

# A LOOK INTO WICOMICO 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 Judy Centers
- Revamping the Wicomico Early Childhood Council
- Cradling the Early Years Apprenticeship Program with Salisbury University

Challenges:

- Lack of certified ECE teaching staff
- Limited classroom space

Collaboration Efforts:

- Collaboration with Head Start and Building Block programs
- Collaboration with Judy Centers
- Advertisements to attract possible private providers
- Specialized digital platform training for private providers to utilize data tracking

Challenges:

- Certification of ECE teachers
- Insufficient funding

Plan components include:

- Family engagement events for community involvement
- Professional development for both public and private providers
- School tours and transition supports for students

Challenge:

- Limited classroom space
- Instructional deficits at Title 1 schools demonstrate need for comprehensive services at Judy Centers

Percentage of students demonstrating proficiency on the KRA

37%

Number of full day PreK seats available in the 23-24SY

940

## 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:

- Notable increase in number of both Black and Hispanic teachers

Strategies:

- Virtual teacher recruitment chair
- Collaboration with Salisbury University in Grow Your Own Program
- Increase in tuition reimbursement
- Teacher Academy of Maryland
- Streamlined application process

Data: Significant number of NBCTs is expected to increase for 24-25SY

Strategies:

- Candidates have access to Google Classroom Resources with days allotted for application work
- Monthly meetings to support NBC candidates with office hours available
- Partnership with coaching consultants such as EdConnective
- Mentorship program with cohort format

Possible Impacts:

- Encouraging more teachers to seek various opportunities
- Reallocation of resources
- Further analysis of possible impacts of the career ladder is needed

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

12%;  
63%

Teachers' minimum starting salary for 24-25SY

\$54,094

## 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: Decrease in the number of struggling readers

Math Achievement Data: Gaps in achievement for disaggregated students groups

Strategies:

- Utilization of consistent observation tools
- Implementation of High Quality Instructional Materials
- Professional development for staff
- Continuous data analysis

Strategies to expand access:

- Introduction of AP African American Studies
- Coverage for multiple AP tests
- Enhancement of relationship with Wor-Wic Community College and Salisbury University
- Launch of Advanced Technology Completer program
- Increase in work based learning sites

Challenges: Transportation, scheduling, Instructor interest in CTE

Strategies:

- Inform families about the resources for students who are not on track
- Regular communication with families to provide updates
- Workshops for families to educate about support systems available

Challenges:

- Time constraints
- Communication barriers

Percentage of 10th graders that meet CCR standard

8.9%

Percentage of 9th graders on track to graduate

78.7%

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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:**

- Decrease in growth in and exits of program
- Continued influx of new students

**Instructional changes to address gaps:**

- Ongoing professional development
- Additional supports such as focused tutoring
- Utilization of online learning tools
- Further instructional changes are needed

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

**Trends:** Shows growth in achievement outcomes; however, persistent significant gap in performance for students with disabilities

**Instructional changes to address gaps:**

- Co-teaching framework
- Grant application focuses on enhancing professional development
- Partnership with the Maryland Center for Development Disabilities
- Two additional school psychologists

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

**Trends:** Black students are disproportionately targeted with suspensions

- However, risk ratio for Black students has dropped, showing progress

**Changes that address root causes:**

- Systemic approach to monitor interventions for Black students
  - Interventions focus on meeting behavioral and emotional needs
- Revised code of conduct for staff
- Professional development for staff

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:**

- Superintendent reports to the community
- Dissemination of Blueprint materials for all resources
- Updates on the district website, social media channels, and newsletters

**Components of a detailed engagement plan:**

**Engagement plan components:**

- District Steering Committee Meetings
- Pillar meetings
- Special Education Citizens Advisory Committee meetings where families can provide feedback
- Analysis of all stakeholder feedback

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

**Allocation process:**

- Assessment of current financial situation
  - Including a comprehensive review of the budget
- Reallocation of resources based on strategic priorities, equity, and student achievement

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FEEDBACK AND DATA:

[Wicomico County Data Sheets](#)

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

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