



Maryland Leads LEA Summary

LEA: Howard County Public Schools

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

Summary of Identified High Leverage Strategies:

GROW YOUR OWN STAFF (\$1,879,619) - Launch initiatives to grow the pipelines of teachers and other professional support staff. Specific activities include:

- Partner with Bowie State University and Towson University to provide access to practicums supporting Howard County Public Schools paraeducators achieving teacher certification; and
- Expand and intentionally recruit current Howard County Public Schools students to take part in the Teacher Academy of Maryland or take dual enrollment credits at local institutions of higher education.

Expected Impact

- Increase the percentage of new hires identifying as belonging to a minority group from 29% in school year 21-22 to 31% in school year 23-24;
- Increase the percentage of students of color in the Teacher Academy of Maryland or Dual Enrollment Pathways to at least 40% of participants in 5 years; and
- 300 HCPSS Teacher Academy of Maryland/Dual Enrollment students successfully complete the program over 5 years.

SCIENCE OF READING (\$1,864,734) - 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:

- Provide training directly to all K-3 teachers, including special education teachers, principals, and other relevant staff in a trainer-of-trainer model to accelerate staff professional learning. This would build on preexisting LETRS training and ensure new teachers receive comparable training;
- HCPSS will use non-Maryland Leads funds in conjunction with Maryland Leads to pilot in K-3 classrooms at several HCPSS elementary schools the use of a curricular program that meets expectations according to EdReports analysis and which has been chosen as a Maryland Leads partner, such as Amplify's Core Knowledge Language Arts program;
- Implement high-quality, content rich, culturally relevant instructional materials aligned with the Science of Reading such as LETRS; and
- HCPSS will enhance its screening and progress monitoring as aligned to the Ready to Read Act using mClass DIBELS and similar assessments.

Expected Impact

- Building upon the training of k-3 teachers, 100% of teachers in grades 4-12, principals at all levels, and other relevant staff will receive rigorous professional development aligned to the Science of Reading to support struggling readers in increasing reading proficiency by September 2024;
- The percentage of third graders reading at a proficient level as assessed by teachers will increase by 5% annually using year to year DIBELS data;



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- The percentage of third graders reading at a proficient level based on MAP reading will increase by 10% annually (current data indicates 50% proficient on 3rd grade MAP reading); and
- The percentage of students receiving a reading intervention in grades K-3 will decrease by 10% annually.

REIMAGINING THE USE OF TIME (\$1,420,743) - Reimagining the use of time to create opportunities that support students and their learning. Specific activities include:

- Develop an extended day learning program to bridge the existing gap between in-person and evening programs for students who need flexible instruction, differentiation, and targeted social and emotional support. This program will permit students to explore other interests, participate in internship opportunities, and earn high school credit; and
- Hire new staff to implement the extended day program and engage with community partners to ensure an effective and smooth rollout of the program.

Expected Impact

- The number of recovery credits earned for over-aged and under-credited high school students in extended day programs will increase by 10% annually;
- High school students receiving interventions through extended day programs will experience a 10% increase annually in the total number of credits earned;
- High school students in extended day programs will achieve 60% attendance rates in Year 1 and 70% attendance rates in Year 2; and
- High school students in extended day programs will increase participation in site-based school supports by 10% annually compared to the cohort of the previous school year.

TRANSFORMING NEIGHBORHOODS (\$971,090) - 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 as well as the school's relationship to the community. Specific activities include:

- Create a need-based strategy to support particular communities where higher-need schools are located. These may include afterschool and summer programming for students, community resources for families, and pathways for academic success for life readiness;
- Engage students, families, and community members in identifying needs and assets, designing the program, and implementing the program through engaged partnerships;
- Develop individual plans and case management for students in the community; and
- Work with an MSDE-approved partner organization to assist with planning, developing, and implementing a collective impact initiative to elevate a thoughtful community schools program.

Expected Impact

- 50% parents or family members participate in a parent education program during SY2023-2024; and
- 80% of parents report benefitting from the knowledge and skills learned in the training provided at the school, with 50% of the parents participating in additional education/certification opportunities.