A LOOK INTO KENT 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 Judy Centers
- Repurposing classrooms into pre-K spaces
- Collaboration with childcare centers
- Enhancement of training and technical support for ECE staff

Challenges:
- Constraints regarding funding, staffing, and facilities
- Attraction of additional private providers

Collaboration with private providers (the mixed delivery system):

Collaboration Efforts:
- Partnership with the MD Family Network and the Family Child Care Association of MD
- Grant writing support
- Regular meetings with the private childcare centers
- Support and training to build capacity

Challenges:
- Staff turnover
- Low attendance at information sessions

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

Plan components include:
- Curriculum alignment and use of best practises
- Expansion of full day pre-K
- Targeted 3 yo pre-K program for students with disabilities
- Collaborative days for ECE staff with students with early intervention plans

Challenge:
- Potential bias in the current Kindergarten Readiness Assessment

Percentage of students demonstrating proficiency on the KRA	52.5%	Number of 4 year olds enrolled in full day pre-K (23-24SY)	90

PILLAR TWO: HIGH QUALITY AND DIVERSE TEACHERS AND LEADERS

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

Data: Increase in Black teachers; however, anticipated decrease in % of Black and Hispanic teachers in fy25

Strategies:
- Partnerships with Chesapeake College and Washington College
- Expansion of outreach efforts
- Inclusion of Howard University in recruitment events
- Implicit bias training for administrators
- Teacher mentoring and coaching
- Recruitment/retention committees

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

Data:
- Increase in NBC cohort size
- Only 5% of cohort members are from diverse backgrounds

Strategies:
- Outreach regarding the NBC cohort program
  - With specific strategies to to advertise to diverse groups
- Expansion of NBC fee eligibility program to non classroom teachers

Impacts of the career ladder:

Possible Impacts:
- Cultivation of a teacher leadership pipeline
- Increased interest in teacher leadership positions
- Increased capacity of teaching staff through professional development opportunities

Percentage of non-white teachers in comparison to non-white students	12%; 45.9%	Teachers' minimum starting salary for 24-25SY	$51,881

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 some growth with low proficiency rates in early grade levels

Strategies:
- Continuous learning walks to promote collaboration
- Instructional coaches and professional learning
- Equity Comparison Student Group Performance Chart shows reductions in math achievement gaps for certain groups

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

Strategies to expand access:
- Met with MSDE for an AP Pathway Technical Assistance session
- Expansion of dual enrollment opportunities through partnership with Chesapeake College
- Development of new CTE pathways such as Computer Science

Challenges:
- Development of a clear process to monitor dual enrollment students progress
- Budgeting & staffing

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

Strategies:
- Individual CCR plans for students not on track which includes space for family to add feedback
- Increasing documentation of referrals of students to the Evening School to result in more effective communication among families and teachers

Challenges:
- Lack of documentation of effectiveness behind interventions for families

Percentage of 10th graders that meet CCR standard	<5%	Percentage of 9th graders on track to graduate	85.5%

PILLAR FOUR: MORE RESOURCES FOR ALL STUDENTS TO SUCCEED

Trends in English proficiency & instructional changes to address gaps in proficiency:

Trends: Gaps in achievement persist for multilingual (ML) students at certain schools
Instructional changes to address gaps:
- Collaboration with other Local Education Agencies to explore best practices in supporting ML students
- Investment in professional development, including programs at Salisbury University
- Utilized Judy Center Expansion Grants to hire ML tutors

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

Trends: Further analysis of trends in outcomes is needed
Instructional changes to address gaps:
- Training and professional development for special education teachers at least once per quarter
- Strategic staffing using a primary schedule to allow for co-teaching
- Development of elective courses for students with disabilities to help students progress toward IEP goals

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

Trends:
- Slight decrease in risk ratio for Black and Hispanic students
- Further analysis of trends in disproportionalities specifically regarding disciplinary practices is needed

Changes that address root causes:
- Further analysis of changes to address root causes in disproportionate targeting of student groups is needed

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 Administration and Supervision meetings to provide Blueprint updates
- School visits to update teachers and staff on Blueprint implementation
- Quarterly presentations at the Kent County Board of Education

Components of a detailed engagement plan:

Engagement plan components:
- Central management team is composed of school staff, students, and the Citizens Advisory Council
- Feedback surveys on Blueprint implementation
- One-on-one engagement strategies

Challenges:
- Low response to feedback surveys

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

Allocation process:
- Establishment of a framework for Blueprint budgeting
- Advocacy for additional data support in order to effectively manage the transition to Blueprint budgeting
- Development of more organized financial planning

EXPLORE YOUR COUNTY'S FEEDBACK AND DATA:

Kent County Data Sheets

AIB's Feedback on Implementation Plans

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