

A LOOK INTO ST. MARY'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:

- Expansion of all pre-K classrooms into full day classes
- Expansion of pre-K classroom spaces
- School system review of enrollment trends to adjust availability of classrooms

Challenges:

- Further analysis of challenges is needed

Collaboration with private providers (the mixed delivery system):

Collaboration Efforts:

- Professional development offered to private providers
- Comprehensive pre-K application that can be easily modified to include private providers
- Supporting private providers with grant writing

Challenges:

- Staff credentialing and accreditation
- Lack of confidence in receiving funding

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

Plan components include:

- Professional development for ECE staff
- Feedback is incorporated into the professional development
- Exploration of new readiness assessments outside of the KRA

Challenge:

- Staff turnover and retraining

Percentage of students demonstrating proficiency on the KRA

51.3%

Number of full day slots serving four year olds in the 23-24SY

500

PILLAR TWO: HIGH QUALITY AND DIVERSE TEACHERS AND LEADERS

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

Data:

- Increases in the new hires of non white groups with % of white hires decreasing

Strategies:

- Participation in the Diversity in Ed Career Fair
- Partnership with HBCUs for recruitment
- Grow Your Own Program with the Teacher Academy of MD
- Salary enhancements for teachers

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

Data: Increase in NBC teachers and candidates

- Specifically, increases in candidates from underrepresented groups

Strategies:

- Cohorts to share resources and support
- Schoology group to allow for direct communication with candidates
- System of support for NBC teachers with Professional Learning Facilitators
- Reimbursement for course fees

Impacts of the career ladder:

Possible Impacts:

- SMCPS reached agreement on Career Ladder
- Goal is to increase diversity in teacher and leadership staff
- Further analysis of possible impacts of the career ladder is needed

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

**11.8%;
39.5%**

Teachers' minimum starting salary for 24-25SY

\$60,500

PILLAR THREE: COLLEGE AND CAREER READINESS

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

Literacy Data: Shows overall growth

Math Achievement Data: Shows growth

- Achievement gaps persist among disaggregated student group data

Strategies:

- Adoption of High-Quality Instructional Materials
- Development of comprehensive literacy and mathematics plan
- Coaching/professional development
- Walkthrough tools by school leaders
- Creation of structured protocols for interventions progress monitoring

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

Strategies to expand access:

- Removal of prerequisites
- Expansion of AP courses available
- Early college pathway at the College of Southern MD
- Program of Studies Committee shapes course offerings
- Cost reduction for CTE testing/improved marketing efforts

Challenges:

- Teacher staffing/training
- Cost of credential testing/funding for reimbursement

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

Strategies:

- High school teams collaborate with families to create CCR plans
- Families are encouraged to participate in field trips, award ceremonies, and activities
- Scheduled family events
- Early warning for families of students not on track (letters, emails, phone calls)
- Families receive an intervention plan and meet with counselor

Percentage of 10th graders that meet CCR standard

10.5%

Percentage of 9th graders on track to graduate

90.3%

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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: Increase in multilingual (ML) student participation in class and ML students making honor roll

Instructional changes to address gaps:

- Additional teachers to support ML students, each certified in ESOL and a specialized content area
- Additional ML tutors
- Using push in and co-teaching methods
- Reducing student absenteeism
- Increasing family involvement

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

Trends:

- Increase in MCAP scores for students with disabilities

Instructional changes to address gaps:

- Hiring of an Inclusion/Compliance Instructional Resource Teacher to provide feedback and support for special education staff
- Monthly New Teacher Induction training sessions to discuss best practices and tracking outcomes

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

Trends: Disproportionality in disciplinary practices has reduced over the 3 yr period

- However, disproportionalities in targeting Black students persist

Changes that address root causes:

- Team of professional specialists that deploy to schools to assess student needs and provide feedback/support
- Mentoring programs focuses on supporting Black students
- Utilization of multitiered supports

Number of Community Schools

2

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:

- Monthly sessions to provide updates on the Blueprint for admin and supervisors
- Live-streaming and publishing of board meetings
- Scheduling activities based on pillar requirements

Components of a detailed engagement plan:

Engagement plan components:

- Quarterly sessions with stakeholder groups including the local NAACP chapter and the Education Equity Citizens Advisory Council
- Quarterly town halls featuring panel discussions

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

Allocation process:

- Detailed tracking of programming and expenses
- Updates to Human Resources and Payroll systems to match the reporting requirements
- Engagement of County Government Officials to better understand the Blueprint mandated funding requirements

EXPLORE YOUR COUNTY'S FEEDBACK AND DATA:

[St. Mary's County Data Sheets](#)

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

READ YOUR PLAN & ENGAGE WITH YOUR BOARD OF ED!

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