



Maryland Leads LEA Summary

LEA: Carroll County Public Schools

Selected Strategies: Grow Your Own Staff, Staff Support and Retention, The Science of Reading, High-Quality School Day Training, Reimagining the Use of Time

Summary of Proposed Activities and Goals:

GROW YOUR OWN STAFF (\$350,000) - Launch initiatives to grow the pipelines of teachers and other professional support staff. Specific activities include:

- Provide pathways for non-traditional teachers and career changers to have additional support to allow them to become certified teachers; and
- Provide professional and leadership development to retain and promote an effective and culturally competent workforce.

Expected Impact

- 75% of conditionally/non-certified teachers will acquire certification by the end of the 2023-2024 school year; and
- 25% of CCPSTeacher Academy of Maryland and Early Childhood Education graduates will accept employment as a teacher in the system.

STAFF SUPPORT AND RETENTION (\$2,830,000) - Design initiatives focused on supporting and retaining staff. Specific activities include:

- Model effective classroom practices and instructional technology providing ongoing support and feedback through joint planning, modeling, team teaching, coaching; and
- Hire Special Education Instructional Consultants to support teachers with their efforts to ensure that students exit CCPS college, career, and community ready.

Expected Impact

- 90 % of new hires will continue to be employed as professional staff within CCPS; and
- 80% of non-tenured teachers and conditionally certified teachers will be rated as Effective or Highly Effective on the CCPS Evaluation Framework.

THE SCIENCE OF READING (\$474,000) - 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:

- CCPS will pilot and acquire high-quality Science of Reading instructional materials from Wilson Foundations, Heggerty instruction, and McGraw Hill Wonders Textbook Series;
- Utilize local data to monitor student progress in related subject areas to make decisions about student support and future resources for phonological/phonemic awareness; and
- Provide training directly to all K-3 teachers, including special education teachers, principals, and other relevant staff or to a cadre of staff who can provide training to other staff through a trainer-of-trainer model.



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Expected Impact

- 100% of teachers will attend professional development sessions on how to make effective use of new instructional materials and implement them in classrooms;
- 75% of teachers will meet requirements and become certified as Wilson Dyslexia Therapists; then implement instruction at a high degree for Steps 1-12 of Wilson Foundations; and
- 100% of K-3 students will be monitored for progress toward reading by grade 3 and provided support for struggling readers.

HIGH-QUALITY SCHOOL DAY TUTORING (\$1,290,000) – Design programs that enable high-quality tutoring during the school day. Specific activities include:

- Increase collaboration between general educators and special educators/service providers to deliver high-quality school-day tutoring and academic support services; and
- Expand the number of schools identified as demonstration sites for high-quality tutoring.

Expected Impact

- Increase the number of schools identified as a high-quality tutoring demonstration sites from three to nine across elementary and middle schools;
- 80% of the students in grades Pre-K-2, supported through the additional instructional support model will score at least 80% on the Primary Literacy Assessment; and
- 80% of the students in grades Pre-K-2, supported through the additional instructional support model will increase their reading performance by at least one reading level.

REIMAGINING THE USE OF TIME (\$370,000) – Reimagining the use of time to create opportunities that support students and their learning. Specific activities include:

- Hire an Apprenticeship Coordinator to be responsible for all aspects of student enrollment and completion of apprenticeships in CCPS; and
- Work with the Career Coordinator and School Counselors at each high school to find students interested in seeking an apprenticeship and connect them with opportunities in Carroll County.

Expected Impact

- Increase student participation in the Youth Apprenticeship Program from current level of two youth apprentices to 15 youth apprentices by school year 2023-2024;
- Meet or exceed the Blueprint goal of 45% by increasing the number of students completing the Youth Apprenticeship Program; and
- Increase the number of Youth Apprenticeship Sponsors registered in Carroll County in partnership with the Department of Labor.