

A LOOK INTO WORCESTER 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:

- Increased Judy Centers from 2 to 3
- Expansion of public pre-K classrooms
- Streamlined application process with monthly enrollment

Challenges:

- Funding
- Specialized transportation for students with disabilities

Collaboration with private providers (the mixed delivery system):

Collaboration Efforts:

- Collaboration with the Early Childhood Advisory Council
- Professional development for staff
- Monthly meetings to address support needs and enrollment data

Challenges: Decrease in private provider participation

- Private providers lack access to the streamlined student registration system
- Insufficient tuition coverage

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

Plan components include:

- Offering both public and private ECE staff professional development regarding updated standards and practices
- Data summits to analyze trends in readiness
- Transition plans for incoming students
- Family workshops

Percentage of students demonstrating proficiency on the KRA

78%

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

481 total, 25 added

PILLAR TWO: HIGH QUALITY AND DIVERSE TEACHERS AND LEADERS

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

Data: Gap between minority student population and minority teacher workforce has grown over the past year

Strategies:

- Partnerships with UMD Eastern Shore (HBCU), Salisbury University, and other regional colleges
- Tuition reimbursement program for staff pursuing higher education
- New Teacher Induction Program
- In school based Grow Your Own Program

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

Data:

- 17 teachers pursuing NBC in 2024
- Increase in minority NBC teacher population from 1 to 2; more work is needed to increase diversity in the cohort

Strategies:

- NBC cohort model
- Information sessions with a diverse array of NBC teachers
- Media recruitment plan
- Salary increases for certified teachers

Impacts of the career ladder:

Possible Impacts:

- Professional growth and recognition of teachers
- Higher retention of teaching staff
- Reliance on state funding creates concerns regarding the sustainability of funding the Career Ladder
- Concerns regarding the the impact on teaching time

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

9%, 35.4%

Teachers' minimum starting salary for 24-25SY

\$50,275

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, decline in achievement for students in special education

Strategies:

- Implementation of professional learning cycles
- Job embedded supports
- Proactive student interventions
- Monthly meetings to disaggregate data and develop plans

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

Strategies to expand access:

- Expansion of dual enrollment and AP program
- Recruitment to learn about different pathways through career coaching
- Partnerships with local colleges
- Systemic outreach regarding CTE programs

Challenges:

- Equitable access to AP courses across the district
- Competition between post CCR pathways and staffing

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

Strategies:

- Letter updates to family if student is not meeting CCR standard
- Staff uses both formal and informal means to communicate with families
- Open houses at the Worcester Technical High school

Challenges:

- Postponement and barriers to the dissemination of information
- Creating a systemic means of consistent communication

Percentage of 10th graders that meet CCR standard

28.3%

Percentage of 9th graders on track to graduate

77.7%

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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 enrollment of multilingual learners
- Proficiency rates higher than state average but decreased in the last yr

Instructional changes to address gaps:

- Individualized learning plans for every student
- Progress tracking and making this data accessible to teachers
- Professional learning for staff
- Targeted interventions for students

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

Trends:

- Gaps in achievement in both literacy and math for students with disabilities

Instructional changes to address gaps:

- Co-teaching model
- Assignment of special education staff based on case load
- Early interventions for students
- Addition of a school psychologist
- Professional development for special education staff

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

Trends:

- Black students with disabilities experience disproportional impact of disciplinary actions

Changes that address root causes:

- Comprehensive Intervention Support Team to provide coaching for staff
- Use of Restorative Practices
- School Improvement Teams analyze discipline in different subjects
- Plans for additional training

Number of Community Schools

4

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:

- In person and virtual information sessions
- Resources on the WCPS website
- Partnership with organizations around the state

Challenges:

- Low attendance at events
- Need for deeper engagement that addresses barriers to accessing this information

Components of a detailed engagement plan:

Engagement plan components:

- Workgroups to hear feedback
- Blueprint updates and discussion are recurring topics for the Board of Education
- Analysis of family survey
- Bi-monthly engagement sessions

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

Allocation process:

- Involvement of larger community in budget process
- Realignment of staff may be necessary to increase the numbers of schools reaching the minimum finding requirement
- Further analysis of budgeting at both the local and state level is needed

EXPLORE YOUR COUNTY'S FEEDBACK AND DATA:

[Worcester County Data Sheets](#)

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

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