



Maryland Leads LEA Summary

LEA: Baltimore City Public Schools

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

Summary of Proposed Activities and Goals:

STAFF SUPPORT AND RETENTION (\$558,648) - Launch initiatives to grow the pipelines of teachers and other professional support staff. Specific activities include:

- Support teachers pursuing National Board Certification (NBC), to create an opportunity for teacher candidates to grow as professionals and as leaders; and
- Recruit professional learning facilitators to work individually with faculty to develop support plans for teachers, ensuring that they receive any assistance needed. Special emphasis is placed on low-performing schools and schools with a large percentage of African American students.

Expected Impact

- 40% of teachers pursuing NBC submit at least one portfolio component in year one; increasing to 50% in year 2; and
- A difference of no more than 5% between the percentage of low-performing schools with at least one teacher pursuing National Board Certification and the percentage of other schools with at least one teacher pursuing certification.

THE SCIENCE OF READING (\$3,786,526) - 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:

- Designate “intensive learning sites” for literacy, which will receive additional resources, including a site-based literacy coach. These sites will serve as resources for other schools to improve their literacy teaching and learning;
- Train 75 current teachers to be Science of Reading Fellows, who will be trained in advanced Language Essentials for Teachers of Reading and Spelling (LETRS) courses and will participate in up to seven systemic professional learning sessions to deepen learning. These individuals will serve as trainers and support for other teachers;
- Provide Science of Reading training for all K-3 teachers, literacy specialists and principals and establish cycles of professional development; and
- Use Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and other tools to monitor to ensure all students are reading by the end of third grade and have the appropriate support for struggling students.

Expected Impact

- Science of Reading Fellows will engage teachers at other BCPS schools as a trainee-to-trainer model, ensuring all teachers will be knowledgeable on best practices in SOR;
- The percent of students scoring on/above benchmark on DIBELS 8 will increase to 50% by June 2023 and 60% by June 2024; and
- The percent of students scoring two or more grade levels below will decrease by 15% in Grade 6 and Grade 9 by June 2023 and an additional 15% by June 2024.



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REIMAGINING THE USE OF TIME (\$4,472,751) - Reimagining the use of time to create opportunities that support students and their learning. Specific activities include:

- Develop a new, more flexible schedule which will allow students to earn credit through multiple means as well as have opportunities to pursue electives of interest, Advanced Placement courses, dual enrollment, internships, college and career planning, and other enrichment opportunities;
- Create teacher teams to build content and curriculum for the virtual course offerings, including virtual honors/accelerated courses for capable students in 6th, 7th, and 8th grades; and
- Revamp parent-teacher conferences to integrate resources in the community and develop student learning plans designed to address students' academic, social, and emotional needs and interests.

Expected Impact

- 30% of students will report that their schedules allow them to access courses needed to graduate as well as courses aligned with their personal interests (inclusive of electives) by the end of Year 1;
- 90% of the 270 seats for middle school virtual honors will be filled by the end of Year 1, rising to 95% by Year 2; and
- 10% increase in families saying that the communication they received from their school about their child's academic progress was helpful as reported in the end of year survey results.

TRANSFORMING NEIGHBORHOODS (\$525,180) - 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:

- Develop assessment tools that schools that potential partners can use to determine both the need for and the effectiveness of services or resources in relation to supporting specific students;
- Create a centralized online resource that provides information about partners to be accessible across clusters of schools; and
- Create capacity to allow City Schools and partners to better support the leveling up of the implementation of the community school strategy to support the removal of barriers to learning.

Expected Impact

- Coordinators increase their regular partnership meetings from 10% of schools in their cluster to 50% of schools in year 1;
- Coordinators increase their regular partnership meetings from 50% of schools to 100% of schools in year 2; and
- 70% of school teams will state they see a connection to the community school work as measured in our annual survey in year 1.