

# Strategic Plan Overview

MARYLAND STATE BOARD OF EDUCATION: EDUCATION TRANSFORMATION AND  
ACCOUNTABILITY COMMITTEE | NOVEMBER 7, 2023

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# PRESENTATION OUTLINE

Introduction to the Strategic Plan

Stakeholder Engagement Summary

Strategic Plan Elements

What's Next?

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# Introduction to the Strategic Plan

*The Maryland State Board of Education and Maryland State Department of Education have developed a multiyear Strategic Plan composed of three phases leading up to June 2023*

# Why do we need a Strategic Plan?

Educational experiences in Maryland before the COVID-19 pandemic did not prepare all students. **Opportunity and achievement gaps were prevalent** prior to the pandemic for historically underserved groups.

The pandemic has only exacerbated our challenges. **A return to normal is not good enough.** We must tackle the gaps that have persisted in our state.

Successful organizations use a strategic planning process to ensure focused progress and **alignment around clear priorities, goals, and flagship programs.**

Implementing a Strategic Plan will **anchor and reinforce the Blueprint** legislation into the organizational fabric of the department and its everyday work.

## Strategic Plan Foundational Elements

### PHASE 1

The **vision and mission** for transforming public education in Maryland.

The **values** that inform our everyday practice and relationships with our diverse communities and stakeholder groups.

The **priorities** that must be achieved for a truly successful educational experience for every Maryland child, from early childhood to college and careers.

The **enablers**, or structural conditions, regarding data, resource allocation, human capital, and support systems that need to be in place for the priorities to be achieved.

### PHASE 2

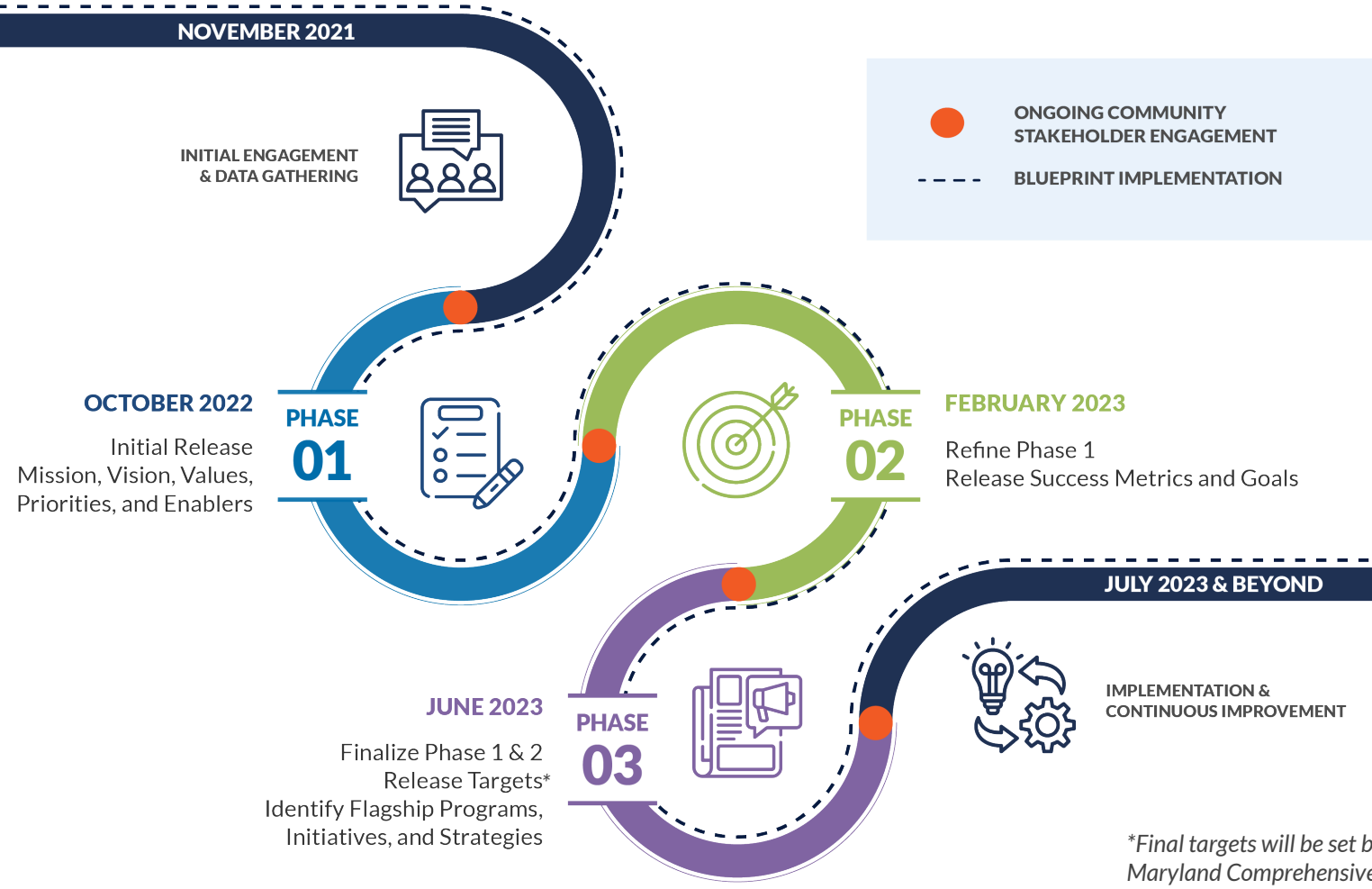
The **goals and metrics** to track progress and measure success in connection to each priority and enabler.

### PHASE 3


The **targets\*** that must be met to fulfil our goals on a specific timeline. The **flagship programs, initiatives, and strategies** outlining the concrete work that needs to be completed for achieving each priority and enabler.

*\*Final targets will be released by late Fall 2023 using the Spring 2023 Maryland Comprehensive Assessment Program results*

# Strategic Plan Timeline



*\*Final targets will be set by late Fall 2023 using the Spring 2023 Maryland Comprehensive Assessment Program results*

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# Stakeholder Engagement Summary

*The primary aim of engagement for the strategic planning process was to gain input from a wide range of stakeholders that represented the diversity of the state.*

# Engagement Process Objectives

Build processes and **create space for stakeholder input** to develop a Strategic Plan

Ensure flexible, responsive and **iterative communication with stakeholders**

**Engagement Objectives**

Seek out and **prioritize new and underrepresented voices**

**Learn what matters most to our communities** to transform public education in Maryland



## Stakeholder Groups



## Outreach to Stakeholders



**40,550+**  
CONNECTIONS MADE



**29,200+** SURVEY RESPONSES



**440+** ROUNDTABLE PARTICIPANTS



**1,640+** LISTENING SESSION PARTICIPANTS




**8,700+** EVENT PARTICIPANTS



**405+** DATA WALK PARTICIPANTS (5 REGIONS)



**110+** CHARETTE PARTICIPANTS

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# Strategic Plan Elements

*Introducing the mission, vision, values, priorities, enablers, goals, metrics, and flagship programs, initiatives, and strategies*

# Mission and Vision



## OUR MISSION

We will ensure a rigorous and world-class educational experience for every Maryland student, in every neighborhood, that prepares each to be college and career ready, through:

- strategic direction and leadership;
- policy making and resource allocation; and
- engagement and advocacy.



## OUR VISION

We will be a system of world-class schools where students acquire the knowledge and skills necessary for success in college, career, and life.

# Strategic Plan Elements

# VALUES



**ACCOUNTABILITY** - We will take responsibility for our commitments, and maintain open, transparent, and responsive communication on academic, operational, and financial policies and outcomes.

**ENGAGEMENT** - We will partner and engage with diverse stakeholders and decision makers in the design, implementation, and evaluation of our policies, programs, and actions.

**EQUITY** - We will do whatever it takes to eliminate barriers to success and provide the necessary resources and supports to ensure that every Maryland student achieves at the highest level.

**EXCELLENCE** - We will ensure a rigorous and engaging educational environment for all students defined by high expectations, research-based instructional practices, and highly-effective, culturally responsive educators.

**TRANSFORMATION** - We will pursue best-in-class outcomes through bold, impactful actions to ensure that every student has the tools, resources, supports, and opportunities they need to thrive.

# PRIORITIES

The Strategic Plan priorities encapsulate the **comprehensive stakeholder feedback** received through multiple methods.

Organized into a coherent sequence, the **priorities trace the full journey and key milestones** that a Maryland student needs to achieve from early childhood through grade 12 to become successful in college, career, and life.



## PRIORITIES

### READY FOR KINDERGARTEN

All Maryland students are prepared socially, emotionally, and academically for success in kindergarten.

### READY TO READ

All Maryland students are proficient in reading by the end of third grade, and those who are not have the necessary supports to become proficient.

### READY FOR HIGH SCHOOL

All Maryland students enter high school on track to meet the college and career readiness standard by the end of 10th grade, and are engaged socially, emotionally, and academically to succeed in progressively challenging and advanced level coursework aligned to college and career pathways.

### READY FOR COLLEGE & CAREER

All Maryland students graduate from high school college and career ready, and with an individualized plan to succeed in college, career, and life.

## ENABLERS

The enablers detail the **necessary structural conditions that need to be met** for every student in the state to support them in successfully reaching their full potential.

1

Maryland is supporting our schools, local education agencies, families, and decision makers by producing relevant, timely, and high-quality data and reporting, and enabling educators to make the best use of their resources to meet the needs of our students and accelerate student achievement.

2

Maryland's classrooms challenge, support, and inspire students. Therefore, our schools will be equipped with high-quality curricula, lessons, assessments, and systems for intervention and acceleration.

3

Maryland is elevating the stature of the teaching profession by:

- intentionally working to attract, recruit, and retain a highly qualified and diverse workforce;
- setting rigorous standards for educator preparation programs and induction; and
- implementing a career ladder system focused on development and growth opportunities for all educators.

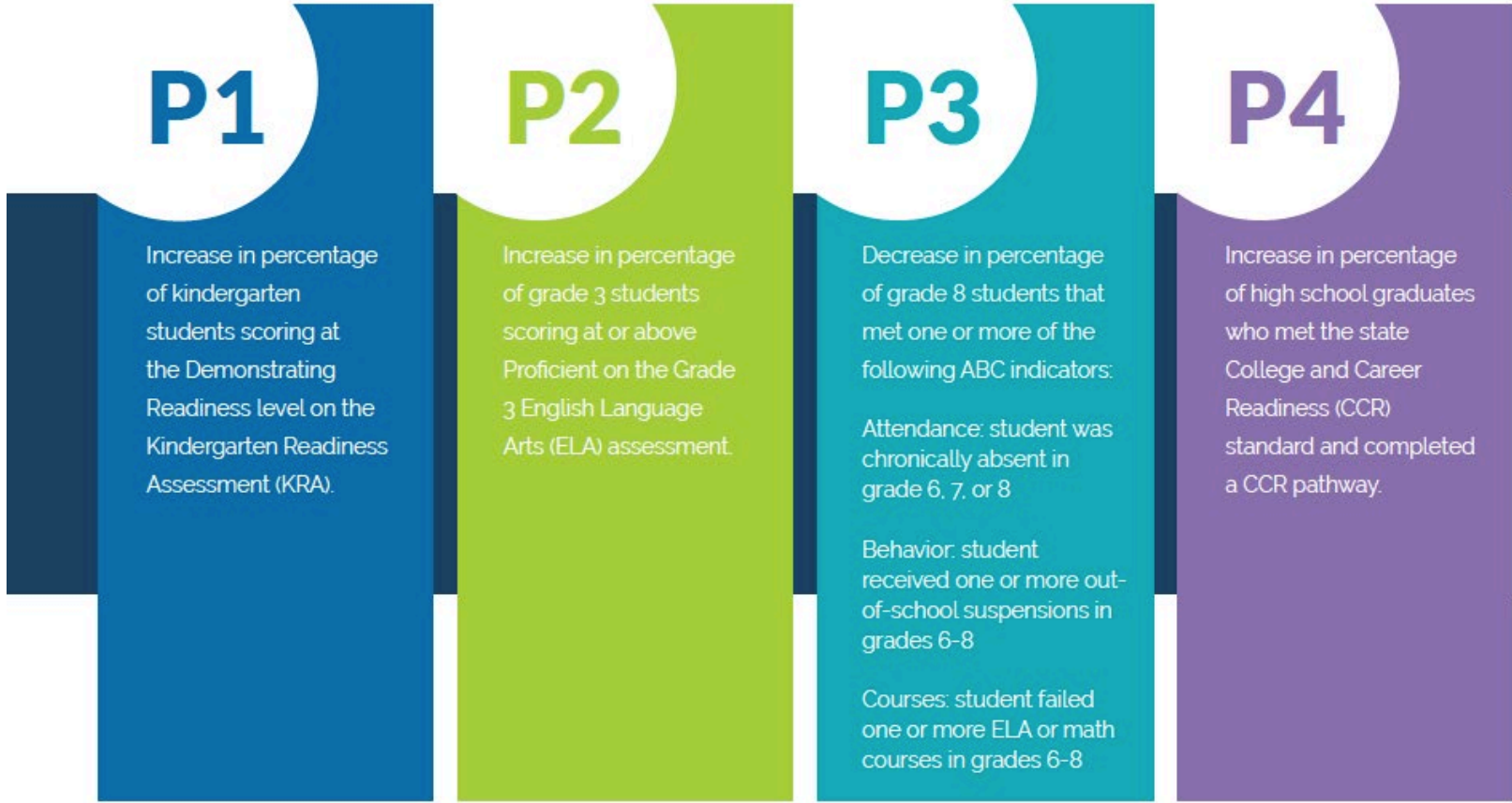
4

Maryland is ensuring student success by:

- supporting our students' social-emotional learning, health and wellness, and safety;
- enhancing school culture and climate;
- scaling high-quality wraparound supports and partnerships; and
- strengthening family and community engagement.



The Strategic Plan goals outlined in this section were established to define and monitor the success of each priority and enabler. The metrics, or the data source and data subsets, create a narrow lens used to evaluate the trajectory of each goal and establish baseline measures.





**As we continue to rebuild, the goals and metrics will help us keep a pulse on our progress** and ultimately inform the flagship strategies and programs to be implemented to accelerate student achievement.



Relevant data reports and high-quality tools that are made available to families, educators, and stakeholders to meet the needs of students.



Increase in percentage of schools visited by Expert Review Teams that are rated as "Accomplishing with Continuous Improvement" in the "Curriculum and Instruction" and the "Integrated Multi-Tiered System of Supports" indicators.



Increase in percentage of new teachers of color as measured by the Fall Staff Collection report; increase in percentage of teachers retained over a 3-year period; and increase in percentage of teachers eligible for the Teacher Leadership Track of the career ladder.



Increase in percentage of schools perceived as having a favorable learning environment\* and decrease in suspension rate.

*\*Specific survey topics will be selected when a third year of survey data is available in late 2023*



## PRIORITY 1: READY FOR KINDERGARTEN STRATEGIES

- Provide increased access to early childhood programs through a Mixed-Delivery System comprised of private and public providers and ensure affordability by subsidizing the cost for families.
- Expand early learning hubs, such as Judy and Patty Centers, that utilize a Two-Generation Approach to ensure families are supported in the development of their children ages 0-5.
- Develop Early Learning Standards that implement age-appropriate learning practices and materials, and foster high-quality learning environments for children's social, emotional, and academic growth.
- Utilize Maryland's Comprehensive Early Childhood Assessment System to monitor readiness and measure the quality of early learning programs to ensure culturally responsive and academically and developmentally appropriate materials and provide resources to support and empower educators to be successful.



## PRIORITY 2: READY TO READ STRATEGIES

- Training and coaching on evidence-based and highly-effective reading pedagogy provided to all Pre-K through 3rd grade teachers, including special education teachers, principals, and other relevant staff aligned to the Science of Reading.
- Ensure the adoption of High-Quality Instructional Materials (HQIM) that are content-rich and culturally responsive, as well as assessment tools aligned to the Science of Reading.
- Create and implement systems for progress monitoring\* to ensure all students are reading by the end of third grade and have the appropriate supports if still struggling with reading beyond third grade.

*\*This includes the use of Universal Screeners as required by Maryland's Ready to Read Act.*



## PRIORITY 3: READY FOR HIGH SCHOOL STRATEGIES

With an Early Warning System (EWS), the state will provide tools for local education agencies to identify students who are at risk of not being college and career ready to get back on track. By utilizing indicators such as attendance, behavior, and course grades, educators do not have to wait for students to fail to know they are at-risk.

- Provide teachers and staff access to an integrated data system that updates regularly with students' indicators across academics, behavior, attendance, and social-emotional learning.
- Create a multi-tiered response system focused on addressing the needs of all students, a group of students, and individual student interventions.
- Monitor and modify interventions that are not working, and scale those which are successful.

In addition to EWS, implementing the following best practices will leverage the developmental opportunities of early adolescence in the middle grades:

- Adopt flexible scheduling strategies such as block scheduling to support the academic and developmental needs of students and include common planning time for teachers to plan instruction collaboratively.
- Ensure that classroom organization and staffing patterns support the needs of students through interdisciplinary teaching, or team teaching, to improve the academic and social-emotional outcomes for middle school students.
- Provide access to enrichment and elective courses to support student engagement, and schedule advisory periods to support student connectedness.



## PRIORITY 4: READY FOR COLLEGE AND CAREER STRATEGIES

- Set a new evidence-based College and Career Readiness (CCR) standard that moves beyond standardized tests and ensure equitable access to post-CCR pathways.
- Ensure the adoption of High-Quality Instructional Materials (HQIM) across every school, including the necessary training required for successful implementation.
- Adopt an Early Warning System (EWS) tied to high-quality and timely interventions, including strengthening the implementation of Maryland's 9th Grade On-Track measure across local education agencies.
- Build and sustain an infrastructure for High-Quality, School Day Tutoring across Maryland, including the use of flexible scheduling strategies such as block scheduling to support the academic and developmental needs of students.



## ENABLER 1: HIGH-QUALITY DATA & REPORTING AND RESOURCES FOR EDUCATORS STRATEGIES

- Provide ongoing professional learning series focused on evidence-based pedagogy and ensuring meaningful use of assessments and other data to drive effective instructional practices (e.g. Learning Labs, Lesson Studies, etc.).
- Evolve Maryland’s school Accountability System to align with Blueprint outcomes and prioritize student growth as a primary indicator of school quality and enhance reporting features.
- Enhance and scale tools that enable effective local education agencies’ operations and teaching and learning practices at both the district and school level (e.g. School Accountability Projection Tools).
- Develop a new Statewide Finance and Data System to accurately measure and enforce accountability, collect and report new data, and advance public transparency and understanding of how State Aid calculations work.



## ENABLER 2: HIGH-QUALITY CURRICULA & SYSTEMS FOR INTERVENTION AND ACCELERATION STRATEGIES

Ensure the adoption of High-Quality Instructional Materials (HQIM) that are content-rich and culturally responsive, as well as assessment tools aligned to the Maryland College and Career Ready Standards.

Establish and adopt a statewide Early Warning System (EWS) across the prekindergarten through 12th grade spectrum to identify students who are at risk of:

- Not being ready for kindergarten
- Not being ready to read by the end of third grade
- Not being proficient in math by the end of fifth grade
- Not being ready for high school (e.g. attendance, behavior, and course grades in middle school)
- Not being on track to graduate from high school in four years
- Not being college and career ready by the end of tenth grade





## ENABLER 3: ELEVATING THE TEACHING PROFESSION STRATEGIES


- Strengthen regulations to increase the rigor of educator preparation programs.
- Support Grow Your Own staff programs to expand teacher and school leader pipelines, increase diversity to better align with student demographics, and address educator shortages.
- Develop guidelines for comprehensive educator Induction Programs for new teachers and school leaders to provide quality mentoring and support to ease the transition into the classroom.
- Implement teacher and school leader Career Ladders that expand opportunities for growth and collaboration and increase compensation to attract and retain a high-quality and diverse educator workforce and to incentivize educators to work in low-performing schools.





## ENABLER 4: SUPPORTING STUDENT SUCCESS SOCIALLY & EMOTIONALLY STRATEGIES

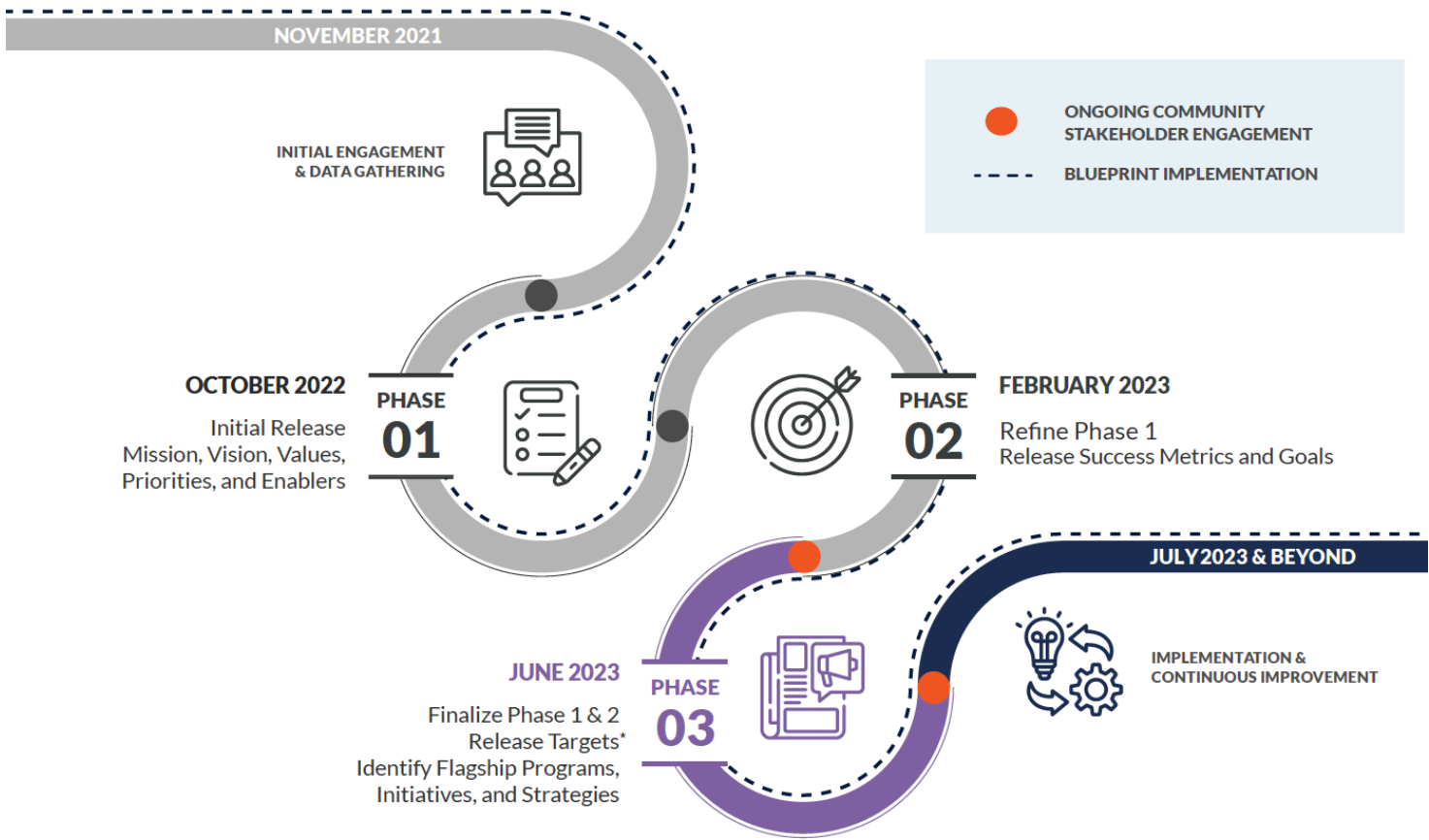
- Expand community schools and provide professional learning for community school coordinators and staff rooted in the Collective Impact framework to provide effective wraparound services that meet the needs of students and the community.
- Enhance Tier 1 school-based mental health promotion services and supports to foster positive, social-emotional and behavioral skills for all students. Tier 1 activities are implemented school-wide, at the grade level, and/or at the classroom level, and services are delivered by both school- and community-based professionals working within schools.
- Scale the Maryland School Mental Health Response Program to support local education agencies in addressing student and family mental health needs by enriching the work of site-based student support services personnel through enhanced training and consultancies on mental health promotion and services.
- Utilize results from the Maryland School Survey to spotlight connections between student and educator perceptions of their schools and school achievement and other outcomes, while driving school level practices for improvement of student outcomes.

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# What's Next?

*Translating plan elements into actionable steps through clear communication, strong leadership, stakeholder engagement, monitoring, evaluation, and continuous improvement*

## Strategic Plan – Implementation & Continuous Improvement



The implementation process of the Strategic Plan **transforms the elements outlined in the plan into actionable steps.**

Effective implementation requires clear communication, strong leadership, and continued engagement of stakeholders. Regular monitoring and evaluation of progress are crucial to identify any gaps or challenges in the implementation process. **The continuous improvement process ensures that the plan remains relevant and effective over time.** Through a cycle of implementation, evaluation, and improvement, we can ensure that the Strategic Plan remains dynamic, responsive, and aligned with evolving needs.

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