



Maryland Leads LEA Summary

LEA: Worcester County Public Schools

Selected Strategies: Grow Your Own Staff, Staff Support and Retention, The Science of Reading, High-Quality School Day Tutoring, Reimagining the Use of Time, Transforming Neighborhoods through Excellent Community Schools

Summary of Identified High Leverage Strategies:

GROW YOUR OWN STAFF (\$830,240) - Launch initiatives to grow the pipeline of teachers and other professional support staff. Specific activities include:

- A pilot GYO administrator program is proposed for the 2023-24 school year to increase diversity among administrators/supervisors. Within this program, “RACE to Lead,” three teachers who demonstrate leadership/supervisor/administrator aspirations will be identified and offered a one-year classroom sabbatical to intern in a leadership position.
- Expand the Teacher Academy of Maryland (TAM) to diversify its teachers at the high and middle school levels. This includes focusing on the recruitment of students of color, dual enrollment courses for high school students, and participation in the Educators Rising student organization.

Expected Impact

- By 2024, increase the number of teachers of color interviewing for the principal/vice principal pool by 30% and increase the number of teachers of color entering school administration by 20%; and
- Increase the diversity of students entering the Teacher Academy of Maryland to 40% and increase the number of teachers of color by 10%.

STAFF SUPPORT AND RETENTION (\$250,000) - Design initiatives focused on supporting and retaining staff.

Specific activities include:

- Create a cadre of diverse candidates who are prepared to be district or school-based administrators who will have school-based leadership opportunities that include collaboration, coaching, supporting small teams of teachers, and equity and bias training; and
- Implement a new mentoring program for those seeking National Board Certification (NBC). Participants will be provided mentoring by currently certified teachers or administrators at four after-school workshops and three professional days during which candidates work toward requirements and development of instructional support materials.

Expected Impact

- At least 70% of WCPS staff seeking NBC certification achieve certification;
- Increase by 25% the number of school leadership candidates, with at least 25% from minority or underrepresented populations.

THE SCIENCE OF READING (\$2,350,000) - 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:

- Develop a comprehensive literacy program aligned to the Science of Reading (SoR) using Maryland Leads Partners and provide training for all K-3 teachers, special education teachers, literacy specialist, and principals;



Maryland Leads LEA Summary

- Align all tiers of K-3 literacy instructional materials to the Science of Reading; and
- Expand SOR professional development across all levels and increase the use of DIBELS mClass to grade six to monitor those students not on grade level beyond grade 3.

Expected Impact

- 100% of grades K-3 teachers and 60% of grades 4-12 teachers, including special education, principals and other staff will receive professional development aligned to the SoR;
- All high-quality instructional materials are aligned to the Science of Reading; and
- The percent of Kindergarten students at or above grade level, as measured by the end-of-year DIBELS 8 assessment will increase by 4 percentage points each year.

HIGH-QUALITY SCHOOL DAY TUTORING (\$1,420,000) - Design programs that enable high-quality tutoring during the school day. Activities include:

- Develop a core of tutors for face-to-face sessions and expand access to on-line resources for virtual tutoring sessions, including those with adaptive learning platforms; and
- Provide instructional materials to support readiness and credit recovery for high school students.

Expected Impact

- By April 2023, students will access online tutoring and local tutors (face-to-face) as needed; and
- At least 80% of students participating in summer tutoring show academic gains on post-assessments and in course grades for English 9 and English 10.

REIMAGINING THE USE OF TIME (\$1,536,600) - Reimagining the use of time to create opportunities that support students and their learning. Specific activities include:

- Adjust schedules at three high schools, four middle schools and 4 elementary schools to provide additional academic support, interest-based learning, tutoring and acceleration activities; and
- Allow students to earn additional credit and provide time for teacher teaming on a weekly basis.

Expected Impact

- Increase daily attendance by 2%, decrease discipline referrals by 5%, and increase grades;
- Increase academic achievement on 5th and 8th grade state assessments by 2% per year.

TRANSFORMING NEIGHBORHOODS (\$1,150,000) - Community schools go beyond academics to serve students and their families as a whole. Launch robust and high-quality community schools initiatives that serve a designated community and/or neighborhood. Specific activities include:

- Establish a collective impact partnership to coordinate wrap-around and support services across community agencies, non-profit organizations, schools and stakeholders for the central (Snow Hill) and southern (Pocomoke) regions of the county.

Expected Impact

- 100% of students who participate in wrap-around services experience increased positive engagement in school and parents report satisfaction with services.