

**PR Award #:** S423A220062

**The University of Maryland**

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**Program Contact Information:**

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**Absolute Priority:** 2

**Competitive Preference Priorities:** 1, 2, 3.

**Project Title:** Leading for Equity: The UMD School Improvement Leadership Academy

**Project Description:** The University of Maryland (UMD) College Park School Improvement Leadership Academy will support principal development by providing comprehensive, evidence-based professional learning to principals and assistant principals in Title I schools, Targeted Support and Improvement schools, and/or high need schools. The project seeks to enroll 180 school leaders (140 principals and 40 assistant principals) from Maryland, New Jersey, and Delaware LEAs to participate in a rigorous 2-year academy model designed to increase school leadership capacity, to elevate the quality of school improvement planning and implementation, and to advance student achievement outcomes. Through project participation, principals and assistant principals will have an opportunity to achieve micro credentials and UMD graduate credit in the following areas: Improvement Leadership, focused on using principles of improvement science to design, implement, and scale evidence-based academic interventions; Equity Leadership, focused on distribution of learning resources and academic supports, supporting the culturally responsive and social and emotional learning, and school safety and inclusion; and Instructional Leadership, focused on leading professional learning to advance student literacy and numeracy achievement.

**Project Expected Outcomes:** Expected outcomes include the following: 1) measurable progress toward goals of school improvement plans related to student achievement in literacy and numeracy, social and emotional learning, and school safety and climate; 2) improved leadership practices; 3) increased principal retention; 4) assistant principals' promotion; and 5) improved student achievement outcomes in mathematics and literacy.

**Project Partners:** Learning Forward, Center for Teaching Quality, and Policy Studies Associates