



Maryland Leads LEA Summary

LEA: Frederick County Public Schools

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

Summary of Identified High Leverage Strategies:

GROW YOUR OWN STAFF (\$3,267,058) - Launch initiatives to grow the pipelines of teachers and other professional support staff. Specific activities include:

- Train 16 current FCPS teachers as Applied Behavior Analysts, including significant practical, critical and internship experiences, who will receive licensure as Board Certified Behavioral Analysts;
- Train 16 current FCPS teachers as Special Education Teachers, with job-embed experiences as part of the certification process; and
- Establish the Exceptional Leaders Innovating and Transforming Education (ELITE) Administrative Residency Program, a year-long, paid residency program for aspiring assistant principals.

Expected Impact

- 100% of Applied Behavior Analysts and Special Education candidates will receive their licensure/certification by April 2025; and
- FCPS will hire five of the six residents as school-based leaders in subsequent hiring opportunities over the next fiscal year, based on positions available in July 2024.

STAFF SUPPORT AND RETENTION (\$344,251) - Design initiatives focused on supporting and retaining staff.

Specific activities include:

- Hire 20 school-based Mentor Teachers to provide direct support to new teachers during the school day, with training on cognitive coaching and collaborative conversations;
- Hire 55 Master Teacher/Content Experts to provide after school support to new hires; and
- Develop and implement a Mid-Year New Hire Symposium to address a wide range of professional development and support issues for new hires.

Expected Impact

- By June 2024, 80% of new hires will indicate that they felt supported by a school-based Mentor Teacher during their first year of teaching;
- By June 2024, 80% of new hires will indicate that they felt supported by a Master Teacher for their grade level or content during their first year of teaching; and
- By June 2024, 85% of late hires surveyed will indicate that the Mid-Year New Hire Symposium contributed to building their instructional capacity and developing professional relationships, leading to increased success during the second half of their initial year of teaching.



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SCIENCE OF READING (\$3,830,107) - 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, special education teachers, literacy specialists, and principals in the Science of Reading instruction;
- Utilize a Program Review Committee consisting of stakeholders (teachers, administrators, Central Office staff, parents and community members) to evaluate high-quality, content-rich ELA instructional materials aligned to the Science of Reading (such as Core Knowledge Language Arts K-5, Wit and Wisdom K-5 and Super Kids K-2 with Into Reading Grades 3-5) and then implement the selected materials; and
- Expand the use of progress monitoring with Amplify mClass DIBELS for 3rd grade teachers and students and Amplify mCLASS Lectura in schools serving a high population of English Learners.

Expected Impact

- By September 2024, 100% of current K-5, Special Education, intervention and English Learner teachers, and administrators will receive rigorous professional learning aligned to the Science of Reading;
- By September 2022, 100% of K-5 students will have access to high-quality, content-rich instructional materials aligned to the Science of Reading;
- By June 2023, 100% of Grade 3 teachers will be trained in the use of Amplify DIBELS;
- The percentage of third graders reading at a proficient level will increase by 5% annually; and
- By September 2024, gaps in reading proficiency between student sub-groups will be reduced by 6%.