



Maryland Leads LEA Summary

LEA: Charles County Public Schools

Selected Strategies: Grow Your Own Staff, Staff Support and Retention, The Science of Reading

Summary of Proposed Activities and Goals:

GROW YOUR OWN STAFF (\$1,840,438) - Launch initiatives to grow the pipelines of teachers and other professional support staff. Specific activities include:

- Provide financial support for non-certified employees and students enrolled in the Teacher Academy of Maryland (TAM); and
- Provide scholarships and support to Instructional Assistants through coursework leading to certification and designed to build their capacity in areas of Individualized Education Program implementation, communication support, behavior strategies, classroom management, and specially designed instruction.

Expected Impact

- A cohort of 15 diverse educator candidates will be conditionally certified by August 2022 and 25 additional educators will be conditionally certified by August 2023; and
- 100% of the Instructional Assistants receiving scholarships have additional support for the completion of coursework and certification.

STAFF SUPPORT AND RETENTION (\$2,437,960) - Design initiatives focused on supporting and retaining staff. Specific activities include:

- Establish a one-to-one mentorship program and job-embedded professional learning to address the specific needs of new teachers and assign each teacher a site-based, one-on-one mentor during their first three years of teaching; and
- Provide financial support for teachers seeking National Board Certification and support National Board Certified teachers at lower performing schools in the CCPS.

Expected Impact

- The one-to-one mentorship program and job-embedded professional learning to address the specific needs of new teachers will assist in improving teacher retention from 84.6% in school year 2022 to 89% by the end of school year 2024; and
- The number of National Board Certified teacher candidates will increase to 5% of the district's current teaching staff by 2024.



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THE SCIENCE OF READING (\$3,088,224) - 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 K-3 teachers, special education teachers, reading specialist and principals in the Science of Reading instruction using LETRS (Language Essentials for Teachers of Reading and Spelling);
- Implement high-quality and content rich materials through job-embedded professional development. In addition to the work that they do to support teachers, Reading Specialists in every school will model lessons demonstrating how to use content rich materials to increase student achievement; and
- Students who are not reading on grade level by 3rd grade, as determined by iReady data and other instructional artifacts, will receive extensive research-based interventions. Striving readers will be grouped based on need and have a specific targeted plan of action.

Expected Impact

- By the end of school year 2023-2024, 100% of Pre-k, kindergarten, special education teachers and Reading Resource teachers will be LETRS trained;
- By the end of school year 2023-2024, 100% of first grade, second grade, special education teachers and interventionists will be LETRS trained; and
- 100% of students who are not reading on grade level by 3rd grade will receive interventions aligned to the Science of Reading resources.
- In year one, students below level will decrease by 25% in foundational skills based on iReady data.