PILLAR ONE: EARLY CHILDHOOD EDUCATION

Highest priority areas and updates in terms of challenges and strategies in providing pre-K:

Strategies to expand pre-K spaces available include:
- Pre-K Expansion Grant used to establish full day programming at all elementary schools
- Judy Center outreach/expansion to areas currently outside of Judy Center catchment areas

Challenges:
- Infrastructure restraints
- Limited staffing
- Regional restrictions

Collaboration with private providers (the mixed delivery system):

Collaboration Efforts:
- Extensive outreach
- Monthly Talbot Early Childhood Advisory Council engagement sessions
- Dine and Discuss sessions
- Active support for private providers pursuing accreditation

Challenges:
- Demands in accreditation
- Staffing requirements
- Lack of alignment with profitable business model

Components of plan to ensure that all pre-K students are ready for kindergarten:

Plan components include:
- Professional development for ECE staff
- Data monitoring and sharing
- Curriculum alignment with best practices
- Transition supports for families and students

Challenge:
- Building partnerships with private providers
- Outreach and the early identification of students

Percentage of students demonstrating proficiency on the KRA	43.6%	Number of 3 year olds enrolled in full day preK (total and added in the 23-24SY)	54 total, 11 added

PILLAR TWO: HIGH QUALITY AND DIVERSE TEACHERS AND LEADERS

Data that demonstrates progress towards recruiting a diverse & high quality workforce:

Data: Teacher demographics are currently not representative of student demographics

Strategies:
- Attendance at HBCU recruitment events
- Social media outreach
- TCPS Diversity, Recruitment, and Retention Facilitator increased coordination across interdisciplinary hiring
- Grow Your Own Employee to Teacher program

Data that demonstrates progress towards increasing diversity in National Board Certification:

Data: Slight increase in participation in certification process; however, further analysis of disaggregated NBC data is needed

Strategies:
- Professional leave day for candidates
- Voluntary evening collaboration sessions
- Cohorts for teacher support
- NBC teacher mentors
- Fee supports/salary enhancements

Impacts of the career ladder:

Possible Impacts:
- Development of a leadership pipeline
  - However, limited interest in administrative paths from teachers
- Further analysis of possible impacts of the career ladder is needed

Percentage of non-white teachers in comparison to non-white students	7% 48%	Teachers' minimum starting salary for 24-25SY	$52,920

PILLAR THREE: COLLEGE AND CAREER READINESS

Data that demonstrates trends in achievement & lack of achievement in literacy and math:

Literacy Data: Shows growth
Math Achievement Data: Shows growth

Strategies:
- Professional development for staff
- Classroom walkthroughs
- Professional learning communities centered around student outcome data analysis
- High Quality Instructional materials and early interventions
- Deep Dive Sessions for teachers

Revised policies/practices that increase access to post college & career readiness pathways:

Strategies to expand access:
- Cost free access to dual enrollment and AP exams
- Plans to include AP African American Studies
- Expansion of partnership with local businesses to expand CTE programs
- Collaboration with Chesapeake College

Challenges:
- Scheduling constraints limit choice
- Alignment of programs with industry recognized credentials

Collaboration with the families of students who are not on track:

Strategies:
- Counselors will meet with families and students to discuss career goals
  - In order to best schedule courses and supports

Challenges:
- Limited staffing
- Further analysis of barriers to collaboration with families is needed

Percentage of 10th graders that meet CCR standard	7.7%	Percentage of 9th graders on track to graduate	81.2%

PILLAR FOUR: MORE RESOURCES FOR ALL STUDENTS TO SUCCEED

Trends in English proficiency & instructional changes to address gaps in proficiency:

Trends:
- Multilingual (ML) student population continues to increase
- Development of supports for secondary ML students

Instructional changes to address gaps:
- Additional school based staff to provide instructional supports
- Collaborative professional learning
- Resources to support teachers
- Workgroup convening to develop a comprehensive standards report

Trends in outcomes for students with disabilities & programmatic changes to improve achievement:

Trends: Achievement gaps persist for students with disabilities
- Variable progress in achievement and further analysis of data is needed

Instructional changes to address gaps:
- Increased special education staffing
- Reduction in individual caseload
- Ongoing professional development for special education staff
  - Focus on specialized instruction
- Implementation of co-teaching

Disproportionalities in disciplinary practices & systemic changes that address root causes:

Trends:
- Further analysis of trends in disciplinary data is needed to properly address root causes

Changes that address root causes:
- Regular review/analysis of discipline data
- Exploration of more grant opportunities
- **Challenges:** Limited professional learning

Number of Community Schools	1	Use of MD Consortium on Coordinated Community Support funds?	Yes

PILLAR FIVE: GOVERNANCE AND ACCOUNTABILITY

Ways that the county is educating the community about the goals of the Blueprint:

Efforts include:
- Presentations and discussions about Blueprint operations
- Monthly Blueprint updates at the Board of Education
- Newsletters to TCPS staff
- Social media posts
- Updates on district website

Components of a detailed engagement plan:

Engagement plan components:
- Parent/Citizen/Teacher/Early Childhood Superintendents Advisory Council
- Superintendent and Board Member Community Listening Sessions
- Community school work sessions with community partners
- Implementation of stakeholder committees and workgroups

Strategies to increase the number of schools meeting minimum school funding requirements:

Allocation process:
- Stakeholder engagement early in the budget planning process
- Specialists and leadership collaborate to develop budgets for all expense categories
- Revenue and expenditure tracking and review
- Revision of budgetary categories that did not meet Blueprint mandated minimums

EXPLORE YOUR COUNTY'S FEEDBACK AND DATA:

[Talbot County Data Sheets](#)

[AIB's Feedback on Implementation Plans](#)

READ YOUR PLAN & ENGAGE WITH YOUR BOARD OF ED!

[Click here to find your local BP implementation plan](#)

[Click here to find your local Board of Education information](#)

STAY IN TOUCH & GET INVOLVED

[Click here to sign up for our Newsletter](#)

[Click here to donate](#)

STRONG SCHOOLS MARYLAND