



Maryland Leads LEA Summary

LEA: Washington County Public Schools

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

Summary of Identified High Leverage Strategies:

GROW YOUR OWN STAFF (\$1,765,056) - Launch initiatives to grow the pipelines of teachers and other professional support staff. Specific activities include:

- Hire new reading tutors from recent graduates interested in becoming paraprofessionals (with a goal of 50) and high school juniors and seniors working as apprentices (with a goal of 50); and
- Participate in Maryland Accelerates, which provides a 13-month program for a Master of Arts in Teaching degree (including a stipend and year-long mentorship) with Frostburg State University.

Expected Impact

- By 2023, hire 15 new resident tutors (paraprofessionals) and 50 tutors (apprentices); and
- Enroll at least 14 Maryland Accelerates candidates for the 22-23 school year.

STAFF SUPPORT AND RETENTION (\$3,478,806) - Design initiatives focused on supporting and retaining staff. Specific activities include:

- Provide employees a 2% retention bonus and expand support for employee health and wellness; and
- Initiate three pathways for teachers to pursue National Board Certification (NBC) with district-level cohorts (with 20 per cohort).

Expected Impact

- Reduce staff turnover by 10% by the 22-23 school year; and
- Support 60 candidates for NBC by August of 2022, with most earning certification by 2024.

THE SCIENCE OF READING (\$2,153,537) - 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 elementary school K-3 teachers, general classroom teachers, intervention teachers, and case managers on the Science of Reading and how to provide supplemental instruction in reading;
- Implement Reading Apprenticeship and Reading Apprenticeship Academic Literacy (RAAL) interventions for secondary schools to assist students in accessing grade-level texts;
- Adopt high-quality instructional materials aligned to the Science of Reading for K-5 curriculum and training instructional leaders, teachers, and paraprofessionals in the science of reading; and
- Implement a system for monitoring progress to ensure all students are reading by the end of third grade and have the appropriate support for struggling students.

Expected Impact

- 80% of K-3 students will meet their grade-level reading target by the Fall 2024.