



Maryland Leads LEA Summary

LEA: Somerset 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 (\$1,960,256) - Launch initiatives to grow the pipelines of teachers and other professional support staff. Specific activities include:

- Hire college graduates and current paraprofessionals to be new teachers through a Para-to-Teacher Program, which includes a formalized teacher mentor;
- Provide appropriate professional development to all new and non-tenured teachers with student centered coaching cycles focusing on student achievement;
- Recruit high school students to participate in the Teacher Academy of Maryland (TAM) to develop a larger pool of diverse teachers; and
- Launch a “Build Your Bench” program for aspiring administrators earning certification.

Expected Impact

- A 30% increase in current paraprofessionals enroll in a teacher preparation program;
- A 5% increase in high school graduates committing to a teacher preparation program;
- 90% of administrative vacancies filled by an internal candidate; and
- 100% of new teachers participate in a student-centered coaching cycle.

STAFF SUPPORT AND RETENTION (\$4,477,111) - Design initiatives focused on supporting and retaining staff. Specific activities include:

- Offer a retention bonus for all staff;
- Develop an intentional mentorship system to support early career teachers through wellness events, and childcare supplements; and
- Pay certification fees associated with National Board Certification.

Expected Impact

- 95% of employees receiving an incentive bonus will continue to stay in Somerset County.;
- 94% of new/non-tenured Special Education teachers will return in the next school year; and
- 10% of eligible teachers will participate in National Board Certification with 60% of teachers in the Year 2 Cohort completing it in one year.

THE SCIENCE OF READING (\$1,297,692) - Provide opportunities to all K-3 educators, special education teachers, principals, literacy specialists, and other relevant staff to participate in



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rigorous professional development aligned to the science of teaching reading. Specific activities include:

- All K-3 teachers, special education teachers, literacy specialists, and principals will be trained in the Science of Reading instruction
- Implement a new Science of Reading curriculum with high-quality instructional materials that reflect best practices and meet the needs of students for the 2022-2023 school year based on the approved Maryland Leads Partner Program materials;
- Conduct progress monitoring to ensure all students are reading by the end of third grade and have appropriate support if still struggling with reading beyond third grade.;
- Establish a flex block of time for all students to provide reading intervention if needed; and
- Provide intensive intervention to every student reading below the 40th percentile.

Expected Impact

- 100% of all K-3 teachers and ESOL teachers trained in the tenets of the Science of Reading and the implementation of the new program;
- 80% of students enrolled in the early childhood intervention service demonstrate growth on norm-based testing; and
- 80% of students in reading intervention demonstrate growth from Fall to Spring.