

A LOOK INTO HARFORD COUNTY'S 2024 BLUEPRINT IMPLEMENTATION PLAN



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:

- Partnership with family providers and community organizations
- Full day pre-K at certain schools
- Social media, website updates, and flyers to promote enrollment
- Evaluation of space to expand classrooms in elementary schools
- Professional development

Challenges: Limited classroom spaces and limited transportation for pre-K students with out IEPs

Collaboration with private providers (the mixed delivery system):

Collaboration Efforts:

- Monthly meetings with EC partners
- Personal outreach to private providers to provide support
- Technical assistance and professional development for private providers
- Funding for specialist positions
- Centralized enrollment system
- Collaboration to ensure access to health and social services

Challenges: Space limitations, Incentivizing private providers

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

Plan components include:

- Workshops on developmentally appropriate practices, MD State Accreditation, and school readiness
- Articulation meetings between public and private providers for student transitions
- Adoption of research based ECE practices and curriculum - comprehensive approach to instruction
- Transition planning meetings/events and sessions for families

Percentage of students demonstrating proficiency on the KRA

46.1%

Number of students enrolled in full day pre-K (total and increase in 23-24SY)

1,101 total, 556 added

PILLAR TWO: HIGH QUALITY AND DIVERSE TEACHERS AND LEADERS

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

Data: Increase in the percentage of non-white teachers among new hires
Strategies:

- Recruitment events at HBCUs
- Analysis of outreach and recruitment efforts at the end of each hiring season
- Community recruitment events
- Creation of a Diversity Retention and Recruitment Specialist role
- Conditional teacher pathways
- Grow Your Own Initiative that targets high school students

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

Data: Increase in certification rates
• However, challenges in attracting candidates of color

Strategies:

- In person and virtual NBC candidate support sessions
- Coaching software and AI tools to assist in portfolio development
- Matching system implemented to match candidates with "readers"
- Poster, personal invitations, and outreach about certification
- School based NBC cohorts

Impacts of the career ladder:

Possible Impacts:

- Increased diversity of school leadership positions
- Personalized support for staff
- Increase in teachers with National Board Certification
- Enhancement of teacher development and student outcomes by increasing co-teaching
- Increased recognition of school leaders

Percentage of non-white teachers in comparison to non-white students

7.3%, 41.1%

Teachers' minimum starting salary for 24-25SY

\$55,821

PILLAR THREE: COLLEGE AND CAREER READINESS

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

Literacy Data: Shows overall growth
Math Achievement Data: Shows overall growth; however, disparities exist for certain student groups such as students with disabilities

Strategies:

- Ongoing and job embedded professional training sessions
- Collaboration with educational organizations for resources/training
- Data driven interventions that match students with supports
- Adoption of high quality curriculum

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

Strategies to expand access:

- New middle school career counseling programs
- Expansion of certifications available
- Increase in dual enrollment courses
- Early college P-TECH Programs
- Flexible scheduling for juniors at some schools

Challenges:

- Funding for certifications
- Transportation
- Instructor availability

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

Strategies:

- Families receive context and background on CCR requirements
- Communication with families of students who miss support sessions
- Student meetings

Challenges:

- Student and family "buy-in"
- Transportation

Percentage of 10th graders that meet CCR standard

11.5%

Percentage of 9th graders on track to graduate

65.3%

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PILLAR FOUR: MORE RESOURCES FOR ALL STUDENTS TO SUCCEED

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

Trends: Increase in secondary EL secondary students
Instructional changes to address gaps:

- Expansion of tutoring services
- Partnerships with Towson University in North Eastern MD to prepare teachers to work with multilingual (ML) students
- Professional learning for teachers regarding ML supports
- EL Summer Camp and family engagement/community events

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

Trends: Improvements in outcomes for students with disabilities
Instructional changes to address gaps:

- Reduction in case management through strategic staffing and co-teaching models
- Student data collected and analyzed to better allocate individualized support staff
- Expansion of specialized transitional supports
- Increased training for SE staff

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

Trends:

- Disproportionalities in the overrepresentation of Asian students in highly restrictive environments and the suspension of Black students

Changes that address root causes:

- Disproportionality Dashboard to monitor disciplinary practices
- 30 internal staff prepared in training others in Restorative Practices
- 120 school leaders trained in Restorative Justice Conferencing

Number of Community Schools

10

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:

- Weekly Newsletters
- Seasonal Blueprint Newsletter
- Updates on implementation in the Superintendent's Monthly Minute
- Blueprint presentations to community round tables

Challenges:

- Engagement of stakeholder groups with topics that do not directly impact them

Components of a detailed engagement plan:

Engagement plan components:

- Teacher, family, and district leader committees
- Expert lead workgroups contribute to Blueprint planning implementation
 - Conduction of surveys to collect feedback and discussions
- Partnerships with community organizations like the NAACP
- Strategic Facilitator gathers feedback both in person and virtually

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

Allocation process:

- Investment in enhanced financial tracking systems
- Targeted initiatives for spending on supports
- Grant utilization
- Multi year budgeting with community input surveys and sessions
- Staffing manual provides transparent methodology for resource distribution

EXPLORE YOUR COUNTY'S
FEEDBACK AND DATA:

[Harford County Data Sheets](#)

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

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YOUR BOARD OF ED!**

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