



# Maryland Leads LEA Summary

**LEA:** St. Mary's County Public Schools

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

## Summary of Identified High Leverage Strategies:

**GROW YOUR OWN STAFF (\$2,179,186)** - Launch initiatives to grow the pipelines of teachers and other professional support staff. Specific activities include:

- Develop a Teacher Apprenticeship Program with two tracks, one for students in the Teacher Academy of Maryland (TAM) or current college students and a second for individuals who have at least an Associate's degree and are working on a Bachelor's or teacher certification;
- Establish a Teacher Academy Potential Scholars (TAPS) program, which provides outreach for future teachers beginning in elementary school; and
- Provide high-quality professional development for non-tenured teachers (conditionally certified, experienced, and new teachers).

### Expected Impact

- 75% of participants maintain employment with satisfactory performance evaluations; and
- The percentage of certificated staff more closely represents the diversity of the county population.

**STAFF SUPPORT AND RETENTION (\$1,646,954)** - Design initiatives focused on supporting and retaining staff. Specific activities include:

- Redesign induction experiences for early career teachers with co-teach and/or mentorship;
- Launch initiatives to promote positive organizational climate and culture to increase staff retention;
- Develop job-embedded support for non-tenured teachers with Teacher Apprentices; and
- Launch a cohort model to support teachers in obtaining National Board Certification (NBC).

### Expected Impact

- 100% of new teachers are supported with professional development and mentoring; and
- A 20% increase in the number of NBC candidates, with 70% earning certification by 2024.

**THE SCIENCE OF READING (\$1,532,410)** - 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 Science of Reading training to all K-3 general education teachers, 4th and 5th grade reading teachers, all special education teachers, and administrators;
- Implement high-quality instructional materials aligned with the Science of Reading; and
- Monitor to ensure all students are reading by the end of third grade and have appropriate support.

### **Expected Impact**

- All K-3 teachers, special education teachers, literacy specialists and principals are trained in the Science of Reading and 80% of K-5 paraeducators will receive training in the science of reading by 2024; and
- A 20% reduction in the number of students in grades K-3 with low performance on assessments.