A LOOK INTO FREDERICK 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 system for pre-K
- Transition to full day pre-K
- Expansion of special education pre-K classrooms

Challenges:
- Limited physical space
- Private provider participation

Collaboration with private providers (the mixed delivery system):

Collaboration Efforts:
- Grant writing help/outreach regarding grant opportunities
- Collaboration with ASPIRE to discuss strategies to increase interest in mixed delivery system
- Professional Learning
- Data sharing with private providers

Challenges:
- Certified staffing
- Adequate funding

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

Plan components include:
- Professional learning sessions for ECEs with the Accelerated Learning Process Program
- Alignment of curriculum with MD Early Learning Standards
- Transition supports for incoming students

Challenge: Available options for 3yo students

Percentage of students demonstrating proficiency on the KRA	49.7%	Number of full day seats available (total and added in the 23-24SY)	1340 total, 360 added

PILLAR TWO: HIGH QUALITY AND DIVERSE TEACHERS AND LEADERS

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

Data:
- 10% increase non white applicants
- High staff retention rate of 94.7%

Strategies:
- Employee Affinity Groups
- Administrative training on equitable hiring practices
- Partnerships with institutions of higher education
- Established a Recruitment Specialist

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

Data:
- 5.6% of employees that hold active NBC are non white

Strategies:
- FCPS Launch program for aspiring NBC teachers
- Utilization of "talent spotting techniques"
- Expansion of visits to share info about NBC process

Impacts of the career ladder:

Possible Impacts:
- More salary advancement opportunities
- Enhancement of FCPS as a preferred employer
- Expansion of the Grow Your Own Program
- Improved recruitment and retention

Percentage of non-white teachers in comparison to non-white students	10%, 50.9%	Teachers' minimum starting salary for 24-25SY	$53,851

PILLAR THREE: COLLEGE AND CAREER READINESS

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

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

Math Achievement Data: Shows overall growth

Strategies:
- Implementation of High Quality Instructional Materials
- Progress monitoring and use of early interventions
- Specialized instruction training and professional development for staff

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

Strategies to expand access:
- Increase in career coaches with regular professional development and community engagement
- Expansion of duel enrollment courses and associate degree opportunities
- Requests for more funding to expand CTE programs (Interactive Media Production and Mechanics/Welding)
- No cost AP exams

Challenges: Funding and transportation

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

Strategies:
- Individualized student support plans shared with families, utilizing the Individual Counseling Record to track student progress and needs
- Drafted letter to communicate CCR standards and supports
- Broadened involvement of team to create individualized plan to offer more supports and expertise to families

Challenges: Communication delays

Percentage of 10th graders that meet CCR standard	26.3%	Percentage of 9th graders on track to graduate	91.2%

PILLAR FOUR: MORE RESOURCES FOR ALL STUDENTS TO SUCCEED

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

Trends:
- Elementary schools show greater growth in ELA proficiency than secondary schools

Instructional changes to address gaps:
- Professional learning for staff
- Data analysis to better target supports
- Multilingual (ML) Program Teacher Specialist
- Expansion of course offerings
- Increased staffing

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

Trends: Across different grade levels and subject matter, students with disabilities show over all growth in achievement

Instructional changes to address gaps:
- Professional Learning for Special Education staff with additional pay
- Data Integration Specialist to maintain centralized student data
- Implementation of Student Support Action Plans
- Co-teaching models

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

Trends: Notes that FCPS tracks disciplinary data for Black students to uncover disproportionalities but further analysis of these trends is needed

Changes that address root causes:
- Implementation of a Student Code of Conduct
- Enhanced data monitoring systems to track suspension rates and reasoning
- MTSS framework that prioritizes crisis prevention and deescalation

Number of Community Schools — 5

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:
- Creation of Blueprint resources
- Semi annual one-sheeters to explain Blueprint implementation
- Blueprint Unlocked Podcast
- Blueprint Quarterly Newsletter
- Presentations at the Board of Education

Components of a detailed engagement plan:

Engagement plan components:
- Superintendent listening sessions
- Stakeholder Engagement Committees
- Broad representation on Pillar subcommittees and the Blueprint Steering Committee
- Focus groups that include students
- Public email drop box for feedback

Challenges: Limited feedback

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

Allocation process:
- Refined Tiered General Education Staffing Model
- Decentralization of ML program for in-school services
- Improved tracking of expenditures
- Formation of a workgroup for comprehensive solutions with a collaborative budget process
- Supervisor of Community Schools position to oversee the Concentration of Poverty grant

EXPLORE YOUR COUNTY'S FEEDBACK AND DATA:

[Frederick County Data Sheets](#)

[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