



## Maryland Leads LEA Summary

### LEA: Prince George's County Public Schools

**Selected Strategies:** Grow Your Own Staff, Staff Support and Retention, The Science of Reading, Transforming Neighborhoods through Excellent Community Schools

### Summary of Identified High Leverage Strategies:

**GROW YOUR OWN STAFF (\$1,532,696)** - Launch initiatives to grow the pipelines of teachers and other professional support staff. Specific activities include:

- Build programs to support individuals changing careers and entering the education field, including current PGCPs staff and paraprofessionals and those external to the school system;
- Implement a non-traditional recruitment strategy to attract potential educators who are currently in our school community; and
- Offer tuition-free teacher licensure coursework for elementary education, special education, and English as a second language teachers.

### Expected Impact

- 100% of the participants who successfully complete the Grow Your Own: Support to Educator Program are guaranteed employment with PGCPs as an educator;
- 90% of all positions are filled by September 30 of each year; and
- 40 current PGCPs support staff enroll in the Grow Your Own: Support to Educator Program with 75% of program participants successfully completing the program.

**STAFF SUPPORT AND RETENTION (\$2,163,413)** - Design initiatives focused on supporting and retaining staff. Specific activities include:

- Redesign and redevelop induction programs for new teachers and hires new to PGCPs;
- Provide school-based induction/coaching support to novice teachers; and
- Introduce early career teachers to equity, diversity and inclusion instructional practices.

### Expected Impact

- Increase the number of early career educators attending voluntary induction training by 25%;
- 75% of the early career educators attending induction training will demonstrate readiness; and
- Increase the number of hours of support provided to novice educators by 30%

**THE SCIENCE OF READING (\$4,323,557)** - 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:



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- Provide all K-3 teachers, special education teachers, literacy specialists, and principals with training in the Science of Reading instruction via LETRS (Languages Essentials for Teachers of Reading and Spelling) Training Volumes 1 and 2;
- Implement high-quality, content rich, culturally relevant instructional materials aligned with the Science of Reading (LexiaCore5); and
- Develop high-quality professional development that will support teachers and instructional leaders in administering mCLASS with DIBELS 8th Edition to monitor progress and ensure all students are reading by the end of third grade.

### Expected Impact

- 80% of current K-3 teachers, including special education teachers, principals, and other relevant staff who enroll in LETRS will complete Volume 1 and/or 2;
- 75% of K-3 students identified as at-risk will move from below-level to on or above grade-level by the end of the school year; and
- 100% of current K-3 teachers, including special education teachers, principals and other staff will receive professional development on mCLASS with DIBELS (Dynamic Indicators of Basic Early Literacy Skills) 8th Edition by September 2024.

**TRANSFORMING NEIGHBORHOODS (2,748,950)** - 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:

- Partner with Lifechangers to provide Social Emotional Learning (SEL) training session(s) in Spanish and English for parents with children attending identified middle schools;
- Providing training on the dual capacity-building framework to Community Schools Coordinators to strengthen their skills in developing school-community partnerships; and
- Utilize a Maryland Leads Partner to assist with organizing and monitoring the implementation of the Maryland State Department of Education (MSDE) Maryland LEADS program and expand PGCPs' work beyond policy into other forms of systems change to ensure the collective impact goals of the PGCPs' community-schools initiatives are met.

### Expected Impact

- By the end of the 2023-2024 school year, 65% of families will have increased their overall stability through gains in economic and financial security and education and career advancement; and
- By the end of the 2023-2024 school year, 75% of families will have increased their well-being through gains in social-emotional, mental and physical health.