

A LOOK INTO CALVERT 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:

- Increasing the number of full day slots available
 - Guaranteed enrollment for Tier 1 students
- Utilization of High Quality Instructional Materials
- Professional learning to support students with diverse needs

Challenges:

- Spreading awareness of programs
- Classroom spaces

Collaboration with private providers (the mixed delivery system):

Collaboration Efforts:

- 5 private provider classrooms (Head Start + one local provider)
- Expansion Grant writing guidance
- Data and information sharing system with private providers
- Comprehensive services for both public and private ECE students

Challenges:

- Staffing requirements
- Pay requirements

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

Plan components include:

- Application of high quality curriculum including Playful Learning
- Family nights with developmental domains for pre-K skills
- Transition supports for students
- Professional learning

Challenge:

- Improved transition processes for pre-K to kindergarten
- Meeting the needs of students with disabilities and multi language students

Percentage of students demonstrating proficiency on the KRA

46.3%

Number of PreK slots available (total and added in the 23-24SY)

355 total, 235 added

PILLAR TWO: HIGH QUALITY AND DIVERSE TEACHERS AND LEADERS

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

Data:

- Slight increase in minority professional staff members from SY23 to SY24
- However, rate of increase has not met expectations of CCPS
- Goal:** Align staff to reflect student body

Strategies:

- Recruitment strategies with HBCU's
- Support pathways for certification
- Grow Your Own program
- Mentoring program

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

Data:

- NBC teachers grew from 19 to 38
- However, further development of plan to recruit and retain a diverse set of candidates is needed

Strategies:

- Support for teachers pursuing NBC by cohort
- Established NBC mentors and facilitators
- Expanded recruitment efforts

Impacts of the career ladder:

Possible Impacts:

- Increased professional development
- Higher retention
- Diversification of the workforce

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

9.4%, 34.1%

Teachers' minimum starting salary for 24-25SY

\$52,918

PILLAR THREE: COLLEGE AND CAREER READINESS

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

Literacy Data: Shows growth

- Progress specifically in low income student scores

Math Achievement Data: Shows growth

- However, gaps persist for certain student populations

Strategies:

- Use of High quality Instructional Materials
- Professional development for staff
- Partnership with the Maryland Coalition of Inclusive Education

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

Strategies to expand access:

- Expansion of Early College Program with the College of Southern Maryland
- Expansion of the CTE programming
- Partnership with Equal Opportunity Schools to ensure equitable access to AP pathways

Challenges:

- Transportation
- Financial challenges in supporting AP classes

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

Strategies:

- Utilization of a Early Warning System to flag students not on track
- Engagement of families in the development of student CCR Support Plan

Challenges:

- Avoiding the over identification of student groups

Percentage of 10th graders that meet CCR standard

22.4%

Percentage of 9th graders on track to graduate

87.3%

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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: Growth in multilingual learners population overall

- Over 70% of CCPS students met expected growth proficiency last year

Instructional changes to address gaps:

- Small teacher to student ratios
- Evidence based professional development
- Regional programming that allows for both pull out and push in instruction

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

Trends:

- Further analysis of trends in achievement is needed

Instructional changes to address gaps:

- Implementation of a multitiered system of support
 - Co-teaching models
- Integration of evidence based behavioral supports and interventions
- Professional learning

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

Trends: Increase in the rate of suspensions for Black students which indicates disproportionate practices

Changes that address root causes:

- Analysis of root causes by Discipline Disproportionality sub committee
- Guidance from Behavioral Health Services Coordinator
- Bias training for school staff from the Supervisor of Equity to inform restorative practices

Number of Community Schools

0

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:

- Updates at the Calvert County Board of Education meetings
 - Can be found on district website
- Virtual community forum to teach people about the Blueprint

Components of a detailed engagement plan:

Engagement plan components:

- Focus groups
- Surveys for community members
- Further development of the engagement plan is needed
- Recommendations based on feedback is provided to Blueprint Pillar teams

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

Allocation process:

- Shifting costs to building level budgets
- Additional funding + staffing for supplies and services for schools that are below the 75% funding threshold
- Stipends for teachers assigned to schools under their funding requirements

EXPLORE YOUR COUNTY'S
FEEDBACK AND DATA:

[Calvert County Data Sheets](#)

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

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ENGAGE WITH
YOUR BOARD OF ED!**

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