



# Maryland Leads LEA Summary

## LEA: Cecil 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 (\$1,727,862)** - Launch initiatives to grow the pipelines of teachers and other professional support staff. Specific activities include:

- Target non-certificated staff and provide them with support and assistance to work towards a teaching degree. This initiative will also be available to support students interested in the Teacher Academy of Maryland; and
- Fund Child Development Associate certification programs and college courses for current paraprofessionals.

### Expected Impact

- 85% of the paraprofessional cohort will hold an Associate's degree or Child Development Associate certification by 2024;
- 85% of Teacher Academy of Maryland students earn an Associate's degree by 2024; and
- 15 hard-to-fill positions will be filled by current teachers recertifying or by CCPS graduates completing a 4-year degree by 2026.

**STAFF SUPPORT AND RETENTION (\$2,813,447)** - Design initiatives focused on supporting and retaining staff. Specific activities include:

- Hire career and professional development coaches specifically to develop professional development plans to retain current staff and teachers;
- Hire a part-time position to support National Board Certification and portfolio-based assessment for teachers in need of requirement for certification; and
- Provide substitutes for release time so that non-tenured teachers can participate in individual/small group professional development and/or mentor days.

### Expected Impact

- Increase the retention rate for non-tenured teachers by 50% by 2025;
- Increase the retention rate for other employees by 5% by 2025; and
- 90% of National Board Certified cohort participants will successfully earn National Board Certification within 4 years.

**THE SCIENCE OF READING (\$2,932,668)** - 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:



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- Provide training on the science of Reading for all K-3 teachers and administrators and offer professional development courses intended to help teachers integrate reflective writing and quality of writing into the curriculum;
- Expand Bookworms programming to include Tier I, II, and III English Language Arts curriculum as well as certifying teachers in the Science of Reading programs (LETRS and ELETRS); and
- Utilize data gathered from students to identify unfinished learning areas, where students are struggling, and accelerate remedial actions through intentional interventions.

### Expected Impact

- The number of students in Tier 2 and Tier 3 programs will decrease by 10% as measured by the Acadience grade level progress monitoring and benchmark proficiency levels in two years;
- The percentage of students meeting their projected growth on the MAP (Measures of Academic Progress) reading assessment from Fall to Spring will increase by 10% annually; and
- 100% of current K-3 teachers and administrators will receive rigorous professional development aligned to the science of reading by September 2024.