



Maryland Leads LEA Summary

LEA: Baltimore County Public Schools

Selected Strategies: Grow Your Own Staff, Staff Support and Retention, The Science of Reading, High-Quality School Day Tutoring, Reimagining the Use of Time, Innovative School Models

Summary of Proposed Activities and Goals:

GROW YOUR OWN STAFF (\$1,748,238) - Launch initiatives to grow the pipelines of teachers and other professional support staff. Specific activities include:

- Establish a year-long, paid residency program for teachers and professional support staff;
- Develop strategies to increase the number of teaching interns who become new hires; and
- Provide stipends to teacher mentors in order to support the recruitment of beginning teachers who are familiar with BCPS communities, curricula, and instructional best practices.

Expected Impact

- The percentage of teachers aligned to area of certification/licensure will rise from 79.1% to 83%;
- Increase the percentage of faculty who are people of color to 20%, an increase of 4%;
- Retention of current teachers will increase each year of the program.

STAFF SUPPORT AND RETENTION (\$1,583,023) - Design initiatives focused on supporting and retaining staff. Specific activities include:

- Expand on the Peer Advisor Program to include advisors and probationary teachers;
- Improve the social emotional learning professional development for teachers; and
- Redesign professional development models to increase job-embedded coaching.

Expected Impact

- The number of teachers returning to work after one year rises from 91.1% to 93%.
- The number of teachers returning to work after three years rises from 77.4% to 79%.
- The number of teachers returning to work after five years rises from 66.7% to 69%.

THE SCIENCE OF READING (\$2,000,000) - 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:

- Train all K-3 teachers in the Science of Reading and provide multiple cohorts of Language Essentials for Teachers of Reading and Spelling (LETRS) for teacher training throughout the summer months;
- Identify and implement high-quality, content-rich instructional materials and assessment aligned to the Science of Reading; and
- Create systems for progress monitoring to ensure all students are reading by the end of third grade and have the appropriate support if still struggling with reading beyond third grade.

Expected Impact

- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Benchmark level for Kindergarten will increase from 45% to 75% and from 48.7% to 75% for 1st Grade students;
- MAP (Measures of Academic Progress) Reading results above the 61st percentile will rise from 31.5% to 70% over eight years; and
- MAP Winter Reading above the 61st percentile will rise from 49.8% to 73.8% over eight years.



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HIGH QUALITY SCHOOL DAY TUTORING (\$395,000) - Design programs that enable high-quality tutoring during the school day. Specific activities include:

- Expand Algebra Readiness, a multifaceted effort to support student growth in Algebraic reasoning using environment, identity development, and scaffolded instruction to include Kindergarten; and
- Develop “Students Developing Identities of Excellence”, which incorporates tutoring and reengagement during math assistance in grade 6.

Expected Impact

- Increase the number of students entering Algebra I by grade 8 by 20%; and
- Increase the percentage of students passing Algebra 1 courses with a grade of "C" or higher and meeting or exceeding expectations on MCAP by the end of Grade 8 to 70% within eight years.

REIMAGINING THE USE OF TIME (\$3,045,530) - Reimagining the use of time to create opportunities that support students and their learning. Specific activities include:

- Designate professional learning offerings and coaching for grade level teams to extend the traditional elementary parent/teacher conference;
- Develop a 9th Grade “Cohort/Academy” model that consists of structures to support students as they transition from middle school into high school; and
- Implement a Distance Learning Program to provide access to learning for high-school students in a virtual environment.

Expected Outcomes

- The percentage of English Language Arts grade 10 results at a level 4 or 5 will rise to 70%; and
- The percentage of Geometry at a level 4 or 5 will rise to 75%.

INNOVATIVE SCHOOL MODELS (\$1,750,000) - Increase the number of high-quality schools by launching innovative schools that are accessible to all students with no selective admissions requirements. Specific activities include:

- Design and launch a CTE Agricultural instructional program facility to house animals, equipment and provide hands on learning and an innovation lab.

Expected Outcomes

- Increase non-traditional student enrollment and increase dual completer enrollment to 300 more students.

TRANSFORMING NEIGHBORHOODS (\$1,000,000) - 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. Specific activities include:

- Implement a full community school neighborhood model, which will offer comprehensive services and supports that address the community needs for students to be successful.

Expected Outcomes

- Increase the number of health and social support programs, providers, and/or supports available to family/community members in the Essex Chesapeake Neighborhood.