A LOOK INTO CARROLL 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:
- Centralized enrollment process
- Pre-K facilities study group in order to increase enrollment and programs
- Conversion of half day to full day pre-K programs
- Coordination with the CCPS Homeless Liaison for necessary services (tutoring/transportation) for unhoused students in pre-K

Challenges: Space limitations

Collaboration with private providers (the mixed delivery system):

Collaboration Efforts:
- Doubled their private providers in mixed delivery system (4 total)
- Initiating many programs to aid private providers such as
  - Interest meetings
  - Office hours
  - The dissemination of all curriculum, assessments, data points, and services/resources
- Early Childhood Advisory Committee meets to discuss the needs of all pre-K partners

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

Plan components include:
- 1 on 1 meetings with parents
- The use of universal curriculum
- Achievement meetings to disaggregate data and plan next steps for instruction and interventions
- Transition supports for students and families started full day pre-K

Challenges:
- Marginalized student groups show disproportionately lower rates of kindergarten readiness

Percentage of students demonstrating proficiency on the KRA	**58.5%**	**Number of full day seats available (total and added in the 23-24SY)**	**460 total, 60 added**

PILLAR TWO: HIGH QUALITY AND DIVERSE TEACHERS AND LEADERS

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

Data: Drop in non-white teacher representation from 4.9% to 3.4%
Strategies:
- Collaboration with local NAACP
- Recruitment events at HBCUs
- Diversifying media outreach regarding recruitment
- Investment in Teacher Academy of MD and apprenticeship program to build teacher pipeline
- Tuition reimbursement for credentials
- Affinity groups/support networks

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

Data: Lack of diversity in NBC teachers and candidates
Strategies:
- Creation of supportive cohorts for NBC candidates
- Collaboration with the Equity and Inclusion Officer and school based Equity Liaisons
- Collaboration with McDaniel College to enhance NBC certification programs for teachers
- Feedback gathered from candidates and NBC teachers

Impacts of the career ladder:

Possible Impacts:
- Evaluation of current positions and their alignment with Blueprint Career Ladder requirements
- Additional time for professional learning
- Shift towards transformational leadership

Percentage of non-white teachers in comparison to non-white students	**3.4%, 21.5%**	**Teachers' minimum starting salary for 24-25SY**	**$60,000**

PILLAR THREE: COLLEGE AND CAREER READINESS

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

Literacy Data: CCPS is a top performing LEA for MCAP proficiency
Math Achievement Data: Shows overall growth; however, disproportionalities exist for marginalized student populations
Strategies:
- High Quality Instructional Materials and aligned curriculum
- Monthly data meetings to update interventions
- Development of job embedded professional training

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

Strategies to expand access:
- Increase in dual enrollment options
- AP Capstone and Computer Science available
- Updated family presentations on pathways
- Collaboration with industry partners to expand CTE options

Challenges: Transportation, adequate staffing, budgetary constraints, accessibility of AP courses and exams

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

Strategies:
- Engagement with families of students transitioning from middle to high school to review career pathways and build schedules
- Communication of resources determined through Assistance Team Meetings to student's family
- Communication of CCR standards to families

Challenges: Lack of community awareness of the significance of CCR standards

Percentage increase of students taking AP exams between 22-23SY and 23-24SY	**136%**	**Number of students enrolled in dual enrollment courses in 23-24SY**	**2,121**

PILLAR FOUR: MORE RESOURCES FOR ALL STUDENTS TO SUCCEED

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

Data: Students are meeting growth targets based on proficiency data
Instructional changes to address gaps:
- Funding will be directed towards increased staffing, professional learning, and summer programming
- Direct language instruction and collaboration between teachers
- Additional supports/ accessibility for assessments
- Ongoing multilingual learner outcome analysis

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

Data: Increased time in general education settings; however, further analysis of outcomes is needed
Instructional changes to address gaps:
- Implementation of co-planning
- Special Education (SE) Instructional Consultant and Inclusion Teams
- Training on inclusive practices for teachers and professional development for SE staff
- Develop annual action plan for inclusion at identified schools

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

Trends: Identified disproportionalities in discipline, affecting Black students
Changes that address root causes:
- Utilization of SafeSchools online training
- Training for Equity Liaisons, administrators, and counselors on school culture and climate
- Student meetings with the Equity and Inclusion officer
- Monitoring of disciplinary removals and behavioral scenarios

Number of Community Schools	2	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:
- Superintendent town halls used to give Blueprint updates
- Informational workshops
- Online resources about the Blueprint available

Challenges
- Meaningful inclusion of missing perspectives in feedback
- Increased communication with families overall

Components of a detailed engagement plan:

Engagement plan components:
- Comprehensive stakeholder engagement plan with Spectrum of Community Engagement framework (with corresponding resources)
- Expansion of staff in Pillar teams
- Engagement with community organizations in planning community school services
- Focus groups aim to incorporate missing perspectives
- Feedback collected at town halls and in surveys

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

Allocation Process:
- Superintendent initiated public town hall meetings to inform communities about the implications of fiscal compliance
- Phased compliance to Blueprint funding requirements with continuous monitoring
- Strategic resource reallocation and community outreach regarding impacts

EXPLORE YOUR COUNTY'S FEEDBACK AND DATA:

[Carroll County Data Sheets (Embedded within Plan)](#)

[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