



Maryland Leads LEA Summary

LEA: Talbot County Public Schools

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

Summary of Identified High Leverage Strategies:

GROW YOUR OWN STAFF (\$1,341,245) - Launch initiatives to grow the pipelines of teachers and other professional support staff. Specific activities include:

- Provide tuition reimbursement for instructional assistants to earn teaching credentials;
- Provide tuition support to juniors and seniors in college to pursuing teaching credentials in critical needs areas and to diversify the teaching staff; and
- Enroll more high school students in Teaching Academy of Maryland (TAM) and give current TAM interns experiences in larger Talbot County schools.

Expected Impact

- 90% of participating instructional assistants attain a degree and earn teaching credentials;
- 20 college students pursuing an education degree graduate prepared for critical need areas; and
- A Teacher Academy of Maryland program is offered at Easton High School (EHS).

STAFF SUPPORT AND RETENTION (\$2,082,326) - Design initiatives focused on supporting and retaining staff. Specific activities include:

- Expand mentoring programs and support for those pursuing National Board Certification to ensure responsiveness to staff needs; and
- Provide support to mentor special education teachers through co-teachers in the classroom.

Expected Impact

- 90% of nontenured teachers favorably assess their induction program and mentors support; and
- 90% of participating teachers earn National Board Certification within 3 years.

THE SCIENCE OF READING (\$3,255,890) - 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:

- Implement a comprehensive reading program and related professional development for all PreK -5 teachers, special education teachers, literacy specialist, and principals;
- Align curriculum to high-quality, content rich, culturally relevant instructional materials aligned with the Science of Reading; and
- Develop personalized learning plans based on assessments to identify early intervention needs for students and embed learning coaches in classrooms who are specifically trained to assist students who are struggling with learning to read.

Expected Impact

- 100% of teachers Prek-5 are trained on implementing the Science of Reading program by September 2024; and
- By Spring 2024, a 10% increase in the number of students demonstrating minimal risk or better on screening measures for K-3, and an increase in the percentage of students scoring 3 or better in Maryland assessments in grades 3-5.