprint requires students to have access to at least one of the college preparatory programs listed below. Access refers to a student's ability to participate in college preparatory programs regardless of where they live and should be considered when planning for initial or expanded programming.

- International Baccalaureate (IB) Diploma Programme
- Cambridge AICE Diploma Program
- A comparable program consisting of Advanced Placement courses specified by the College Board

In this subsection, LEAs will have the opportunity to describe their current offerings as well as those planned for future implementation.



118. IB Diploma Programme: Describe the LEA's current and anticipated IB Diploma Programme offerings. Describe the challenges associated with implementing an IB program or launching a new one. Discuss how the LEA will overcome the challenges identified.

Response here...

Linked Artifacts:

119. Cambridge AICE Diploma Program: Describe the LEA's current and anticipated Cambridge AICE Diploma Program offerings. Describe the challenges associated with implementing a Cambridge program or launching a new one. Discuss how the LEA will overcome the challenges identified.

Response here...

Linked Artifacts:

120. Advanced Placement (AP) Program: Describe the LEA's current and anticipated Advanced Placement offerings, including the AP Capstone Diploma Program. Describe the challenges associated with implementing an AP program or launching a new one. Discuss how the LEA will overcome the challenges identified.

Response here...

Linked Artifacts:

121. Recruitment for College Preparatory Programs: Discuss how the school system ensures all students know about all college preparatory opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics?

Response here...

Linked Artifacts:

122. Enrollment and Support in College Preparatory Programs: Describe how students access the above named college preparatory programs, including the process for entry. How does the school system ensure:



- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate and successfully earn college credits and diplomas?

Response here...

Linked Artifacts:

Middle/Early College and Dual Enrollment Programs

In this section, LEAs will have the opportunity to discuss the opportunities students have to earn college credit through dual enrollment. The section distinguishes between dual enrollment offerings that are available to students without participating in a middle or early college program and those that do.

123. Dual Enrollment Program: Describe the LEA's current and anticipated Dual Enrollment program, including the number of college credits available if students were to take every course offered and whether courses are completed in a coherent sequence to support a particular area of concentration. This should be exclusive of dual enrollment coursework in middle and early college high school programs. Describe the challenges associated with implementing a dual enrollment program or launching a new one. Discuss how the LEA will overcome the challenges identified.

Response here...

Linked Artifacts:

124. Middle and Early College High School Programs: Describe the LEA's current and anticipated middle and early college high school programs, including the degrees offered. Describe the challenges associated with implementing a middle or early college high school program or launching a new one. Discuss how the LEA will overcome the challenges identified.

Response here...

Linked Artifacts:

125. Recruitment for Dual Enrollment and Middle/Early College Programs: Discuss how the school system ensures all students know about dual enrollment and middle/early college



opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics? Responses should address dual enrollment and middle and early college high school programs.

Response here...

Linked Artifacts:

126. Enrollment and Support in Dual Enrollment and Middle/Early College Programs:

Describe how students access the dual enrollment and middle/early college programs previously identified, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate and successfully earn college credits and degrees?

Responses should address dual enrollment and middle/early college high school programs.

Response here...

Linked Artifacts:

Aligning State Aid Funding to CCR Pathway Costs

127. The Blueprint Formula is designed to provide approximately \$1,000 per post-CCR pathway-eligible student through a combination of the State Aid CCR formula weight (~\$500) and through the State Aid Target Foundation amount (~\$500). Describe the LEA's plan to ensure proper resource allocation to support eligible student access to an uncapped number of dual-enrollment courses at no cost to the student or the student's family. The LEA's plan should also ensure these funds provide for eligible student access to AP, IB, and other, post-CCR-related professional and instructional opportunities (e.g., apprenticeships, industry-recognized credentials, etc.).

Response here...

Linked Artifacts:



Pillar 3, Objective 4: Provide high-quality career counseling and CTE programs

3.4.4: LEAs offer a robust set of CTE programs that allow students to earn an industry-recognized credential or postsecondary certificate, or complete the high school level of a registered apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor

128. CTE Programs: Describe the LEA's current and anticipated CTE programs, including the factors the LEA considers when making programmatic additions and changes. Describe the challenges associated with implementing CTE programs or launching new ones and how the LEA will overcome the challenges identified and ensure:

- Alignment of CTE programming to industry needs and
- Strategic use of resources to support programs at all sites, whether that's at all campuses, one centralized site for the school system, or a regional site implemented in collaboration with other LEAs.

Response here...

Linked Artifacts:

129. CTE Programs by Career Cluster: Use the tables below to identify the LEA's current and anticipated CTE programs by career cluster. Indicate the number of sites where each program is offered and which programs provide students with the opportunity to complete a coherent sequence of courses, earn college credit, participate in an apprenticeship, and earn an industry-recognized credential.

Current

Career Cluster	Program Name	Number of Schools	Coherent Sequence of Courses (Y/N)	Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)
Information Technology	Cybersecurity	4	Y	28	Y	Y

Linked Artifacts:



Planned

Career Cluster	Program Name	Year of Implementation	Number of Schools	Coherent Sequence of Courses (Y/N)	Number of college credits available	Apprenticeship (Y/N)	Industry-recognized credential (Y/N)
Information Technology	Cybersecurity	2024-25	8	Y	28	Y	Y

Linked Artifacts:

Blueprint Requirement (MD Code, Educ §21-204)

130. Work-Based Learning and Apprenticeships: Describe how the LEA recruits industry partners and collaborates with them to create a continuum of work-based learning opportunities for students, including apprenticeships that result in students earning industry credentials. What challenges are involved in this process, and how does the LEA overcome them?

Response here...

Linked Artifacts:

131. Industry-Recognized Credentials: Discuss the LEA's plans for increasing the number of students earning in-demand industry-recognized credentials that align to industry needs other than those discussed in the previous question. What challenges are involved in this process, and how does the LEA overcome them?

Response here...

Linked Artifacts:

132. Recruitment for CTE Programs: Discuss how the school system ensures all students know about CTE opportunities, including student service groups. What recruiting strategies are leveraged to ensure program participants are representative of the school system's demographics?

Response here...



Linked Artifacts:

133. Enrollment and Support in CTE Programs: Describe how students access the above named CTE programs, including the process for entry. How does the school system ensure:

- Students who have not met the CCR standard have the opportunity to participate while continuing to receive support for meeting the CCR standard,
- Students are not limited from participating based on proximity to programs or scheduling challenges, and
- Students have the necessary support to participate in apprenticeships and successfully earn industry-recognized credentials?

Response here...

Linked Artifacts:

Pillar 3: Equitable Access and Tracking

134. Progress-monitoring student performance and assigning students to groups, classes, and programs based on their achievement levels can result in tracking, a practice which can further limit educational access and opportunities for historically underserved groups and widen achievement gaps. Tracking occurs at all grade levels (Pre-K-12) and the Blueprint aims to eliminate that practice. What safeguards does the school system implement to mitigate and eliminate opportunities and occurrences of tracking at the elementary, middle, and high school levels?

Response here...

Linked Artifacts:

Pillar 3: (OPTIONAL) Proposed Regulatory Revisions and Waivers

135. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

Response here...



Linked Artifacts:

Pillar 3: Stakeholder Engagement

136. Identify the key stakeholder groups the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the College and Career Readiness Pillar. LEAs must include industry partners and institutions of higher education to increase dual credit and apprenticeship opportunities for students. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement

Linked Artifacts:



Pillar 4: More Resources to Ensure All Students Are Successful

In each of the three previous Pillars, LEAs are asked to describe how they meet the needs of unique learners, including English learners and students with disabilities. In this section, LEAs will discuss the differentiated support and specific investments being made to support individual service groups. LEAs may reference prior responses as needed.



Pillar 4, Objective 2: Improve the education of English Learners (EL)

4.2.2: Implementing the English learner workgroup recommendations

137. Engagement and Communication with Multilingual Families: How will the school system share important information and engage English learner families in increasing activities to support students? Explain which strategies, including the use of family coordinators, are used and how they are employed at both the school system and school levels.

Commonly utilized methods of parent communication and involvement include:

- Telephonic and in-person interpretation
- Translation
- Bilingual facilitators
- English learner parent leadership academies
- Digital communication applications
- English learner parent outreach engagement activities

Response here...

Linked Artifacts:

138. Language Acquisition and Reclassification: Describe the individual strategies and support the LEA provides to increase the number of students eligible for reclassification and ensure the level of language acquisition necessary for academic success. Include specific strategies for long-term English learners, particularly at the secondary level.

Response here...

Linked Artifacts:

4.2.3: Increase per pupil funding for English learners

139. Alignment and Investment of Resources: The Blueprint provides additional aid to LEAs specifically to support English learners. Discuss how the LEA has leveraged this aid, along with other funding sources, to meet the needs of this student group, including the results of the efforts and how they will inform future actions. Describe specific examples of how the LEA will increase its investments and reallocate or realign its use of talent, time, and resources.

Examples may include:



- *Increasing the number of district or school staff to support English learners, including ESOL certified teachers*
- *Increasing training and professional development for all teachers related to the assets of multilingualism and improving academic outcomes for English learners*
- *Increasing access to high-quality school day tutoring and/or extended learning opportunities*
- *Launching dual language immersion programs where enrollment allows*

Response here...

Linked Artifacts:

Pillar 4, Objective 3: Improve education for students with disabilities

4.3.1: Improve education for students with disabilities using the increased per pupil funding

140. Alignment and Investment of Resources: The Blueprint provides additional aid to LEAs specifically to support students with disabilities. Discuss how the LEA has leveraged this aid, along with other funding sources, to meet the needs of this student group, including the results of the efforts and how they will inform future actions. Describe specific examples of how the LEA will increase its investments and reallocate or realign its use of talent, time, and resources.

Examples may include:

- *Increasing the number of district or school staff serving special education students*
- *Increasing training and professional development for all teachers related to inclusion and improving academic outcomes*
- *Increasing access to high-quality school day tutoring and/or extended learning opportunities*

Response here...

Linked Artifacts:

141. Identification of Students: Discuss the systems and structures the LEA uses or will use to mitigate the opportunities for under- or over-identification of special education students, particularly as it relates to individual demographic groups.



Response here...

Linked Artifacts:

142. Effective Classroom Instruction: Discuss the strategies the LEA uses to ensure all teachers of special education students (general education and special education) can provide instruction effectively for this service group. Include references to Pillar 3: College and Career Readiness as needed.

Examples may include:

- *Strategic staffing to implement a co-teaching model that allows for two teachers to share all responsibilities for a single classroom*
- *Professional development to support all teachers in differentiating instruction effectively*
- *Scheduling models to support collaboration and co-planning between general and special education teachers*

Response here...

Linked Artifacts:

143. Disciplinary Data and Practices: What policies, procedures, or systems will the school system utilize to mitigate discriminatory discipline practices for special education students? What data will the school system use to monitor and evaluate disciplinary practices?

Response here...

Linked Artifacts:

Pillar 4, Objective 4: Provide supports for students attending schools with a high concentration of students from low-income households

4.4.1: Personnel grants are phased in through FY 2025 until grants are awarded to schools where at least 55% of students are eligible for FRPM (185% FPL)

Note: Only LEAs that are current recipients or anticipated recipients of the Concentration of Poverty Grant must complete section 4.4.1 and 4.4.2 regarding community schools.



Blueprint Requirement (MD Code, Educ §9.9–101)

144. Current Community Schools: Community schools are funded via Concentration of Poverty Grants, which provide funding for both personnel and additional per pupil funding and are required to have a full-time Community Schools Coordinator and access to a health care practitioner. Use the table below to list the schools that currently meet the definition of community school and provide the requested information.

School Site Code	School Name	Staffed with a Community Schools Coordinator (Y/N)	Provides Access to Health Care Practitioner (Y/N)

145. Staffing the Community School Coordinator Role: For those schools without a full-time Community School Coordinator, describe the LEA’s plans for ensuring that the role of Community School Coordinator is filled for each of its community schools. Discuss the key recruitment and retention strategies used, especially those that are unique to this role.

Response here...

Linked Artifacts:

Blueprint Requirement (MD Code, Educ §5–203)

146. Providing Access to a Health Care Practitioner: For those schools without access to a health care practitioner, discuss how the LEA ensures continuous access to a health care practitioner in all its community schools as described above during school days as well as extended learning time.

Response here...

Linked Artifacts:

Blueprint Requirement (MD Code, Educ §9.9–102)



4.4.2: Community school coordinators shall establish a community school and conduct a school-level needs assessments in partnership with local entities/agencies



147. Community Partnership Projections

Identify the strategic partnerships between schools, the school system, and community organizations in the areas of academics, health and social services, youth and community development, and family and community engagement. Use the table below to list existing partnerships and those the school system intends to develop with anticipated implementation dates. Partnerships should align to the needs identified through the community school needs assessments.

Examples may include:

- *Providing educational opportunities for adults and family members of students*
- *Extending or expanding learning time*
- *Providing enrichment opportunities for students*
- *Training and facilitation of Academic Parent-Teacher Teams*
- *Collaborative leadership strategies to build collective trust and shared responsibility*

Name of Partner	Purpose of Partnership	School(s) Served	Grade Level(s) Served	Stakeholder Group(s) Served	Existing or Planned	Implementation Date
<i>University of Maryland</i>	<i>Provide college students for school day tutoring</i>	<i>Northwestern HS</i>	<i>9-12</i>	<i>Students</i>	<i>Planned</i>	<i>2023-2024</i>

Linked Artifacts:



[Blueprint Requirement \(MD Code, Educ§5–223\)](#)

148. Consolidated Funding Plans (Required question for LEAs with 40 or more community schools): LEAs with 40 or more community schools may develop a plan in consultation with eligible schools describing how they may expend no more than 50% of the funds received from the state on behalf of the schools. Discuss whether the LEA has such a plan or intends to develop one. If available, link the plan as an artifact.

Response here...

Linked Artifacts:

Pillar 4, Objective 5: Enhance student health services

4.5.1: LEAs shall employ behavioral health coordinators

[Blueprint Requirement \(MD Code, Educ §7–447\)](#)

149. Behavioral Health Services Coordinator: Identify the name and contact information of the individual(s) serving as the school system's Behavioral Health Services Coordinator.

Name	Position	Responsibilities
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150. Appointing a Behavioral Health Services Coordinator: Describe the LEA's plans for ensuring that the role of Behavioral Health Services Coordinator is fulfilled for the school system. Discuss the key recruitment and retention strategies used, especially those that are unique to this role.

Response here...

Linked Artifacts:

4.5.2: Each local school system develops a plan to enhance and expand school behavioral health supports



151. Supporting Students' Behavioral Health: Discuss the challenges that exist in meeting students' behavioral health needs and how the LEA overcomes these challenges. Include strategies related to funding, specialized staff, community partnerships, etc.

Response here...

Linked Artifacts:

152. Behavioral Health Screening: Describe how the school system screens students to identify and provide services to meet their behavioral health needs, including how it ensures services have been provided and if additional services are needed.

Response here...

Linked Artifacts:

153. Behavioral Health Services: Discuss the behavioral health services available to students and indicate services provided directly through the school system and those that are provided through community partners and wraparound services.

Response here...

Linked Artifacts:

154. Family Engagement in Supporting Student's Behavioral Health: How does the LEA engage families in identifying and providing behavioral health supports for students?

Response here...

Linked Artifacts:

4.5.3: As part of required annual training, behavioral health coordinators in LEAs teach school staff to recognize behavioral health issues in students

Blueprint Requirement (MD Code, Educ §6–122)

155. Behavioral Health Training: How does the LEA ensure that all certificated school personnel who have direct contact with students receives behavioral health training annually? Discuss how the training is provided and the systems used to monitor completion by individual employees.



Response here...

Linked Artifacts:

Pillar 4: (OPTIONAL) Proposed Regulatory Revisions and Waivers

156. Discuss whether the school system needs any revisions or waivers from the Code of Maryland Regulations (COMAR) to implement its plan. Identify specific regulations, including applicable citations, and explain how a regulation may impede or prohibit proposed implementation activities.

Response here...

Linked Artifacts:

Pillar 4: Stakeholder Engagement

157. Identify the key stakeholder groups the school system and its Blueprint Implementation Plan Team intends to collaborate with to develop and support its implementation plans in the More Resources to Ensure that All Students are Successful Pillar. Describe the anticipated contributions of each group and how frequently the team will engage with them.

Stakeholder Group	Contributions	Frequency of Engagement

Linked Artifacts:



Pillar 5: Governance and Accountability



Pillar 5, Objective 1: Support Blueprint implementation planning

5.1.3: AIB and MSDE review implementation plans submitted by LEAs; AIB approves/disapproves plans (plans subject to periodic updates)

158. Authors of the Blueprint Implementation Plan: Describe how the LEA identified and selected the individuals responsible for developing and writing its Blueprint Implementation Plan, including consideration for an individual's position, experience, expertise, or membership in a particular stakeholder group.

Response here...

Linked Artifacts:

Use the table below to list the individuals responsible for developing and writing the Blueprint Implementation Plan and their positions within the school system and/or stakeholder groups they represent.

Name	Position	Stakeholder Group

159. Teacher and Principal Voice: Discuss how the LEA ensured that its Implementation Plan included teacher and principal voice throughout the development of the Plan.

Response here...

Linked Artifacts:



160. Quality Control and Project Management: What guidance, support, or structures (working groups, recurring meetings, protocols for communicating and collaborating, project management tools, etc.) did the LEA provide to the individuals responsible for developing and writing the Plan to ensure the Plan was well developed, clearly articulated, and representative of the LEA's community and its needs?

Response here...

Linked Artifacts:

161. Stakeholder Engagement: At the end of each Pillar, LEAs list the stakeholders engaged to develop plans for a specific Pillar.

In response to this question, discuss how and when the individuals responsible for writing the LEA's Blueprint Implementation Plan engaged community members at large, including the local school board, and any other key groups across all pillars in the development of its Blueprint Implementation Plan. Describe the strategies the LEA employed to increase participation by members of historically underrepresented groups, especially groups representative of the LEA's student demographics. Discuss the evidence the LEA collected that reflects its engagement efforts.

Response here...

Linked Artifacts:

162. Monitoring Implementation: Discuss who will be responsible for monitoring the implementation of the Blueprint Implementation Plan, including annual progress monitoring, and revisions or amendments as needed. What systems and structures will the LEA leverage to support the individuals responsible for monitoring implementation (e.g., working groups, recurring meetings, protocols for communicating and collaborating, project management tools, etc.)?

Response here...

Linked Artifacts:

Use the table below to list the individuals responsible for monitoring the implementation of the Blueprint Implementation Plan and their positions within the school system and/or stakeholder groups they represent.



Name	Position	Stakeholder Group

163. Local Board Approval of Implementation Plans: Discuss the role of the local school board in the approval and/or oversight for the LEA's Blueprint Implementation Plan if applicable. If the local board is required to approve the Plan under local board policies or procedures, include the date it was approved. If the board will consider approval after the date by which the Plan must be submitted to the state, describe any activities (that have occurred or are planned) to recommend the plan to the board for approval and the anticipated date.

Note: If an LEA's Implementation Plan needs to be revised as a result of the Board approval process after the March 2023 submission, the LEA must submit the new plan as soon as possible.

Response here...

Linked Artifacts:

Pillar 5, Objective 4: Monitor Blueprint outcomes

5.4.2: AIB monitors and analyzes availability and use of Blueprint funding

164. The Blueprint requires MSDE to implement a new Statewide Finance and Data System to be interoperable with local Enterprise Resource Planning (ERPs) Systems and Student Information Systems (SISs). This system will allow districts to submit school level State Aid calculation data, budgetary data, and expense data directly to MSDE in one system. MSDE will work with all LEAs to implement the State side of the system, including support related to system access and training.



LEAs will need to ensure their systems are able to interface with MSDE's new system to submit and meet Blueprint reporting requirements.

On or before July 1, 2024, for fiscal year 2025, and each July 1 thereafter each county board shall report on the county board's compliance with this Md. Education Article, §5-234. This Subtitle establishes the Major Aid programs that are subject to school level per pupil budget and spending requirements.

What is your district's initial plan to budget Blueprint formula funds at the school level by category and demonstrate that the budgeted funding amount at the school level meets the minimum school funding requirements in Md. Education Article, §5-234? LEAs should consider which costs are currently budgeted and/or recorded centrally but may need to be allocated to the school level.

Note: Local Education Agencies need not implement site-based management or site-based budgeting to comply with the requirements of Md. Education Article, §5-234. Local Education Agencies can meet the requirements of §5-234 through proper demonstration of budget allocation and expense allocation at the school level, by Aid category.

Response here...

Linked Artifacts:

Document History

Version	Date	Summary of Changes
1	December 1, 2022	Document Creation
2	December 28, 2022	Minor technical updates

Version 2 Revisions

Page	Question	Revision
P. 6	1	Changed FY 25 to FY 26 to align with the final Kirwan Commission report (p. 13)
P. 43	59 Table 1	Changed third column header to 2023-24
P. 46	59 Table 6	Changed column headers to 2021-22, 2022-23, 2023-24
P. 52	72	Added table for narrative response
P. 57	84 Table 1	Changed third column header to 2023-24
P. 59	84 Table 6	Changed column headers to 2021-22, 2022-23, 2023-24
P. 72	107 Table 1	Expanded the blue color block to reveal the hidden footer
P. 74	107 Table 2	Added third column to each year with headers 0-4, 5, and 6+
P. 74	107 Table 3	Added third column to each year with headers 2+, 1, and 0
P. 89	Task Title	Updated task title 4.4.1 to clarify the phase-in period - "Personnel grants are phased in through FY 2025 until grants are awarded to schools where at least 55% of students are eligible for FRPM (185% FPL)" (Requires an update to the table of contents as well)