

A LOOK INTO BALTIMORE 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:

Collaboration with private providers (the mixed delivery system):

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

Strategies to expand pre-K spaces available include:

- Expansion of ECE to full day programming
- Informing/targeting Tier 1 student groups with supports
- Paths for para educator positions

Challenges:

- Recruitment/retention of ECE staff
- Expanding seats to cover all Tier 1 students

Collaboration Efforts:

- Engagement/outreach with private providers
- Quarterly check ins
- Professional learning opportunities

Challenges:

- Recruiting private providers
- Feedback is needed through the formal needs assessment with private providers so BCPS can develop tools necessary to remove barriers to participate

Plan components include:

- Expansion of full day pre-K
- Research based curricula
- Professional development for teachers
- Implementation of community/family engagement framework

Challenges: Further data analysis is needed to determine how to best support marginalized student groups in kindergarten readiness

Percentage of students demonstrating proficiency on the KRA

40.1%

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

600 total, 300 added

PILLAR TWO: HIGH QUALITY AND DIVERSE TEACHERS AND LEADERS

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

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

Impacts of the career ladder:

Data:

- Slight growth in population of Black and Hispanic teachers

Strategies:

- Community and higher education partnerships
 - With a focus on HBCUs
- Development of the Grow Your Own Program
- Teacher mentors to provide supports
- Expansion of digital recruitment

Data:

- Lack of diverse representation in NBC teachers and candidates

Strategies:

- Customized information sessions at school visits
- Collaboration with groups that serve teachers of color
- Outreach regarding NBC on various digital platforms
- School based NBC cohorts

Possible Impacts:

- Increase in teachers pursuing both NBC and leadership roles within the school system
- Facing challenges in finding the local funding for salary incentives and the Fee Incentive Program

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

21.7%, 68.5%

Teachers' minimum starting salary for 24-25SY

\$58,500

PILLAR THREE: COLLEGE AND CAREER READINESS

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

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

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

Literacy Data: Shows overall growth

- Greatest gains in proficiency at the end of grade 3

Math Achievement Data: Shows overall growth

Strategies:

- Use of High Quality Instructional materials
- Expansion of professional development with feedback loops to adjust instruction
- Summer programming for student support

Strategies to expand access:

- Tuition free dual enrollment through the Community College of Baltimore County
- Free Advanced Placement exams for all students
- Coverage for all industry recognized Credentials through the Career and Technical Education Office

Challenges:

- Financial constraints for program expansion
- Teacher training

Strategies:

- Direct engagement between teachers, school counselors, and families
- System of documentation for family engagement
- Structured meetings with families
- Comprehensive support discussions

Percentage of 10th graders that meet CCR standard

<5%

Percentage of 9th graders on track to graduate

85.3%

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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: Varying levels of success across grade levels

Instructional changes to address gaps:

- Plans to build a data dashboard for deeper analysis of proficiency trends to better improve outcomes for multilingual learners
- Expansion of culturally responsive professional development to support multilingual learners

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

Trends: Gaps in achievements for students with disabilities across different content areas and grade levels (Decreasing outcomes in specific grades)

Instructional changes to address gaps:

- Expansion of co-teaching model
- Time for educators to co-plan
- Professional development
- Investment of funds for IEP facilitators in all Elementary schools

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

Trends:

- Disproportionate disciplinary practices target Black students and students with disabilities

Changes that address root causes:

- Professional learning on implicit biases
- Contractual school psychologists
- Collaboration with students' families
- Monitoring of disciplinary data
- Partnerships with mental health advisors

Number of Community Schools

87

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:

- Development of a communication strategy to inform the community about Blueprint goals
- Blueprint implementation updates at Board of Education convenings, AIB advisory groups, and other councils

Challenges:

- Variability in stakeholder engagement

Components of a detailed engagement plan:

Engagement plan components:

- Pillar teams that use equitable frameworks to analyze and dismantle systemic barriers across pillars
- Collaborative engagement between pillar teams
- Engagement with school staff
- Blueprint Stakeholder Workgroup collects feedback from the community

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

Allocation process:

- 2 part budget process with multi-year cycles
- Utilization of a multi-year revenue forecast model
 - And of a new internal model that ensures the budgeted funding aligns with Blueprint requirements
- Data/enrollment reports determine school funding

EXPLORE YOUR COUNTY'S FEEDBACK AND DATA:

[Baltimore 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](#)

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