



Maryland Leads LEA Summary

LEA: Calvert County Public Schools

Selected Strategies: Grow Your Own Staff, Staff Support and Retention, The Science of Reading, Reimagining the Use of Time

Summary of Proposed Activities and Goals:

GROW YOUR OWN STAFF (\$800,852) - Launch initiatives to grow the pipelines of teachers and other professional support staff. Specific activities include:

- Expand scholarships to CCPS students in Teacher Academy of Maryland (TAM) and other teacher preparation programs;
- Invite interested students to participate in summer learning opportunities with CCPS Content Supervisors and current teachers/staff; and
- Create a principal mentor program to develop a pipeline of Teacher Leaders, Assistant Principals, and Principals.

Expected Impact

- By June 2023, an aspiring assistant principal and principal's curricula will be developed;
- CCPS will distribute at least 8 scholarships in the Diversity in Hiring program and see a 50% increase in the diversity of CCPS teaching staff; and
- 75% of TAM scholarship recipients are placed in positions following program completion.

STAFF SUPPORT AND RETENTION (\$2,440,984) - Design initiatives focused on supporting and retaining staff. Specific activities include:

- Extend early career teachers' days from a seven-hour day to an eight-hour day for 160 days and an additional 20 hours at the teacher's per hour rate;
- Hire full time mentor teachers to build on existing mentorship capacity and provide the support early career teachers need; and
- Support current staff by developing cohorts for National Board Certification.

Expected Impact

- 80% of the early career teachers favorably assess the quality of their mentors and the support provided and the retention rate of early career teachers that participate in the program will be higher than the retention rate of those early career teachers that select not to participate;
- 100% of the mentors indicate increased job satisfaction as a result of serving as a mentor;
- 100% of teachers who enter the National Board Certification cohort will earn certification; and
- 100% of staff who engage in Employee Resource Groups will have increased job satisfaction as a result of participation.



Maryland Leads LEA Summary

THE SCIENCE OF READING (\$2,846,376) - 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 LETRS training for all CCPS teachers and administrators;
- Train CCPS teachers to become LETRS (Language Essentials for Teachers of Reading and Spelling) Local Facilitators to train newly hired teachers; and
- Identify and purchase high-quality, content-rich instructional materials and assessment tools aligned to the Science of Reading for grades 2 and 3.

Expected Impact

- By September 2024, 280 teachers in grades K-3 will complete LETRS, Volume 1 and 2 coursework with the successful passing of Units 1-8 post-test (90%);
- By September 2023, 10 CCPS LETRS Lead Teachers will complete training as LETRS Facilitators; and
- By June 2023, there will be a decrease of 25% from the fall baseline of students in grade 3 who are identified as being at-risk for reading difficulties.

REIMAGINING THE USE OF TIME (\$345,195) - Reimagining the use of time to create opportunities that support students and their learning. Specific activities include:

- Reimagining Social Studies Engagement to train and support teachers in connecting core curriculum to real-life situations identified by students; and
- Partner with organizations, such as the Maryland Archaeological Laboratory, Jefferson Patterson Park and Museum OER project, Calvert Marine Museum, Calvert Historical Society, and Calvert Chapter of the NAACP to bring in resident experts to help with learning.

Expected Impact

- By the 2023-2024 school year, at least 50% of students who had previously reported dissatisfaction with the social studies curriculum will respond positively to project-based learning; and
- By the 2023-2024 school year, there will be an improvement of 10% or greater in the average performance of students without disabilities and an improvement of 7% or greater in the average performance of students with disabilities between the SY 21-22 baseline.