A LOOK INTO CECIL 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:
- Full day pre-K expansion
- CCPS doubled the number of Judy Centers (5 to 10)
- Enhanced communication with families about ECE programming
- Prioritization of multilingual learners in their outreach

Challenges:
- Adequate funding
- Recruitment and retention of ECE staff to expand programming

Collaboration with private providers (the mixed delivery system):

Collaboration Efforts:
- Supports and nurtures relationship with one private provider in county
- Development of a shared enrollment process
- Private provider support behavioral student needs

Challenges: Considered a "Childhood Care Desert"
- Requires further efforts to increase private providers

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

Plan components include:
- Early Education Specialist at every Judy Center to provide sustained coaching
- Support services for unhoused students
- Family engagement programs
- Analysis of curriculum for both public and private providers to ensure alignment of professional development

Challenges: Limited provider options

Percentage of students demonstrating proficiency on the KRA — 43.1%

Number of full day seats available (total and added in the 23-24SY) — 640 total, 65 added

PILLAR TWO: HIGH QUALITY AND DIVERSE TEACHERS AND LEADERS

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

Data:
- 16.5% of newly hired teachers were of diverse backgrounds

Strategies:
- Teacher Academy of Maryland (TAM) program help to recruit future teachers and support career development in the field
  - Expansion of TAM
- Partnerships with institutions of higher education to diversify teacher populations

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

Data: Lack of diversity in teachers with NBC

Strategies:
- Partnership with Stevenson University to provide online courses
- Information sessions
- Development of plans to understand barriers to increasing diversity of NBCT cohort in order to facilitate targeted information sessions

Impacts of the career ladder:

Possible Impacts:
- Substantial increase in interest in teachers pursuing NBC
  - Expected to continue
    - CCPS is exploring ways to mitigate possible staffing challenges as many teachers are looking to utilize the career ladder

Percentage of non-white teachers in comparison to non-white students — 7.4%, 29%

Teachers' minimum starting salary for 24-25SY — $53,803

PILLAR THREE: COLLEGE AND CAREER READINESS

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

Literacy Data: Shows growth; however, performance gaps persist for certain student groups

Math Achievement Data: Significant disparities in subgroups of students

Strategies:
- High quality instructional materials
- Expanded professional development
- Increased supports for multilingual learners and students with IEPs
- Continuous progress monitoring
- Day-school tutoring

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

Strategies to expand access:
- Partnership with the Equal Opportunity Schools to support marginalized student groups in taking AP courses
- Free dual enrollment courses
- Early College Academy Program
- Increase in participation in the Apprenticeship Maryland Program (AMP)

Challenge: Programs are currently facing seat limitations

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

Strategies:
- Stated that families will be solicited for their input
- Teachers provide updates on student's progress

Challenge: Further development of family collaboration plan is needed

Percentage of 10th graders that meet CCR standard — 14.1%

Percentage of 9th graders on track to graduate — 70.1%

PILLAR FOUR: MORE RESOURCES FOR ALL STUDENTS TO SUCCEED

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

Data: 52.3% of Multilingual learners (MLs) with two MCAP English Language Proficiency scores met their target proficiency level
Instructional changes to address gaps:
- Push-in/pull-out instruction
- Professional development for teachers to better understand ML needs
- Expansion of tutoring for MLs
- Enhanced collaboration between offices

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

Data: Analysis of outcomes for students in schools with co-teaching models and found that MCAP scores were higher for these students
Instructional changes to address gaps:
- Co-teaching model has been implemented in CCPS middle and high schools
- Professional development on co-teaching models
- New scheduling models to allow for collaboration

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

Trends: Disproportionate targeting of Black students with disabilities
Changes that address root causes:
- Addition of school Social Workers and Behavior Coaches
- Addition of Multi-Tiered System of Supports Coordinators
- Expansion of resources for behavioral interventions
- Professional development for social emotional learning

Number of Community Schools	9
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:
- Strategic communication plan
- Updates on the CCPS website
- School advocacy teams for information dissemination

Components of a detailed engagement plan:

Engagement plan components:
- Expansion of the Blueprint Implementation Committees and Pillar teams
- Strategic communication plan
- Public email to collect feedback
  - However, the email has not received responses yet so further development is needed

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

Allocation Process:
- Budgeting occurring at location level with new account numbers to track expenses by Blueprint category
  - Use of enrollment data to calculate allocations
- Reallocation of certain funds
- Comparison of actual to required allocations to identify schools meeting minimum funding requirements

EXPLORE YOUR COUNTY'S FEEDBACK AND DATA:

Cecil County Data Sheets

AIB's Feedback on Implementation Plans

READ YOUR PLAN & ENGAGE WITH YOUR BOARD OF ED!

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