

# A LOOK INTO QUEEN ANNE'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:**

- Increased full day pre-K
- Outreach enhancements
- Easy and accessible online enrollment process
- School level support for ECE students and professional development for ECE staff
- English and Spanish available at resource events

**Challenges:** Lack of funding for accreditation process

**Collaboration with private providers (the mixed delivery system):**

**Collaboration Efforts:**

- Collaboration with the Family Child Care Alliance of MD and the Kiddie Academy of Kent Island
- Private provider access to all professional development sessions

**Challenges:**

- Lack of private providers in the district
- Difficulty in pursuing accreditation due to financial restrictions
- Qualification of staff

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

**Plan components include:**

- Adoption of new research based materials
- Increasing the number of Judy Centers
- Ensuring that all ECE providers in mixed delivery system are highly qualified
- Embedded and continuous professional development on Conscious Discipline, supporting English Learners, etc.

**Percentage of students demonstrating proficiency on the KRA**

**54.4%**

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

**240 total, 80 added**

## PILLAR TWO: HIGH QUALITY AND DIVERSE TEACHERS AND LEADERS

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

**Data:**

- Further analysis of data is needed, but overall decline in interest in teaching

**Strategies:**

- Collaboration with the Policy Studies Associates and Strategic Facilitator to devise strategies to enhance recruitment efforts
  - Fostering interest in the field in middle and high school

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

**Data:** Number of candidates increased significantly

- 4% growth of minority candidates

**Strategies:**

- Financial incentives
- Information sessions on NBC process
- Dissemination of certification information and resources
- Working with MSDE to secure funding to alleviate financial barriers
- Mentorship program for NBC teachers

**Impacts of the career ladder:**

**Possible Impacts:**

- Lack of interest in administrative roles from NBC teachers due to reduction in classroom time
- Further analysis of possible impacts of the career ladder is needed

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

**6.9%; 25.3%**

**Teachers' minimum starting salary for 24-25SY**

**\$51,359**

## PILLAR THREE: COLLEGE AND CAREER READINESS

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

**Literacy Data:** Significant overall growth in early grades; however, gaps in proficiency persist disaggregated data by student group

**Math Achievement Data:** Over all growth

**Strategies:**

- Utilization of curriculum that aligns with best practice
- Aligned professional development
- Expansion of instructional materials available
- Content Supervisor walkthrough

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

**Strategies to expand access:**

- Counselor meetings for schedule adjustments
- Coverage for AP exams and/or dual enrollment courses
- Access and Opportunity Coordinators
- Early college pathway with Chesapeake College
- Expansion of CTE courses available

**Challenges:** Student lack of interest in AP course enrollment, funding

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

**Strategies:**

- Families of students not meeting CCR standard will be notified the summer after the student's freshman year
- Survey to families regarding supports for their student
- Family conferences with counselor

**Challenges:** Further analysis of barriers to this collaboration is needed

**Percentage of 10th graders that meet CCR standard**

**<5%**

**Percentage of 9th graders on track to graduate**

**>95%**

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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:** Slight decrease in multilingual (ML) student proficiency  
**Instructional changes to address gaps:**

- Strategic teacher allocation and scheduling
- ML teachers co-teach in lower grades
- Additional resources allocated to supporting longterm ML student needs
- Professional learning regarding meeting the needs of ML students

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

**Trends:** Trends in achievement fall below projections; however, there was improvements in specific math and reading assessments  
**Instructional changes to address gaps:**

- Strategic co-teaching model
- Designation of a Individual Education Program per school to reduce administrative burden of teachers
- Monthly professional learning sessions

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

**Trends:**

- Reduction in restrictive disciplinary practices
- Further analysis of disproportionalities is needed

**Changes that address root causes:**

- Behavior Specialists provided training to administrative and building level teaching staff
- developing systemwide, uniform Multi-Tiered System of
- Supports (MTSS) practices

Number of Community Schools

0

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:**

- Information sessions during Board meetings
- Professional development for teachers regarding how to integrate the Blueprint initiatives into daily practice

**Challenges:**

- Building foundational trust with stakeholder groups

**Components of a detailed engagement plan:**

**Engagement plan components:**

- Focus groups and surveys
- Regular meetings with the Citizens Advisory Council
- School System Improvement Plan
- Provision of summaries of the feedback from different stakeholder groups
- Targeted outreach and engagement with local businesses

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

**Allocation process:**

- Multi year budgeting approach
- Reallocation of resources
- Budgeting meetings, roundtables, and work sessions
- Tracking of expenditures at the school level
- Creation of accountability codes to ensure compliance with the funding formula

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FEEDBACK AND DATA:

[Queen Anne's County Data Sheets](#)

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

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