

A LOOK INTO DORCHESTER 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:

- Utilization of the pre-K Expansion Grant to expand classes for 3yo
- Collaboration with the Dorchester Early Childhood Advisory Council

Challenges:

- School infrastructure limitations
- Lack of private provider participation

Collaboration with private providers (the mixed delivery system):

Collaboration Efforts:

- Currently no private provider participation
- Collaboration with DECAC, the Judy Center Steering Committees, and the Local Management Board

Challenges:

- Private providers meeting curriculum & staffing/wage requirements

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

Plan components include:

- Full day pre-K programs in all 7 elementary schools
- KRA data is used to plan instruction and professional development opportunities
- Transition events for incoming students

Challenge: Further analysis of disaggregated data is needed

Percentage of students demonstrating proficiency on the KRA

38.8%

Number of full day pre-K3 seats available (total and added in the 23-24SY)

60 total, 30 added

PILLAR TWO: HIGH QUALITY AND DIVERSE TEACHERS AND LEADERS

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

Data:

- Increase of 3% of minority professional staff

Strategies:

- Grow Your Own Initiatives with a focus on recruiting students of color
- Teachers of Color Scholarship Program
- New teacher mentors
- Partnerships with regional colleges

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

Data:

- No progress in recruiting diverse NBC candidates
 - Citing that many diverse candidates are on education paths already (i.e. master's)

Strategies:

- Advertising and outreach campaign
- Meeting between NBC coordinator and qualified candidates
- Information sessions

Impacts of the career ladder:

Possible Impacts:

- Increase in diversity of school leadership
- Further analysis of possible impacts of the Career Ladder is needed

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

14.8%; 60.2%

Teachers' minimum starting salary for 24-25SY

\$53,008

PILLAR THREE: COLLEGE AND CAREER READINESS

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

Literacy Data: Variable growth

Math Achievement Data: Growth in early elementary grades

- Further analysis of disaggregated data is needed

Strategies:

- Implementation of High Quality Instructional Materials
- Professional development for teachers
- Data monitoring and assessment

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

Strategies to expand access:

- Training new teachers to expand AP courses
- Collaboration with the Chesapeake College for early college pathways
- Career coaching focusing on apprenticeship/internships

Challenges:

- Limited sections of AP courses available
- Transportation to college/virtual course offerings

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

Strategies:

- Further consideration of how to collaborate with families of students not on track to graduate is needed

Challenges:

- Delay in receiving MCAP data which can prevent application of interventions in a timely manner

Percentage of 10th graders that meet CCR standard

<5%

Percentage of 9th graders on track to graduate

79.2%

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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:

- More students showed growth than regression
- Many new enrollments

Instructional changes to address gaps:

- Preferential scheduling for EL students to maximize support
- Increased staffing

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

Trends: 81% of students with disabilities are in general education environment which exceeds state target

- Further analysis of data is needed

Instructional changes to address gaps:

- Instructional coaches/professional development for SE teachers
- Focus on using Least Restrictive Environment practices
- Partnership with the MD Coalition for Inclusive Education
- Co-teaching implementation

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

Trends:

- Black students are disproportionately at risk of in school suspension

Changes that address root causes:

- Implementation of equity and implicit bias training, starting with District Leadership
- Coordinator of MTSS refines/develops policies to implement interventions

Number of Community Schools

6

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:

- Plans to share Blueprint information on district website
- Explanation of how Blueprint goals and county goals are aligned
- Further exploration of ways to educate the community about this alignment is needed

Components of a detailed engagement plan:

Engagement plan components:

- Focus groups to collect feedback
 - Focus on the feedback from students in plan
- Stakeholder engagement meetings

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

Allocation process:

- Budget monitoring using Blueprint aligned systems is in development
- Created accurate budget projections with new tools
- Further analysis of budget projections are needed

EXPLORE YOUR COUNTY'S FEEDBACK AND DATA:

[Dorchester County Data Sheets](#)

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

READ YOUR PLAN & ENGAGE WITH YOUR BOARD OF ED!

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