**Maryland Leads LEA Summary**

**LEA:** Baltimore 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, Innovative School Models

**Summary of Proposed Activities and Goals:**

**GROW YOUR OWN STAFF ($1,748,238)** - Launch initiatives to grow the pipelines of teachers and other professional support staff. Specific activities include:

- Establish a year-long, paid residency program for teachers and professional support staff;
- Develop strategies to increase the number of teaching interns who become new hires; and
- Provide stipends to teacher mentors in order to support the recruitment of beginning teachers who are familiar with BCPS communities, curricula, and instructional best practices.

**Expected Impact**

- The percentage of teachers aligned to area of certification/licensure will rise from 79.1% to 83%;
- Increase the percentage of faculty who are people of color to 20%, an increase of 4%;
- Retention of current teachers will increase each year of the program.

**STAFF SUPPORT AND RETENTION ($1,583,023)** - Design initiatives focused on supporting and retaining staff. Specific activities include:

- Expand on the Peer Advisor Program to include advisors and probationary teachers;
- Improve the social emotional learning professional development for teachers; and
- Redesign professional development models to increase job-embedded coaching.

**Expected Impact**

- The number of teachers returning to work after one year rises from 91.1% to 93%.
- The number of teachers returning to work after three years rises from 77.4% to 79%.
- The number of teachers returning to work after five years rises from 66.7% to 69%.

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

- Train all K-3 teachers in the Science of Reading and provide multiple cohorts of Language Essentials for Teachers of Reading and Spelling (LETRS) for teacher training throughout the summer months;
- Identify and implement high-quality, content-rich instructional materials and assessment aligned to the Science of Reading; and
- Create systems for progress monitoring to ensure all students are reading by the end of third grade and have the appropriate support if still struggling with reading beyond third grade.

**Expected Impact**

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Benchmark level for Kindergarten will increase from 45% to 75% and from 48.7% to 75% for 1st Grade students;
- MAP (Measures of Academic Progress) Reading results above the 61st percentile will rise from 31.5% to 70% over eight years; and
- MAP Winter Reading above the 61st percentile will rise from 49.8% to 73.8% over eight years.
MARYLAND STATE DEPARTMENT OF EDUCATION
EQUITY AND EXCELLENCE

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HIGH QUALITY SCHOOL DAY TUTORING ($395,000) - Design programs that enable high-quality tutoring during the school day. Specific activities include:

- Expand Algebra Readiness, a multifaceted effort to support student growth in Algebraic reasoning using environment, identity development, and scaffolded instruction to include Kindergarten; and
- Develop "Students Developing Identities of Excellence", which incorporates tutoring and reengagement during math assistance in grade 6.

Expected Impact

➢ Increase the number of students entering Algebra I by grade 8 by 20%; and
➢ Increase the percentage of students passing Algebra 1 courses with a grade of "C" or higher and meeting or exceeding expectations on MCAP by the end of Grade 8 to 70% within eight years.

REIMAGINING THE USE OF TIME ($3,045,530) - Reimagining the use of time to create opportunities that support students and their learning. Specific activities include:

- Designate professional learning offerings and coaching for grade level teams to extend the traditional elementary parent/teacher conference;
- Develop a 9th Grade "Cohort/Academy" model that consists of structures to support students as they transition from middle school into high school; and
- Implement a Distance Learning Program to provide access to learning for high-school students in a virtual environment.

Expected Outcomes

➢ The percentage of English Language Arts grade 10 results at a level 4 or 5 will rise to 70%; and
➢ The percentage of Geometry at a level 4 or 5 will rise to 75%.

INNOVATIVE SCHOOL MODELS ($1,750,000) - 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:

- Design and launch a CTE Agricultural instructional program facility to house animals, equipment and provide hands on learning and an innovation lab.

Expected Outcomes

➢ Increase non-traditional student enrollment and increase dual completer enrollment to 300 more students.

TRANSFORMING NEIGHBORHOODS ($1,000,000) - 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:

- Implement a full community school neighborhood model, which will offer comprehensive services and supports that address the community needs for students to be successful.

Expected Outcomes

➢ Increase the number of health and social support programs, providers, and/or supports available to family/community members in the Essex Chesapeake Neighborhood.