



Maryland Leads LEA Summary

LEA: Garrett 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 (\$772,240) - Launch initiatives to grow the pipelines of teachers and other professional support staff. Specific activities include:

- Implement a Child Development Associate (CDA) cohort with an IHE requiring certification coursework in growth and development, preschool curriculum, child care administration, and 480 hours of professional work experience;
- Work with area IHEs to develop Associate degrees with transferable credits that will prepare non-degreeed employees to attain a degree leading to a teaching position; and
- Work with area IHEs to develop additional teaching credentials focusing on pedagogy and effective teaching methods for staff with an Associate degree or a Bachelor's in a field other than education.

Expected Impact

- By July 2024, 100% of candidates will complete the CDA program;
- By July 2024, 70% of candidates will obtain their Associate degree; and
- By July 2024, 80% or more will be eligible for a Maryland Teaching Certificate.

STAFF SUPPORT AND RETENTION (\$2,252,804) - Design initiatives focused on supporting and retaining staff. Specific activities include:

- Implement a new LEAD Mentoring Model, which would feature two teachers splitting instruction equally to allow time for dedicated mentorship and personal planning;
- Provide stipends for teacher collaboration to identify student learning loss and essential standards, planning interventions, monitoring progress, and planning extended learning opportunities; and
- Offer retention bonuses to current teachers.

Expected Impact

- A reduced number of mentors needed annually by 20% due to increased retention rates;
- Reduce the number of new teachers annually by 20% as a result of increased retention rates; and
- 75% of teachers rate their school culture favorably based on annual culture and climate surveys.

SCIENCE OF READING (\$1,932,640) - 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 training to all K-3 teachers, special education teachers, literacy specialists, and principals in the Science of Reading instruction using a train-the-trainer model and hire two, fully-certified FTEs to support release time for teachers to receive requisite Science of Reading training;
- GCPS will establish a lead teacher team to investigate approved textbook vendors and select the resource best-aligned to the Science of Reading; and
- Implement i-Ready assessment tools, which identify phonological awareness, phonics, high-frequency words, vocabulary, and comprehension of literature and informational text in order to develop learning plans for students who need additional support with reading skills.

Expected Impact

- By September 2023, 80% of K-3 teaching staff complete LETRS (Language Essentials for Teachers of Reading and Spelling) training, increasing to 100%, including all literacy specialists, principals, and special education teachers by 2024;
- In 2023, 60% of GCPS students in grades K-2 will achieve 80% or better on mid-year assessments, rising to 65% by 2024; and
- By 2024, the total population of students in grades K-8 achieving on or above grade level in reading will increase 5% from the beginning of the year.