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:
- Relationships with housing services providers to remove barriers to pre-K registration
- Centralized registration system
- Expanding community partnerships to enhance outreach
- Enhancing supports for multilingual students

Challenges: Transportation, space limitations, limited availability of private provider seats

Collaboration with private providers (the mixed delivery system):

Collaboration Efforts:
- Addition of a liaison role to assist with recruitment and partnerships
- Interagency workgroup hosts town halls for childcare providers to discuss opportunities
- Private provider training

Challenges:
- Lack of awareness of grant benefits
- Teacher certification
- Development of centralized enrollment system/data sharing limitations

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

Plan components include:
- Conversion of pre-K classrooms into full day classrooms
- Data sharing, analysis, and support between private and public providers
- Job embedded coaching for ECE staff

Challenge:
- Potential ECE providers have difficulty visualizing the benefits of program participation

Percentage of students demonstrating proficiency on the KRA	46.1%	**Number of full day seats available (total and added in the 23-24SY)**	1971 total, 260 added

PILLAR TWO: HIGH QUALITY AND DIVERSE TEACHERS AND LEADERS

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

Data: Increase in percentage of Black and Hispanic teachers
Strategies:
- Recruitment for teachers at schools with diverse student populations
- Outreach with student, alumni, and community organizations
- Utilization of online platforms, targeted emails, and virtual/in person events
- Simplified application process
- Expansion of Grow Your own initiatives

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

Data: Increase in interest in NBC process through attendance at information sessions and participation in support programs
Strategies:
- Increased communication and accessibility of support resources
- Creation of NBC resources website
- Information sessions
- NBC candidate support courses
- Affinity groups for NBCTs of color

Impacts of the career ladder:

Possible Impacts:
- Development and retention of quality principals through the Leadership Development Program
- Expansion of the leadership skills of school staff through professional development opportunities
- Diverse leadership representation

Percentage of non-white teachers in comparison to non-white students	30.2% 75.6%	**Teachers' minimum starting salary for 24-25SY**	$59,640

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 across all school levels
Strategies:
- Literacy training for all K-5 reading teachers with workshop model
- Professional learning sessions for math leaders with office hours
- Instructional coaches and specialist

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

Strategies to expand access:
- Streamlined apprenticeship application process
- Pre-dual enrollment pilot program in collaboration with community colleges
- Additional IB program marketing efforts

Challenges:
- Obtaining and maintaining apprenticeship sponsors/employers
- Dual enrollment accessibility for multilingual learners

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

Strategies:
- Template formatting for communication with students families who are not meeting CCR standards
- Collaborative conversations that included family engagement teams and parent communication coordinators

Challenges:
- Further analysis of challenges to family collaboration is needed

Percentage of 10th graders that meet CCR standard	9.4%	**Percentage of 9th graders on track to graduate**	82.3%

PILLAR FOUR: MORE RESOURCES FOR ALL STUDENTS TO SUCCEED

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

Trends:
- Rapid increase in the number of students at lower proficiency levels
- Elementary students are exiting the EML program at higher rates

Instructional changes to address gaps:
- Continuous monitoring of multilingual (ML) learner progress
- Professional learning on integrating language acquisition to content
- ELD teacher staffing increase
- Two-way immersion programs

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

Trends: Further analysis of outcomes for students with disabilities is needed

Instructional changes to address gaps:
- Instruction Team provides coaching for special education staff
- Monthly data monitoring meetings
- Summer learning for teachers of students with disabilities
- Behavioral supports for student transitions
- Recruitment for special education staffing vacancies

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

Trends:
- Black students in special education are disproportionally targeted by disciplinary actions

Changes that address root causes:
- Leadership professional development
- Monitoring of disciplinary removals
- Social workers and behavior support teachers to provide support services
- Onsite restorative justice learning

Number of Community Schools	53	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:
- Media outreach in multiple languages and mediums
- Presentations at the Board of Education
- Blueprint 101 Training Feedback Dashboard

Components of a detailed engagement plan:

Engagement plan components:
- Anti-Racist Culturally Competent Engagement Tool
- Stakeholder engagement is in coherence with the Anti-Racist Action Plan
- Pillar stakeholder teams
  - With collaboration across Pillar teams
- Surveys and meetings with community partners

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

Allocation process:
- Comprehensive budget development process
- Development of Program budget along with organizational and operating budget

EXPLORE YOUR COUNTY'S FEEDBACK AND DATA:

[Montgomery County Data Sheets](#)

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

READ YOUR PLAN & ENGAGE WITH YOUR BOARD OF ED!

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