Maryland Leads LEA Summary

LEA: Montgomery County Public Schools

Selected Strategies: Grow Your Own Staff, Staff Support and Retention, The Science of Reading, Reimagining the Use of Time,. Innovative School Models, Transforming Neighborhoods through Excellent Community Schools

Summary of Identified High Leverage Strategies:

GROW YOUR OWN STAFF ($733,641) - Launch initiatives to grow the pipelines of teachers and other professional support staff. Specific activities include:

- Offer tuition assistance for current MCPS seniors and paraeducators to pursue a teaching degree at Bowie State University or Montgomery College; and
- Provide deliberate and structured mentorship opportunities for students interested in teaching careers to diversify hires and make teaching staff more representative of the district.

Expected Impact

- ➢ Increasing the number of teachers of color by three percent over five years;
- ➢ Recruit 150 teachers for special education, school psychology, school counselors, and early childhood critical needs areas over the next four years; and
- ➢ 75 percent of candidates continue employment with the school system.

STAFF SUPPORT AND RETENTION ($287,415) - Design initiatives focused on supporting and retaining staff. Specific activities include:

- Provide mentorship and professional development support for current teachers to ensure teachers persevere in their careers and are best able to help students learn;
- Provide professional learning to school leaders, including the staff development teacher in the Focus schools, to build understanding of job-embedded planning time; and
- Hire three full-time coaching specialists that will focus on coaching teachers and supporting school leaders to create and implement job-embedded learning opportunities for teachers.

Expected Impact

- ➢ A 10% increase in employees who report feeling supported in their jobs; and
- ➢ Student achievement will improve by 4% in classrooms where the teachers have intentional, focused support from the teacher leaders with ongoing job-embedded practices.

SCIENCE OF READING ($1,899,699) - Provide opportunities to all K-3 educators, special education teachers, principals, literacy specialists, and other relevant staff to participate in rigorous professional development aligned to the science of teaching reading. Specific activities include:

- Train all elementary school teachers and administrators on the Science of Reading and Structured Literacy (LETRS) and develop a cohort of Spanish facilitators in K-3;
- Hire Literacy Coaches to support school-based reading specialists and classroom teachers to implement the Really Great Reading curriculum in K-2, to collect, analyze, and respond to DIBELS data; and
- Create systems for progress monitoring across all grade levels to ensure all students are reading by the end of third grade with additional intervention and support for struggling students.

Expected Impact

➤ All K-3 teachers, Spanish facilitators, and principals will be trained in the Science of Reading and implementing aligned high-quality instructional materials; and

➤ Year-to-year statistically significant and measured improvement among all subgroups as well as narrowing gaps across subgroups.

REIMAGINING THE USE OF TIME ($3,410,137) - Reimagining the use of time to create opportunities that support students and their learning. Specific activities include:

● Analyze current programming (what is offered, where programs are located) to expand partnerships and rotate after school offerings to different geographical parts of the county; and

● Provide culturally relevant extracurricular experiences to students with a focus on increasing elementary school Out-of-School-Time (OST) offerings.

Expected Impact

➤ Increase student participation in OST opportunities on non-instructional days with a goal of every student participating in at least one OST opportunity;

➤ Increase the number of elementary students who participate in OST programming by 50%.

INNOVATIVE SCHOOL MODELS ($1,341,269) - Increase the number of high-quality schools by launching innovative schools that are accessible to all students with no selective admissions requirements. Specific activities include:

● Partner with Montgomery College and the Universities at Shady Grove to design a new high school with a focus on high-demand career pathways;

● Develop a digital learning center to provide all students with access to digital coursework in career programs of study and high-demand, industry-recognized certifications; and

● Contract with at least one intermediary organization who will work directly with employers to scale work-based learning for students and collaborate with industry leaders to provide students with opportunities for career awareness, career exploration, and work-based learning.

Expected Impact

➤ All students in the Innovative School will have the academic support and programmatic pathways, supported by the distance-learning center, and meeting graduation requirements;

➤ Increase digital course offerings by 10%; and

➤ Graduates have higher rates of college credits earned and/or completion of CTE programs.

TRANSFORMING NEIGHBORHOODS ($958,049) - Launch a robust and high-quality community schools initiative that serves a designated community and/or neighborhood and utilizes an asset-based approach to strengthen school-to-home relationships. Specific activities include:

● MCPS will identify a Partner from the Maryland Leads Partner Program to support district efforts in establishing or identifying a Collective Impact backbone agency that will coordinate across stakeholders, ensure neighborhood-wide impact of community school initiatives, and monitor and track community school program implementations; and

● Establish and maintain four in-school grocery stores in community schools in collaboration with Goodr, UMD SNAP ED, Montgomery County Food Council, and MCPS internal stakeholders.

Expected Impact

➤ Increased attendance and engagement rates in identified community schools.