

A LOOK INTO CHARLES 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:

- All Tier 1 four years old children were enrolled in pre-K for SY2023-24
- Expansion of pre-K classrooms
- Transportation provided for Tier I students within catchment zone
- Professional development for ECE staff

Challenges:

- Out of zone placements
- Before and after care needs

Collaboration with private providers (the mixed delivery system):

Collaboration Efforts:

- Dissemination of a provider needs survey
- Professional development courses and resources offered for private providers
- Sharing curriculum
- Partnership with the Family Child Care Alliance of Maryland to support private providers in their system

Challenges: Logistical challenges in hosting professional development

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

Plan components include:

- New curriculum
- Job embedded professional development
- Support for English learners
- Data analysis sessions with prekindergarten and kindergarten teachers

Challenges:

- Need for consideration of early career educators' skills and needs

Percentage of students demonstrating proficiency on the KRA

40.8%

Number of students enrolled in full day PreK (total and increase in 23-24SY)

963 total, 435 added

PILLAR TWO: HIGH QUALITY AND DIVERSE TEACHERS AND LEADERS

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

Data: Increase in Black teachers demonstrating progress towards the staff reflecting student demographics

Strategies:

- Expansion of alternative certification pathways
- Grow Your Own Programs to connect conditional teachers with institutions of higher education
- Career ladder implementation
- Enhanced New Teacher Academy and mentoring programs

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

Data: Further analysis of diversity of NBCT is needed

Strategies:

- Creation of a cohort experience with structured support for teachers in the certification process
- NBCT mentor within the buildings
- Hiring of NBC Coordinator
- Development of professional training regarding NBC process
- Collaboration with neighboring counties to share resources for NBC candidates

Impacts of the career ladder:

Possible Impacts:

- Higher retention and recruitment of educators
- Development of leadership pathways for teachers
- Increasing pipeline of Nationally Board Certified Teachers

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

35.8%; 81.8%

Teachers' minimum starting salary for 24-25SY

\$57,237

PILLAR THREE: COLLEGE AND CAREER READINESS

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

Math and Literacy Achievement

Data: Proficiency rates are below state average

Strategies:

- Expanded professional development
- High Quality Instructional Materials and curriculum changes
- Increased early interventions with the goal of keeping students in the classroom

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

Strategies:

- Expansion of APs, dual enrollment courses, and CTE options
- Targeted family engagement
- Information Sessions
- Collaboration with the College of Southern Maryland to enhance program accessibility
- Partnerships with local organizations to provide more apprenticeship opportunities

Challenges: Staffing and course availability

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

Strategies:

- Engaging families in CCR plans for students
- Plans for a Parent Academy to be a resource hub for families

Challenges:

- Despite efforts to host parent engagement sessions, CCPS reports that many sign up and few attend

Percentage of 10th graders that meet CCR standard

<5%

Percentage of 9th graders on track to graduate

62.4%

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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: Increase in English learner (EL) enrollment with secondary ELs identified as having the highest needs
Instructional changes to address gaps:

- Increasing the amount of ESOL teachers in schools
- Adjustment of model for support plans (shift towards individualized service model)
- Professional development to enhance classroom practices supporting ELs

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

Trends: Further analysis of outcomes for students with disabilities is needed
Instructional changes to address gaps:

- Ensuring scheduling opportunities for students in special education
- Expanding professional development for special education teachers
- Budget allocations were used to include three new positions including Instructional Specialists

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

Trends: In the current school year, it was found that suspension practices are not disproportionately impacting any specific groups of students
Changes that address root causes:

- Implementation of targeting interventions and professional development
- Behavioral support specialists
- Training on deescalation strategies and social emotional interventions
 - Some trainings are mandatory

Number of Community Schools

10

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:

- Blueprint Newsletter
- Stakeholder outreach presentations
- Bi-monthly Board of Education updates and presentations

Components of a detailed engagement plan:

Engagement plan components:

- Focus groups to collect data and feedback
- Quarterly steering committee meetings
- Annual community feedback sessions

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

Allocation process:

- Assessment of needs based on enrollment and student information
- Dedicated budget work sessions
- Continuous review of budget information

EXPLORE YOUR COUNTY'S
FEEDBACK AND DATA:

[Charles County Data Sheets](#)

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

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ENGAGE WITH
YOUR BOARD OF ED!**

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