

A LOOK INTO PRINCE GEORGE'S 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:

- Immediate enrollment for unhoused students
- Expansion of pre-K classrooms
- Meetings held to discuss common enrollment between neighboring counties
- Expanded supports for students with disabilities in ECE

Challenges: Limited staff, management of accreditation demands, transportation limitations

Collaboration with private providers (the mixed delivery system):

Collaboration Efforts:

- Expansion of professional development for private providers
- Data and information sharing
- Pillar 1 Workgroup meets to gather insight on barriers to participation
- Expansion of early childhood mental/behavioral health supports

Challenges:

- Private provider funding concerns
- Coordination with summer programming
- Certification requirements

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

Plan components include:

- Collaboration between private providers
- Partnership with the public library (Ready 3 Read program)
- Collaboration with the Department of Social Services families Taking Off to Success Program
- Professional development for all ECE staff, both public and private
 - Resources and training for families provided as well

Percentage of students demonstrating proficiency on the KRA

33.6%

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

4,460 total, 100 added

PILLAR TWO: HIGH QUALITY AND DIVERSE TEACHERS AND LEADERS

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

Data: Slight Increases in Black and Hispanic teachers

Strategies:

- Transition from virtual to in person college recruitment fairs
 - Recruitment from Hispanic Serving Institutions
- Subscription to the Hispanic Association of Colleges and Universities
- Teacher information sessions
- Expansion of Grow Your Own Program

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

Data: Increase in NBCT coordinators and NBC candidacy participation

Strategies:

- Expansion of NBC information sessions
- School based cohorts for support
- Increase in NBC mentors
 - Professional learning for mentors
- Comprehensive support program for candidates
- Focused recruitment of Hispanic/Latino candidates

Impacts of the career ladder:

Possible Impacts:

- Increase the representation of Hispanic school leaders
- Further analysis of possible impacts of the career ladder needed

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

**77.3%
96.1%**

Teachers' minimum starting salary for 24-25SY

\$56,731

PILLAR THREE: COLLEGE AND CAREER READINESS

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

Literacy Data: Further analysis needed
Math Achievement Data: Overall growth; however gaps in achieve persist for certain student groups

Strategies:

- Creation of training pathways for teachers
 - Including guest speakers
- Collaborative events at
- Student growth data tracked for progress monitoring
- Transition to high-quality day tutoring

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

Strategies to expand access:

- Outreach and communication regarding post CCR pathways
- Dual Enrollment in school model
- Enhanced communication regarding AP courses offered
- Data analysis to identify gaps in instruction
- Open application for IB program

Challenges:

- CTE enrollment, program implementation, and compliance

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

Strategies:

- School teams meet with families to review ILPS
- Regular communication with families on student progress

Challenges:

- Further analysis of possible barriers to collaboration with parents needed

Percentage of 10th graders that meet CCR standard

<5%

Percentage of 9th graders on track to graduate

60.5%

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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:

- Increased enrollment of multilingual (ML) learners

Instructional changes to address gaps:

- Language lab and writing toolkit
- Expansion of dual immersion program
- Focused workshops for teachers
- Improved identification of ML students with universal testing and improved communication
- Regular professional development

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

Trends: Further analysis of student outcomes is needed

Instructional changes to address gaps:

- Professional learning workshops
- Calming corner kits for classrooms with specific student needs
- Ongoing assessment of progress and necessary program adjustments
- English Learner Data Integration Platform to support ML learners with disabilities and math coaching

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

Trends:

- Over identification of Black students with emotional disabilities

Changes that address root causes:

- Funding to specifically support social/emotional learning to provide interventions for students
- Professional development regarding cultural competency
- The International High school has adopted Restorative Practices model

Number of Community Schools

128

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:

- Pillar committees organize engagement events tailored to their pillar domain
- County wide announcements
- PGCPs Blueprint website has information regarding the Blueprint
- Transparent reporting of student outcomes

Components of a detailed engagement plan:

Engagement plan components:

- Establishment of various committees comprised of both internal and external stakeholders
 - Including students!
- Regular Board of Education meetings to collect feedback and address challenges
- Town halls and listening sessions

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

Allocation process:

- Shift to Student Based Budgeting System to increase equity in funding
 - Allocation of dollars directly to schools based on student enrollment
- Partnership with the Information Technology Department and the Enterprise Resource Planning system

EXPLORE YOUR COUNTY'S
FEEDBACK AND DATA:

[Prince George's County Data Sheets](#)

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

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ENGAGE WITH
YOUR BOARD OF ED!**

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