

A LOOK INTO SOMERSET 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:

- Partnership with HeadsUp and Judy Centers
- Addition of classrooms
- Professional development
- Various public awareness campaigns (billboards, social media, etc)

Challenges:

- Limited capacity and space
- Online enrollment for families without access to the internet

Collaboration with private providers (the mixed delivery system):

Collaboration Efforts:

- County wide Child Care Workgroup
- Judy Center outreach efforts to local childcare providers
- Professional development for both private and public providers
- School Readiness Fair

Challenges:

- Little interest in mixed delivery system from private providers
- Accreditation

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

Plan components include:

- All providers included in curriculum discussions
- Curriculum updates
- In person and online training for ECE staff
- School transition visits/events
 - Unhoused students, multilingual learner, and special education students prioritized

Challenge:

- Differences in assessments

Percentage of students demonstrating proficiency on the KRA

58%

Number of full day pre-K4 seats available (total and added in the 23-24SY)

184 total, 35 added

PILLAR TWO: HIGH QUALITY AND DIVERSE TEACHERS AND LEADERS

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

Data: Increase in minority professionals by 4% over the past 5 years

Strategies:

- Insights Group created next steps to increase diversity of the workforce
- Comprehensive marketing strategy
- Calendar action plan for outreach
- Partnerships with Notre Dame of Maryland, Grow Your Own Program
- Restructuring of onboarding process

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

Data:

- Increase in NBC candidates and teachers
- Slight increase in diversity of candidates

Strategies:

- Workshops for NBC candidates
- Targeted outreach to underrepresented teacher groups
- In school visits to allow teachers to ask questions about certification

Impacts of the career ladder:

Possible Impacts:

- Building capacity in current leadership population
- Tuition reimbursement
- Further analysis of possible impacts of the career ladder is needed

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

14.5%

Teachers' minimum starting salary for 24-25SY

\$55,581

PILLAR THREE: COLLEGE AND CAREER READINESS

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

Literacy Data: Slight overall growth

Math Achievement Data: Slow but steady progress post pandemic

- Overall low literacy rates
- Gaps persist for certain student groups

Strategies:

- Multitiered levels of support
- Ongoing training for staff
- Adoption of high quality curriculum
- Teacher collaboration through weekly team meetings

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

Strategies to expand access:

- Expansion of AP course offerings and dual enrollment opportunities
- Development of communication process with whole school community regarding student supports
- Partnership with Apprenticeship of MD to expand CTE

Challenges: Funding, scheduling conflicts, number of students taking AP's, and miscommunication regarding course reimbursement

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

Strategies:

- Teachers are in consistent contact with families
- Weekly email contact with families for specific grades and subjects
- Parent/guardian nights after quarterly/midterm report releases

Challenges:

- Limited attendance
- Summer contact

Percentage of 10th graders that meet CCR standard

9.3%

Percentage of 9th graders on track to graduate

56.2%

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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: Overall Increase in multilingual (ML) student GPA

- However, low program attendance

Instructional changes to address gaps:

- Addition of classes for English learners
- Education of all staff about multilingualism (ass based perceptions)
- Conferences for educators to align goals and share approaches
- Summer school supports

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

Trends:

- Further analysis of student outcomes is needed
- Increase in SDI certification of special education teachers

Changes to address gaps:

- Utilization of strategic staffing and co-teaching
- Professional learning expansion for special education teachers, coaches, and administrators
- Collaborative lesson planning tool
- Development of district action plan

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

Trends:

- Black student face disproportionate disciplinary practices with IEP's

Changes that address root causes:

- Currently conducting self assessment as part of Comprehensive Coordinated Early Interventions Services plan using the IDEA Data Center -Equity, Inclusion, and Opportunity tool to identify root causes

Number of Community Schools

7

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:

- Reporting at local Board of Education meetings
- Session on Blueprint Pillars offered at professional development opportunities
- Consolidated app for communication

Challenges:

- Communication gaps

Components of a detailed engagement plan:

Engagement plan components:

- Pillar committees
 - Committee formation for planning things such as the teacher Career Ladder
- Small group stakeholder engagement
- Stakeholder meetings at pillar committee meetings

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

Allocation process:

- Budget review and allocation of resources based on Blueprint protocol
- Meeting funding requirements has been a challenge and further analysis is needed

EXPLORE YOUR COUNTY'S FEEDBACK AND DATA:

[Somerset 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](#)

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