

Anne Arundel County Public Schools

Race to the Top Plan

As of November 17, 2010

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Section A: State Success Factors

Articulating State’s Reform Agenda - Anne Arundel County Public Schools (AACPS) plans to fully implement a comprehensive plan to support the federal and state initiatives under *Race to the Top* by addressing reforms in the four education areas described in the *American Recovery and Reinvestment Act* (ARRA). Those four assurances are: (1) development of college and career ready standards and high quality assessments, (2) development of a preK-20 college and career data system, (3) a systemic plan to improve teacher effectiveness, and (4) a plan to provide intensive support and interventions to our lowest performing schools.

(A)(1)(i) Comprehensive and Coherent Agenda - AACPS supports MSDE in its efforts to move our state from a national to a world class leader. The district’s Strategic Plan and the Bridge to Excellence Master Plan provide for a strong commitment to the academic success of all students, including the elimination of achievement gaps among all student groups and an increase in student success in college and the workplace. By 2012, these AACPS’ documents will be updated and aligned to the AACPS’ Race to the Top (RTTT) Final Scope of Work Plan. AACPS supports MSDE’s RTTT “Ambitious Goals” to increase student achievement, reduce achievement gaps, and increase student success in college and the workplace. During the last three years, AACPS has been focused on the design of a *Teaching and Learning Cycle* (TLC) for student achievement. This model is a research-based set of components of instruction, aligned to the Interstate New Teacher Assessment and Support Consortium (INTASC), the Universal Design for Learning (UDL), and the Maryland state curriculum (SC). In addition to the solid alignment with the SC, the TLC will be the foundation for instructional planning and lesson implementation, and it will inform teacher and administrator evaluations. These evaluations will be performed in full cooperation with the national and statewide evaluations developed for the RTTT program. The TLC will be piloted during the 2010-11 school year in two of the district’s feeders with full implementation scheduled for the following year. To implement these necessary RTTT reforms, AACPS will need MSDE’s support and guidance. AACPS will communicate regularly with various stakeholders via websites, Fact Sheets, parent and community forums (like STEM Family Nights) to share challenges, progress, and encourage them to join AACPS’ efforts to implement the RTTT program.

Standards and Assessments - Currently, AACPS curriculum and assessments are aligned to the SC. AACPS has participated in gap analysis activities and has received frequent updates regarding the Common Core State Standards (CCSS) and Technology Standards (TS). The AACPS curriculum alignment process will continue to support MSDE’s efforts and its work with the National Governors Association and the Council of Chief State School Officers. The AACPS process will continue to include a gap analysis, a redesign of curriculum and assessments, and the requisite professional development. The district will send four member teams from all schools to the *Educator Instructional Improvement Academies* to build a “trainer of trainers” model for the implementation of the new MSDE standards and assessments. AACPS will participate fully in opportunities for reviewing and sharing the work completed by the MSDE and the Partnership to Address Readiness for College and Careers (PARCC). AACPS will ensure teacher/administrator capacity through access to the Online Instructional Toolkit. In order to effectively transition to the new CCSC and TS, the AACPS

Division of Curriculum and Instruction and the Division of Advanced Studies and Programs will implement a 21st century curriculum redesign model that is comprised of the following elements: the CCSS and TS, project-based learning, differentiation with the principles of UDL, performance-based assessments, cross-disciplinary literacy, globalization, student collaboration, and technology/multi-media resources across all grade levels and content areas. AACPS supports fully the MSDE's participation in *Achieve's* multi-state consortium to implement summative, interim, and formative assessments aligned to more challenging, college-ready standards. AACPS will commit to improved scores on the NAEP and to the continuation of its commitment to student academic growth on the MSA/HSA state assessments and national assessments – AP, PSAT/NMSQT, SAT and ACT. Also, implementation of AACPS' multiple STEM initiatives are high priority and AACPS will continue to align the applicable recommendations listed in the Governor's 2009 STEM Task Force report. Also, World Language course offerings are increasing as is student participation each year. Implementation of World and Classical Languages (WCL) is a two-pronged approach starting with K-5 co-curricular clubs and with the 6th grade addition of World Languages for all students. AACPS' Magnet and Signature High School program's requirement of three years of a world language will increase to four years.

Data and Technology Infrastructure - A district-wide, long range plan for the development of a technology infrastructure needed to fully realize all goals as outlined by RTTT standards is a priority. Integrated data systems that allow access to all performance expectations, including instructional and leadership improvement and student growth, will allow teachers and their supervisors to measure instructional effectiveness. The development of a system where real-time data can be viewed on a variety of levels including state, district, school, department, classroom, and individual teacher, will move the district to one where challenges are easily recognized, and supports and professional development provided. Such a technology plan will allow AACPS access to the best resources available resulting in the efficient diagnosis of student and teacher needs and the timely application of prescriptive measures. It is the intent of AACPS that the RTTT funding will further the implementation of a district technology infrastructure that supports the utilization of the Maryland Longitudinal Data System (MLDS). To completely align with MSDE's program, AACPS needs significant financial resources to fund the implementation of the MLDS for data management, training, and applications throughout the grant years as outlined in the largest portion of the budget. The teachers selected for the *Educator Instructional Improvement Academies* will receive training to fully utilize the MLDS. To measure technology literacy, the objectives of the *Maryland Educational Technology Plan for the New Millennium: 2007-2012* will be utilized as well.

Great Teachers and Leaders - The teacher and administrator evaluation instrument for AACPS will be aligned with the MSDE RTTT criteria. An effective system of this evaluation will ensure a focus on quality teaching and promote the professional learning inherent in the newly designed TLC. High standards and rich data are only valuable if they can be translated into excellent classroom instruction through the data-driven decision making of effective educators. Therefore, the success of the TLC rests with its teachers and leaders. For this reason, it will be essential to recruit, retain, develop and support great teachers and leaders, particularly in schools where they are needed most. Just as success of students begins with high standards for student learning, the success of

teachers and leaders begins with high expectations. The AACPS' *Teaching and Learning Cycle* will provide clear, rigorous standards for educators. AACPS will collaborate with the local collective bargaining representatives in the development of an evaluation tool aligned with MSDE's expectations for teacher/administrator effectiveness.

AACPS has developed for its administrators a challenging course of professional development (PD1 and PD2) that is both immediate for those new to the profession and on-going for the intermediate and veteran administrators. A scaffold of support connects each new administrator with seasoned veterans who are specialists in their areas and includes regularly scheduled meetings with professional development teams. The program is based on MSDE's eight outcomes in *The Maryland Instructional Leadership Framework*.

Turning Around Low-Achieving Schools - In an attempt to better allocate resources, provide direct support, and better monitor low-achieving schools in the district, AACPS categorizes these schools into three levels based on current needs and testing data. The three levels - intensive, moderate, and consultative - signify the level of focus each school receives. Categories are dynamic with data driven changes. The lowest performing schools in the district currently receive additional staffing in the form of resource specialists and AYP coaches. Department Chairpersons (DC) in these schools hold non-teaching positions which allows for additional, embedded professional development. DCs are expected to use their time observing, coaching, modeling, analyzing student work, co-teaching, and coordinating common planning. DCs are expected to become proficient in the analysis of data relevant to their teachers and students. Intensive schools also receive an additional full time, certified teacher to act as an IEP facilitator.

Achievement Steering Committees are also in place in our lowest performing schools, and they operate as an extension of the school's Leadership Team and assist with data analysis. The addition of these external participants has proven to be invaluable with data analysis. Additionally, AACPS has implemented the process of Instructional Rounds led by the school's Assistant Regional Superintendent (RAS). Instructional Rounds provide targeted professional development within the school, as well as, strengthen the vertical team structure among the feeder schools. AACPS is committed to the state's vision of success for all students and recognizes that this goal is tied to the quality of teachers and teacher leaders in each of these lowest performing schools.

AACPS has established STEM magnets in high schools and is fully vested in the STEM program county-wide, especially low-achieving schools. STEM experts are a dire need for AACPS and so AACPS is partnering with University of Maryland Baltimore County to train STEM teachers. Efforts to recruit, hire, and retain the best teachers for these programs will continue, as will the efforts to increase participation of elementary and middle school students who show promise of success in areas of math and science. The district will continue its expansion of the magnet and signature programs, WCL program at the secondary and elementary levels, as well as, Performing and Visual Arts (PVA) and integrated arts programs. The WCL program includes recently added Chinese and Arabic and anticipates the future addition of Hindi. AACPS' continuing development of high school career and college readiness Signature and Magnet programs provide the setting for the introduction of these critical world languages. The district will continue to expand opportunities for distance learning through programs like *Rosetta Stone*. Closing achievement gaps is a need that AACPS is

constantly addressing, and, to that end, continues to provide professional development about equity and cultural competence. AACPS is developing the *Closing the Gap* committee to increase stakeholder participation in the development of an action plan.

Stakeholder Involvement – AACPS created a RTTT Management Team to oversee the RTTT proposal and implementation. This team was comprised of staff from the offices of School Performance, Curriculum & Instruction, Advanced Programs, Student Services, Equity Assurance and Human Relations, Human Resources, Employee Relations, Technology, Finance, and Public Information. The team’s mission was to develop AACPS’s RTTT plan as well as to communicate RTTT elements and seek feedback from their “circles of influence.”

An email message was sent to almost 45,000 addresses the system has on file for parents of current students to inform them about the RTTT plan and to solicit feedback concerning the plan. AACPS developed a Frequently Asked Questions (FAQs) sheet that was posted on the AACPS website and included an online link where ideas on how to use the funds could be submitted. A total of 331 entries were received, and they contained 429 suggestions. Seven areas represented 70 percent of the suggestions. Unfortunately, 35 percent of the suggestions were related to changing the start times for high schools and 10 percent of the suggestions related to additional teachers in order to reduce class sizes – neither of which complies with RTTT criteria. However, 10 percent of the suggestions related to increased need for technology or professional development for teachers – both which have been included in AACPS’s RTTT plan. The remaining 45 percent of the answers related to topics such as school construction, teacher salaries, tutoring, business incubators, and school meals and has no more than four responses for each topic. Briefings on RTTT have occurred with the Board of Education, the Structures Committee of the Eliminating the Achievement Gap Action Management Plan (AMP), Principal’s Meetings, Office of Civil Rights (OCR) Advisory Committee, AACPS’ Leadership Development Institute, and senior management.

Action Plan: Section A

LEA: Anne Arundel County Public Schools

Date: November 17, 2010

Goal: Anne Arundel County Public Schools (AACPS) signed Maryland’s Race to the Top (RTTT) Participating Local Education Agency (LEA) Memorandum of Understanding (MOU) and is fully committed to adopting the high standards and assessments; developing data systems to support instruction; hiring, training, and retaining great teachers and leaders; and turning around our lowest-achieving schools.

Section A: State Success Factors	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (No)</i>						
<i>Additional Required Activities:</i>						
1. Cooperate with national and statewide evaluations	(A)(2)		10/01/10 – 2014	<ul style="list-style-type: none"> Kevin M. Maxwell, Ph.D., Superintendent of Schools 	Participation in evaluation processes, as determined by MSDE and USDE	N
<i>Optional Activities:</i>						
1. Support the America COMPETES Act and all elements of the Data Quality Campaign’s new Essential State Action for longitudinal data systems	(A)(1)	#3	10/01/10 – 2014	<ul style="list-style-type: none"> Dr. Beverly Pish, Executive Director of Accountability, Assessment & Research Gregory Barlow, Chief Information Officer 	Implementation of data systems infrastructure that aligns with and supports America COMPETES’ and the Data Quality Campaign’s essential components	N
2. Align AACPS Curriculum and Assessments with the Common Core State Curriculum (CCSC)	(A)(1)(ii)		10/01/10 – 2014	<ul style="list-style-type: none"> Andrea Kane, Assistant Superintendent for Curriculum & Instruction 	Completion and implementation of AACPS curriculum aligned with Maryland’s CCSC	N
3. Develop and implement a data infrastructure system to support all RTTT initiatives, goals and	(A)(1)(ii)	#3	10/01/10 – 2014	<ul style="list-style-type: none"> Greg Barlow, Chief Information Officer 	Completion and implementation of AACPS data infrastructure that	N

activities					supports the MLDS and the RTTT goals	
4. Develop an educator evaluation system aligned with the MSDE's teacher/principal evaluation	(A)(1)(ii)		10/01/10 – 2014	<ul style="list-style-type: none"> • Dr. George Arlotto, Associate Superintendent for School Performance • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Oscar Davis, Director of Employee Relations 	<p>Completed design and implement of AACPS teacher evaluation instrument</p> <p>Completed design and implement of AACPS administrator evaluation instrument</p>	N
5. Develop and implement professional development for teachers/principals on the new evaluation instruments	(A)(1)(ii)	#2	10/01/10 – 2014	<ul style="list-style-type: none"> • Dr. George Arlotto, Associate Superintendent for School Performance • Sarah Pelham, Assistant Superintendent for Student Support Services • Regional Assistant Superintendents • Andrea Zamora, Director of Professional Growth & Development • Florence Bozzella, Director of Human Resources • Oscar Davis, Director of Employee Relations 	Completion and implementation of a course of professional development through the <i>Teaching and Learning Cycle</i> (teachers) and <i>The Leadership Framework</i> (administrators)	N
6. Develop, implement and monitor a plan for addressing low-achieving schools	(A)(1)(ii)		10/01/10 – 2014	<ul style="list-style-type: none"> • Arlen Liverman, Deputy Superintendent • Dr. George Arlotto, 	Continue tiered approach to identifying schools in need of school improvement	N

				Associate Superintendent for School Performance <ul style="list-style-type: none"> • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Sarah Pelham, Assistant Superintendent for Student Support Services • Dr. Maureen McMahon, Assistant Superintendent for Advanced Studies & Programs • Regional Assistant Superintendents • Martha Pogonowski, Director of Continuous School Improvement • Florence Bozzella, Director of Human Resources • Carlesa Finney, Director of Equity Assurance & Human Relations 	resources Continue implementation of Achievement Steering Committees Continue implementation of <i>Instructional Rounds</i> Continue implementation STEM/PVA magnet in selected low-performing schools Increase in the number of highly qualified (HQ) teachers in low performing schools Decrease in the number of low-achieving schools	
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Section B: Standards and Assessments

The Anne Arundel County Public Schools (AACPS) vision and mission is clear: “Every student will graduate from high school able to read critically, write coherently, think creatively, and solve complex mathematical problems. They will be equipped to become contributing, compassionate citizens of the USA as it resides in an increasingly global community while being educated to the highest standards and by eliminating achievement gaps among all student groups.” Therefore, AACPS is committed to Maryland’s educational reform initiatives to eliminate the achievement gaps from birth to grade 12. Implementation of AACPS’ scope of work will prepare educators to utilize methodologies and strategies designed to eliminate achievement gaps and ensure that each child will be college and career ready through a variety of transition strategies.

To accomplish this transition over the next four years, it will be essential to engage a full range of stakeholders in the following six systemic reform strategies: (1) implement coordinated services to enhance the quality of preschool programs; (2) implement and integrate Common Core State Standards (CCSS) with Technology Standards(TS) across all grade levels; (3) implement common high-quality assessments across all grade levels; (4) implement an Online Instructional Toolkit to translate the standards into challenging and engaging curricula, units, lessons, projects and homework assignments to support teachers and administrators; (5) implement online and face-to-face professional development sessions to implement these strategies with fidelity from birth to grade 12; and (6) incorporate STEM initiatives aligned with the recommendations of the Governor’s 2009 STEM Task Force report.

The integration of these reform initiatives into AACPS’s Strategic Plan by 2012 will strengthen alignment of practices and eliminate fragmentation and inconsistencies. Ultimately, this alignment will enable classroom teachers to accelerate the achievement of all students by using assessment results to pinpoint individual needs and create personalized learning experiences through an innovative technology infrastructure. This will provide better opportunities to help children independently process, learn, and evaluate relevant information.

(B)(1) Developing and adopting common standards - AACPS will support MSDE’s efforts regarding development and adoption of common standards through its work with the National Governors Association and the Council of Chief State School Officers. AACPS will support MSDE’s efforts regarding participation in a consortium with 47 other states regarding the Common Core Standards Initiative.

AACPS will support MSDE’s efforts with the MSBE’s adoption of the CCSS. During the summer, AACPS leadership met with MSDE representatives and other LEA supervisors in each of the content areas of reading, English language arts, mathematics, science, and social studies along with LEA Assistant Superintendents for Instruction on an overview about the statewide common standards in mathematics and English language arts. AACPS content coordinators have also received frequent updates at MSDE content briefings and feedback sessions on the CCSS. Finally, various AACPS reading/English language arts, mathematics, ESOL, special education, social studies, science, library media services, technology education, and gifted and talented resource teachers and

teacher specialists participated in a gap analysis activity to review the final version of the CCSS and compared it to the Maryland's state curriculum. The involvement of AACPS staff in this activity has been critical in guiding our participation in transitioning to updating the curriculum, developing tools for teachers, aligning STEM curriculum to CCSS, and providing professional development in the coming years.

(B)(2) Developing/implementing common, high-quality assessments - AACPS will support MSDE's efforts as part of the multistate consortium or Partnership for Assessment of Readiness for College and Career (PARCC). AACPS will support Maryland's efforts with the consortium to include the following key strategies: ensure that teachers and administrators can access rich formative tasks through the Online Instructional Toolkit, develop a full range of interim assessments, take advantage of online test administration and scoring, ensure that high school tests measure college and career readiness, help all students benefit from the diagnostic and instructional planning tools of the PSAT/National Merit Scholarship Qualifying Test (NMSQT) and the ACT, and implement a comprehensive student-growth model to ensure that students become college and career ready.

(B)(3) Supporting the transition to standards and assessments - First, the AACPS will begin the transition to new standards and assessments by enhancing the quality of its programs and services for its earliest learners. This work will involve working in collaboration with a host of community agencies to expand access to prekindergarten for all economically disadvantaged four-year olds; implement AACPS's first Judy Center to include numerous wrap-around services, provide face-to-face and online joint professional development opportunities with prekindergarten, nursery schools, Head Start, and childcare programs to align new curricular, instruction, and assessment frameworks; and implement an early mental health network system to improve emotional and social dispositions and approaches toward learning by young students prior to entering school. Such reform initiatives will improve the educational outcomes for the most fragile early learners in our district by more strategically aligning these practices, programs, and strategies. Student performance will be measured using the MMSR (Maryland Model for School Readiness) in kindergarten in the fall and the spring, DIBELS (Dynamic Indicators of Early Literacy Skills) in the fall, winter, and spring of kindergarten and 1st grade. In second grade, DIBELS (fall) and AACPS benchmark assessments (spring) are used to measure student performance.

Second, in 2009-2010 the AACPS Division of Curriculum & Instruction conducted an internal audit of its curricular documents using the Phi Delta Kappa (PDK) curriculum guide analysis rubric of minimal guide components and specificity. Although the internal audit did uncover strong alignment to the Maryland state standards in reading/language arts, mathematics, science, and social studies; it did reveal numerous inconsistencies and fragmentations across all content areas and grade levels. In order to effectively transition to the new CCSS and TS, the Division of Curriculum & Instruction and the Division of Advanced Studies and Programs will implement a new 21st century curriculum redesign model grounded in the following elements: CCSS and TS, project-based learning, differentiation with the principles of Universal Design for Learning, performance-based assessments, cross-disciplinary literacy, globalization, student collaboration, and technology/multi-media resources across all grade levels and content areas. This transition will involve a multi-year phase-in that will impact all stages of curriculum design, development,

implementation, evaluation, and professional development for central office and school-based teachers and administrators. In addition to the new curriculum redesign model, AACPS will implement an online curriculum mapping management tool to increase teacher collaboration and capacity with the new standards. This innovative approach will allow for all curricular areas to design, review, and revise curriculum maps and instructional plans online, align content, skills, and assessments to CCSS and TS, collaborate and reflect online to expand professional learning, review, compare and analyze curriculum content to identify gaps and repetitions and allow for greater opportunities for cross curricular connections.

Third, AACPS will implement the common high-quality assessments across all grade levels and content areas to include interim, formative, and performance-based assessments. The new 21st Century assessment model will be based upon the type of products and performances professionals use in a range of subjects and content areas while emphasizing the skills in the CCSS and TS. The transition from paper-pencil to technology delivered assessments will include a multi-year phase-in plan impacting all stages of assessment design, item development, piloting, field testing, administration, range finding, scoring, and reporting for district and school-based staff. As a result, a bank of mixed assessments will be developed and electronically embedded into all new curriculum alignment documents across all grade levels and content areas from birth to grade 12.

Fourth, AACPS will implement an Online Instructional Toolkit to translate the standards into challenging and engaging curricula, units, lessons, projects and homework assignments. Aligned to the MSDE Online Instructional Toolkit, the Divisions of Curriculum & Instruction, Advanced Studies and Programs, and Information Technology will create an AACPS Online Instructional Strategies Toolkit encompassing the following areas of focus for all content areas and grade levels: Cross-Disciplinary Literacy Strategies Toolkit, Early Literacy Toolkit, Culturally Relevant Teaching Strategies Toolkit, Research-based Instructional Strategies Toolkit, Classroom Management Strategies Toolkit, Standards-based Grading Strategies Toolkit, Teaching & Learning Cycle Toolkit, and Monitoring Instruction Toolkit. These resources will become an integral part of supporting daily classroom instruction while AACPS implements the new standards. Focused professional development with reoccurring follow-up sessions on each component of the online toolkit will occur for central office and school-based teachers and administrators. In addition, AACPS will align all printed and online material of instruction, including multi-media resources, to the CCSS and TS through a multi-year phase-in plan.

Fifth, AACPS will implement online and face-to-face professional development to implement these systemic reform strategies with fidelity. AACPS will commit to developing teacher and administrator knowledge and capacity around the following areas: Early Learning Outcomes, CCSS and TS, curriculum alignment documents, MSDE and AACPS Online Instructional Toolkits, high-quality assessment banks, and the integration of district initiatives. The Division of Curriculum & Instruction and Professional Growth & Development will develop hybrid professional development models for teachers to implement the reform strategies. AACPS will also create hybrid professional development sessions for administrators on monitoring the new standards across all grade levels and content areas. Finally, all professional development offerings will be cataloged and meta-tagged within the district for integration with the AACPS Online Instructional Strategies Toolkit for stronger alignment and greater transparency of resources.

Sixth, AACPS will work to increase by 10% annually K-12 student achievement and eliminate achievement gaps by increasing access to more rigorous interdisciplinary courses and curricular/co-curricular activities in STEM and World & Classical Languages

(WCL). These courses and activities include AACPS's lowest achieving schools such as the secondary Gateway to Technology for middle schools and *Project Lead the Way* (PLTW) for high schools, STEM and International Baccalaureate (IB) magnets in three high schools and four middle schools that are community-based with business and industry input infusing career and college perspectives. The process of transition for WCL is moving world languages as an encore area often focused on high school to a global approach where world languages are foundational components to learning beginning in elementary school. STEM is transitioning from a silo approach of separating mathematics, science and technology to a much more integrated, problem-solving approach, e.g., middle school science is being integrated into its curriculum with the *EnVisions* mathematics program and STEM is intensifying by infusing STEM content into all curriculum areas. Another goal of the Division of Advanced Studies and Programs will be to build teacher and principal capacity by implementing professional development aligned with CCSS and TS to engage students in rigorous, relevant, and enhanced standards-based curricula. The Division of Advanced Studies and Programs will support MSDE to develop a certificate so that subject matter experts often from industry can become teachers or facilitators in classrooms, especially in STEM classrooms. Additionally, AACPS' Support Network will be expanded to support students and their families socially, emotionally, and cognitively in these rigorous courses. AACPS has a strong partnership with the UMBC and at the STEM Higher Education Regional Center for the BRAC Corridor for STEM initiatives and courses for teachers. As this transition occurs, AACPS needs MSDE subject matter experts in STEM and from Institutions of Higher Education Pre-K-12 training.

Action Plan: Section B

LEA: Anne Arundel County Public Schools

Date: November 17, 2010

Goal: Anne Arundel County Public Schools (AACPS) signed Maryland’s Race to the Top (RTTT) Participating Local Education Agency (LEA) Memorandum of Understanding (MOU) and is fully committed to adopting the high standards and assessments; implementing coordinated services to enhance the quality of preschool programs; implementing and integrating Common Core State Standards (CCSS) with Technology Standards (TS) across all grade levels and content areas; implementing common high-quality assessments across all grade levels and content areas; implementing an Online Instructional Toolkit to translate the standards into challenging and engaging curricula, units, lessons, projects and homework assignments to support teachers; and implementing online and face-to-face professional develop sessions in order to implement these strategies with fidelity from birth to grade 12.

Section B: Standards and Assessments	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes)</i>	(B) (1)					
<i>Activities to Implement MOU</i>	(B) (2)					
<i>Requirements</i>	(B) (3)					
1. Establish an Early Learning/Literacy Action Management Team to monitor the strategies and activities and align resources to the common core state standards	(B) (3)		2010-2011	<ul style="list-style-type: none"> • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Gregory Pilewski, Director of Humanities & Arts • Mary Tillar, Director of Special Education • Monique Davis, Senior Manager of School Improvement 	District action management plan MMSR (Maryland Model for School Readiness) DIBELS (Dynamic Indicators of Early Literacy Skills) AACPS benchmark assessments (spring) are used to measure student	N

					performance	
2. Conduct an Early Learning Summit to collaborate with multiple community agencies to share early learning reform strategies and how to expand the access to prekindergarten for all economically disadvantaged four-year olds	(B) (3)		2011-2012	<ul style="list-style-type: none"> • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Gregory Pilewski, Director of Humanities & Arts • Mary Tillar, Director of Special Education • Kathy Lane, Director of Alternative Education • Kathy Wick, Coordinator of Early Childhood • Frank Horstman, Coordinator of ESOL • IHE 	<p>Schedule of meetings with focus groups</p> <p>Agendas</p> <p>Survey results</p> <p>Feedback from summit</p>	N
3. Develop and monitor a Judy Center implementation plan at Hilltop Elementary School including coordination of multiple wrap-around services	(B) (3)		2010-2014	<ul style="list-style-type: none"> • Gregory Pilewski, Director of Humanities & Arts • Kathy Lane, Director of Alternative Education • Kathy Wick, Coordinator of Early Childhood • Frank Horstman, Coordinator of ESOL 	<p>District Judy Center implementation plan</p> <p>MMSR, DIBELS, and Standards for Implementing Quality Early Childhood Programs identified by the Maryland State Department of Education</p> <p>Family participation in services data</p> <p>Student Absenteeism data</p>	N
4. Develop a four year professional development plan to provide online and face-to-face joint professional development	(B) (3)		2011-2012	<ul style="list-style-type: none"> • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Dr. George Arlotto, 	District four year professional development plan	N

between and among prekindergarten, nursery schools, Head Start, and childcare programs to align new curricula, instruction, and assessment frameworks				Associate Superintendent for School Performance <ul style="list-style-type: none"> • Gregory Pilewski, Director of Humanities & Arts • Mary Tillar, Director of Special Education • Monique Davis, Senior Manager of School Improvement • Kathy Wick, Coordinator of Early Childhood • Frank Horstman, Coordinator of ESOL 	Session agendas and ERO attendance records	
5. Develop and implement an early mental health network system to improve emotional and social dispositions and approaches towards learning of young students prior to entering school	(B) (3)		2011-2012	<ul style="list-style-type: none"> • Gregory Pilewski, Director of Humanities & Arts • Sarah Pelham, Assistant Superintendent for Student Support Services • Mary Tillar, Director of Special Education • Kathy Lane, Director of Alternative Education • Monique Davis, Senior Manager of School Improvement • Kathy Wick, Coordinator of Early Childhood • Frank Horstman, Coordinator of ESOL • Gayle Cicero, Coordinator of School Counseling 	MOU between mental health network and community members	N
6. Develop a four year Curriculum Management Transition Plan to align all stages of curriculum design, development, implementation,	(B) (3)		2010-2011	<ul style="list-style-type: none"> • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Dr. George Arlotto, 	District four year curriculum management transition plan Session agendas and	N

evaluation, and professional development to the Common Core State Standards (CCSS) and Technology Standards (TS)				Associate Superintendent for School Performance <ul style="list-style-type: none"> • Gregory Pilewski, Director of Humanities & Arts • Karl Behringer, Director of Science & Technologies • Mary Tillar, Director of Special Education 	ERO attendance records	
7. Share and provide ongoing professional development to curriculum coordinators and resource teachers on the strategies outline in the 4 year Curriculum Management Transition Plan	(B) (3)		2010-2014	<ul style="list-style-type: none"> • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Dr. George Arlotto, Associate Superintendent for School Performance • Gregory Pilewski, Director of Humanities & Arts • Karl Behringer, Director of Science & Technologies • Mary Tillar, Director of Special Education 	Coordinator meeting agendas Professional development schedule	N
8. Conduct a gap analysis with curriculum coordinators and resource teachers across all content area and grade levels to align to CCSS and TS	(B) (3)		2010-2011	<ul style="list-style-type: none"> • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Gregory Pilewski, Director of Humanities & Arts • Karl Behringer, Director of Science & Technologies • Mary Tillar, Director of Special Education 	Coordinator meeting agendas Gap analysis results	N
9. Develop and implement a common curriculum mapping template aligning the following items vertically and horizontally across all content areas and grade levels to include:	(B) (3)		2010-2011	<ul style="list-style-type: none"> • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Gregory Pilewski, Director of Humanities & Arts • Karl Behringer, Director of 	District curriculum mapping template	N

<ul style="list-style-type: none"> • CCSS and TS • Mixed Assessments • Project-based learning • Differentiation with the principles of Universal Design for Learning • Cross-Disciplinary Literacy • Globalization • Student Collaboration • Technology/Multi-Media Resources 				<p>Science & Technologies</p> <ul style="list-style-type: none"> • Mary Tillar, Director of Special Education 		
<p>10. Establish a Curriculum & Instruction focus group schedule to share and gather feedback from stakeholders and promote a new vision and direction.</p> <ul style="list-style-type: none"> • Students • Teachers • Administrators • Parents • Community Organizations • Higher Education 	(B) (3)		2010-2011	<ul style="list-style-type: none"> • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Gregory Pilewski, Director of Humanities & Arts • Karl Behringer, Director of Science & Technologies • Mary Tillar, Director of Special Education 	<p>Schedule of meetings with focus groups</p> <p>Agendas</p> <p>Survey results</p>	N
<p>11. Work collaboratively between Curriculum & Instruction and Instructional Technology to design an Online Curriculum Mapping Management Toolkit to increase teacher collaboration and capacity with the new standards</p>	(B) (3)		2010-2014	<ul style="list-style-type: none"> • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Gregory Pilewski, Director of Humanities & Arts • Karl Behringer, Director of Science & Technologies • Mary Tillar, Director of Special Education • Gregory Barlow, Chief Information Officer • Valerie Emrich, Manager of Instructional Technology 	<p>District online curriculum mapping management toolkit</p>	N

<p>12. Align all stages of assessment design, item development, pilot, field test, administer, range find, score, and report to the CCSS and TS and the four year Curriculum Management Transition Plan</p>	(B) (3)		2010-2014	<ul style="list-style-type: none"> • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Gregory Pilewski, Director of Humanities & Arts • Karl Behringer, Director of Science & Technologies • Mary Tillar, Director of Special Education • Dr. Beverly Pish, Executive Director of Accountability, Assessment & Research 	District four year curriculum management transition plan	N
<p>13. Conduct a gap analysis with curriculum coordinators and resource teachers across all content areas to determine alignment of mixed assessments to across all content areas aligned to the CCSS and TS.</p> <ul style="list-style-type: none"> • Summative Assessments • Interim Assessments • Formative Assessments • Performance Assessments 	(B) (3)		2010-2011	<ul style="list-style-type: none"> • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Gregory Pilewski, Director of Humanities & Arts • Karl Behringer, Director of Science & Technologies • Mary Tillar, Director of Special Education • Dr. Beverly Pish, Executive Director of Accountability, Assessment & Research 	<p>Coordinator Meetings Agendas</p> <p>Gap Analysis Results</p>	N
<p>14. Work collaboratively between Curriculum & Instruction and Instructional Technology to design, align, and implement an AACPS Online Instructional Strategies Toolkit with the Online Curriculum Mapping Management Toolkit encompassing the following areas of focus to translate the new standards into challenging</p>	(B) (3)		2010-2012	<ul style="list-style-type: none"> • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Dr. George Arlotto, Associate Superintendent for School Performance • Gregory Pilewski, Director of Humanities & Arts • Karl Behringer, Director of Science & Technologies 	District Online Instructional Strategies Toolkit	N

<p>and engaging curricula:</p> <ul style="list-style-type: none"> • Cross-Disciplinary Literacy Strategies Toolkit • Multi-Cultural Strategies Toolkit • Research-Based Instructional Strategies Toolkit • Classroom Management Toolkit • Standards-Based Grading Strategies Toolkit • Teaching & Learning Toolkit • Monitoring Instruction Toolkit 				<ul style="list-style-type: none"> • Mary Tillar, Director of Special Education • Gregory Barlow, Chief Information Officer • Valerie Emrich, Manager of Instructional Technology 		
<p>15. Design and implement a two year professional development plan with reoccurring follow-up sessions on each component of the online toolkit for school-based teachers and administrators</p>	(B) (3)	#2	2010-2012	<ul style="list-style-type: none"> • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Dr. George Arlotto, Associate Superintendent for School Performance • Gregory Pilewski, Director of Humanities & Arts • Karl Behringer, Director of Science & Technologies • Mary Tillar, Director of Special Education • Andrea Zamora, Director of Professional Growth & Development • Dr. Beverly Pish, Executive Director of Accountability, Assessment & Research 	<p>District two year professional development plan with reoccurring follow-up sessions</p> <p>End of session "exit ticket" to measure new knowledge and understanding of skill application by teachers</p> <p>Data collected by school administrators during instructional walk-throughs to measure changes/ improvements in teacher application and practice and changes in student engagement</p>	N

					and behaviors Use of the AACPS Observed and Not-observed checklist from the Teaching and Learning Cycle Student benchmarks to measure changes in student learning as a correlation between teacher changes in practice and student achievement	
16. Develop a four year plan to align all printed and online materials of instruction, including multi-media resources, to the CCSS and TS	(B) (3)		2010-2014	<ul style="list-style-type: none"> • Gregory Pilewski, Director of Humanities & Arts • Linda Williams, Coordinator of Library Media Services • Valerie Emrich, Manager of Instructional Technology • Dr. Beverly Pish, Executive Director of Accountability, Assessment & Research 	District four year plan to align printed and online materials	N
17. Design and implement a four year professional development plan for designing and delivering online and face-to-face professional development on expanding teacher and administrator knowledge around the following areas of focus: <ul style="list-style-type: none"> • Early Learning Outcomes • CCSS and TS • Curriculum Alignment 	(B) (3)	#2	2010-2014	<ul style="list-style-type: none"> • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Dr. George Arlotto, Associate Superintendent for School Performance • Sarah Pelham, Assistant Superintendent for Student Support Services • Gregory Pilewski, Director of Humanities & Arts 	District four year professional development plan End of session "exit ticket" to measure new knowledge and understanding of skill application by teachers Data collected by school	N

<p>Documents</p> <ul style="list-style-type: none"> • MSDE Online Instructional Toolkits • AACPS Online Instructional Strategies Toolkit • High-Quality Assessment Banks • Integration of District Initiatives 				<ul style="list-style-type: none"> • Karl Behringer, Director of Science & Technologies • Mary Tillar, Director of Special Education • Andrea Zamora, Director of Professional Growth & Development 	<p>administrators during instructional walk-throughs to measure changes/ improvements in teacher application and practice and changes in student engagement and behaviors</p> <p>Use of the AACPS Observed and Not-observed checklist from the Teaching and Learning Cycle</p> <p>Student benchmarks to measure changes in student learning as a correlation between teacher changes in practice and student achievement</p>	
<p>18. Incorporate rigorous, additional STEM courses for all students with aligned and enhanced CCSS that includes stronger foundations for our stands-based curriculum; e.g. STEM System Science, STEM Art (STEAM), STEM Health, STEM Parallel/CLOUD computing, STEM Scientific and Mathematical Modeling and STEM Policy</p>	(B) (3)		<p>2010</p> <p>2011</p> <p>2010 ongoing</p>	<ul style="list-style-type: none"> • Dr. Maureen McMahon, Assistant Superintendent for Advanced Studies & Programs • Karl Behringer, Director of Science & Technologies • Vacant, STEM Coordinator 	<p>Annotate and develop curriculum and align with instruction</p> <p>Include STEM course offerings in the high school program of study</p> <p>Provide professional development for teachers and administrators</p>	N
<p>19. Implement deepened mobilization of businesses,</p>	(B) (3)		<p>2010 ongoing</p>	<ul style="list-style-type: none"> • Dr. Maureen McMahon, Assistant Superintendent for 	<p>Enhance District STEM Advisory Board</p>	N

higher education and Maryland's high tech business and industry sector, especially in the Baltimore Washington Base Realignment and Closure (BRAC) corridor.\			2010 ongoing	<p>Advanced Studies & Programs</p> <ul style="list-style-type: none"> • Robert C. Leib, Regional BRAC Coordinator, Anne Arundel County Government • Lois Lanier, Development Officer • Vacant, STEM Coordinator 	Increase AACPS' Support Network	
20. Support students (especially those in low-achieving schools) with special programs such STEM, magnets, signatures, and PLTW	(B) (3)		2010 ongoing	<ul style="list-style-type: none"> • Dr. Maureen McMahon, Assistant Superintendent for Advanced Studies & Programs • Dr. George Arlotto, Associate Superintendent for School Performance • Karl Behringer, Director of Science & Technologies • Vacant, STEM Coordinator 	<p>Monitor and review district-wide growth of special programs, student demographics and achievement in programs to make data-driven decisions</p> <p>Offer after-school tutoring, twilight-like classes after school, classes at Anne Arundel Community College</p>	N
21. Increase the number of computer science courses offered, beginning with our low achieving schools before expanding these offerings countywide	(B) (3)		2011 2012	<ul style="list-style-type: none"> • Dr. Maureen McMahon, Assistant Superintendent for Advanced Studies & Programs • Dr. George Arlotto, Associate Superintendent for School Performance • Sarah Pelham, Assistant Superintendent for Student Support Services • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Karl Behringer, Director of 	<p>Produce curriculum materials</p> <p>Provide professional development on computer science instructional strategies</p>	N

				<ul style="list-style-type: none"> Science & Technologies • Vacant, STEM Coordinator 		
22. Enhance STEM middle school and high school curricula with relevant and meaningful career infusion using our partnership with the Fort Meade Alliance – a 250 plus STEM industry alliance in the Baltimore- Washington area	(B) (3)		<p>2011 ongoing</p> <p>2010 ongoing</p>	<ul style="list-style-type: none"> • Dr. Maureen McMahon, Assistant Superintendent for Advanced Studies & Programs • Vacant, STEM Coordinator • Sarah Pelham, Assistant Superintendent for Student Support Services • Gayle Cicero, Coordinator of School Counseling 	<p>Increase community stakeholder team membership</p> <p>Collaborate on development of STEM curriculum overlays with community partners</p>	N
23. Evaluate the DODEA STEM Family Model from the Meade elementary schools for use throughout the district (Community-based STEM awareness for families & integrated math-science teaching in grades 3-5)	(B) (3)		<p>2010-2014</p> <p>2013</p>	<ul style="list-style-type: none"> • Dr. Maureen McMahon, Assistant Superintendent for Advanced Studies & Programs • Karl Behringer, Director of Science & Technologies • Lise Foran, Project Director - DoDEA grant • Sarah Pelham, Assistant Superintendent for Student Support Services 	<p>Produce annual reports documenting STEM programs</p> <p>Produce elementary school STEM model for district adoption</p>	N
24. Implement World and Classical Languages in a two-pronged approach starting with the K-5 co-curricular WCL clubs and increased options for World Language Choice in middle and high schools (including Chinese, Arabic, and Hindi)	(B) (3)		<p>2010-2014</p> <p>2010 ongoing</p> <p>2012</p>	<ul style="list-style-type: none"> • Dr. Maureen McMahon, Assistant Superintendent for Advanced Studies & Programs • Florence Bozzella, Director of Human Resources • Gregory Pilewski, Director of Humanities & Arts • Jennifer Hernandez, Coordinator of World & Classical Languages 	<p>Conduct annual review and analysis of data on student enrollment and achievement in WCL clubs and courses</p> <p>Provide professional development using Rosetta Stone</p> <p>Increase number of WCL to four years and require 6th grade WCL</p>	N

<p>25. Design and implement a professional development plan for delivering online and face-to-face professional development on expanding teacher and administrator knowledge of STEM standards, programs and initiatives.</p>	<p>(B)(3)</p>		<p>2011 2011 ongoing</p>	<ul style="list-style-type: none"> • Dr. Maureen McMahon, Assistant Superintendent for Advanced Studies & Programs • Vacant, STEM Coordinator • Sarah Pelham, Assistant Superintendent for Student Support Services • Andrea Zamora, Director of Professional Growth & Development 	<p>Design professional development plan aligned with district professional development plan</p> <p>Conduct annual review and data analysis of STEM professional development, including educator participation and evaluations of professional development outcomes</p>	<p>N</p>
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Section C: Data Systems to Support Instruction

(C)(1) Fully implementing a statewide longitudinal data system

Anne Arundel County Public Schools (AACPS) supports MSDE’s commitment to the continued development of the Maryland Longitudinal Data System (MLDS) as outlined in the America COMPETES Act and to the effective use of data as identified by the Data Quality Campaign.

(C)(2) Accessing and using state data

AACPS supports MSDE’s commitment to expand the existing MLDS and MLDS-EAP in order to support Maryland education reforms, strengthen instruction, improve student performance at all levels, and facilitate postsecondary school transitions. It is recognized that this expansion will increase the type and usefulness of educational data delivered to a variety of educational stakeholders.

(C)(3)(i) Use of local instructional improvement systems

AACPS recognizes that it cannot significantly close achievement gaps and move toward national leadership without a robust data infrastructure. A district-wide plan for the continued improvement of the technology designed to support student achievement is in place. Current data sources include the student data system and educational data warehouse (EDW). These systems drive the school improvement process and provide the information necessary to identify trends, draw conclusions, and establish strategies that will produce growth in student achievement. The student testing information system (STIS) is another tool that is used to track benchmark assessments which, when used formatively, allow educators to revise and re-teach so that all students master the standards outlined by MSDE. Recent additions to the district’s technology infrastructure include teacher online student attendance and grade reporting, as well as, a portal that allows parents to monitor their child’s academic progress. Additionally, elementary schools will soon be scheduling online. AACPS will be developing an online infrastructure to support gifted and talented student identification in grades 2-5.

The *Race to the Top* (RTTT) federal program accelerates the need for improved data systems. AACPS supports the MSDE commitment to build a statewide technology infrastructure, the MLDS, and recognizes the need to provide an enhancement to the existing Online Instructional Toolkit (www.mdK12.org) that will give access to student performance data, curriculum resources, assessment item banks, and professional development resources. Teachers and administrators need the ability to analyze individual student data in order to differentiate their teaching to advance student learning. The state’s enhanced Toolkit will facilitate access to a system where data can be viewed on a variety of levels including state, district, school, classrooms, and individual teachers and students. AACPS has an online magnet application and archival data system for STEM magnet students to support the collection of

job shadowing, seminar, and internship experiences and student reflections, readying these materials for college applications. The information provided through the resources available on MLDS will richly inform instructional practices.

(C)(3)(ii) Professional development on the use of data

Anne Arundel County Public Schools recognizes that professional development is essential to the full implementation of the MLDS and its corresponding Online Instructional Toolkit. This professional development will focus on building analysis skills and finding ways to translate data analysis into classroom best practices. Educators must develop skills in data interpretation in order to best design and implement the necessary differentiated instruction.

AACPS’s professional development, via the *Educator Instructional Improvement Academies*, will include training educators to:

1. **Access data** through the state’s online portal and to identify the specific instructional objectives from the Common Core State Curriculum. Teachers will consult one of the student performance dashboards to learn of students’ past performance and to design a standards-based lesson plan;
2. **Create formative assessments** using the state’s Test Item Bank. Teachers will be trained in the various mechanisms used to administer the formative assessments, including adaptive, computer-based testing and project based- assessments;
3. **Interpret data** through collaboration at the school level and through virtual communities using online tools, such as monitored discussion boards and virtual workspaces; and to
4. **Adjust instruction** accordingly. Teachers will develop an appropriate individualized improvement or enrichment plan for each student.

The effectiveness of the professional development on the use of data will be analyzed through various means and will include, but not be restricted to:

- Classroom observations,
- Assessments (formative, summative, benchmarks), and/or
- Data discussions (Achievement Steering Committees and School Improvement Teams).

(C)(3)(iii) Availability and accessibility of data to researchers

Requests to conduct research in the Anne Arundel County Public Schools have increased significantly over the past several years. To this end, the Board of Education has recently revised its policy and regulations regarding not only the kind of research that can be conducted, but also process that must be followed as part of the approval process. Given the number of requests that are received by the Research Office, the new research policy mandates that all approved requests “must” be directly related to potential improvements in how instruction is delivered to students in the school system. An *Application to Conduct Research* form must also be completed as part of the initial review process. In addition, all such requests are reviewed by the building principal and the appropriate regional assistant superintendent for a final decision. AACPS will not only continue to encourage researchers to make

maximum use of existing publicly available student data systems (e.g. mdreportcard.org), but also will make available student-level data from local instructional improvement data systems and the MLDS for the purpose of identifying and replicating effective instructional practices. This type of transparency should facilitate the transition to data-driven instruction.

Action Plan: Section C

LEA: Anne Arundel County Public Schools

Date: November 17, 2010

Goal: Anne Arundel County Public Schools is fully committed to develop, promote, and implement a technology-based instructional management system that will provide district and school based educators and researchers with critical student data and resources that will be used to monitor, assess, and improve instruction.

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(C)(3)(i-iii)					
1. Enhance existing technology-based instructional management systems	(C)(3)(i)	#3	2010 - 2014	<ul style="list-style-type: none"> • Dr. George Arlotto, Associate Superintendent for School Performance • Greg Barlow, Chief Information Officer • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Instructional Data Advisory Committee 	Increased action and capabilities will be evident compared to the current systems	N
2. Develop and implement a professional development plan that maximizes the use of the technology-based instructional management systems at the school and district level in order	(C)(3)(ii)	#2	2010 - 2014	<ul style="list-style-type: none"> • Andrea Zamora, Director of Professional Growth & Development 	Documentation of increased use of technology-based instructional management system. Increased development and use of formative assessments	N

to monitor and improve instruction					available within the technology-based instructional management system.	
3. Continue utilizing the <i>Application to Conduct Research</i> process to effectively make data accessible to researchers	(C)(3)(iii)		8/2010 – 6/2014	<ul style="list-style-type: none"> • Dr. Beverly Pish, Executive Director of Accountability, Assessment & Research • Dr. Adam Milam, Coordinator of Research 	<p>In order to assess the effectiveness of the <i>Application to Conduct Research</i> process, the Anne Arundel County Public Schools Research Office has begun to monitor internally for the 2010-11 school year (i.e. the first year of the revised research policy and accompanying regulations), the disposition of all research requests using the following criteria:</p> <ul style="list-style-type: none"> • The number of requests to conduct research that are “internal” requests from staff versus the number of requests that are from individuals and institutions “outside of” the school system. • The number of requests to conduct research which are approved and denied. • The rationale for each request that is approved or denied. • The source of the denial (i.e. the Research Office, other professional staff within the Board of Education) or building principals. 	N

4. Online information to support gifted and talented student identification	(C)(3)(i)		2011	<ul style="list-style-type: none"> • Dr. Maureen McMahon, Assistant Superintendent for Advanced Studies & Programs • Patricia White, GT Teacher Specialist 	<p>Identify all elements to be used in the identification process</p> <p>Build software application to collect and analyze GT identification data elements</p>	N
5. Developing STEM archival student artifact data system	(C)(3)(i)		2011	<ul style="list-style-type: none"> • Dr. Maureen McMahon, Assistant Superintendent for Advanced Studies & Programs • Vacant, STEM Coordinator 	<p>Identify all student artifacts and reflections to be collected for STEM students in grades 9-12</p> <p>Develop software application to capture and archive elements and reflections for college application purposes</p>	N

Section D: Great Teachers and Leaders

(D)(1) High Quality Pathways

Anne Arundel County Public School District (AACPS) will support MSDE's efforts regarding alternative pathways for teachers and principals.

(D)(2) Improving teacher and principal effectiveness based on performance:

AACPS will utilize the Maryland definition of student growth, once it is adopted by the Maryland State Board of Education and incorporate student growth gains into the AACPS teacher and principal evaluations.

AACPS is monitoring the Educator Effectiveness Work Group (formed by the Governor's Executive Order) which is currently working on recommendations for a new evaluation system where student growth will make-up 50% of the teacher and principal evaluation framework. Thirty (30) percent of the evaluation will be based on the final approved regulation of the Maryland State Board of Education. For the remaining twenty (20) percent of student growth we will work with the Teachers Association of Anne Arundel County (TAAAC) and the Association of Educational Leaders (AEL), the teachers bargaining representative and the principals bargaining representative respectively, to arrive at mutually agreeable measures of student growth linked to AACPS local goals and priorities.

For the remaining 50 percent of the teacher evaluation framework we will include the elements of planning and preparation; classroom environment; instruction; professional responsibilities; and any other additional domains that are germane to the local needs of Anne Arundel County Public Schools. If we cannot come to mutual agreement with TAAAC on the portion of the evaluation where there is local flexibility, then we will default to the State's model (Education Reform Act of 2010).

Our current evaluation instrument for administrators is aligned with the eight outcomes of the Maryland Instructional Leadership Framework and we will use this as a framework for the administrators' evaluation in consultation with AEL to attempt to arrive at the other domains and the 20% of student growth that is determined by the local school system in collaboration with the bargaining unit's representative. If we cannot come to a mutual agreement with the principal's union on these issues, then we will use the State default model.

AACPS will work with our bargaining unit representatives to establish a process for implementing annual evaluations of teachers and principals. We will use the individual teacher's student growth metric as a part of the feedback that is provided to teachers and principals as part of the evaluative process.

AACPS has a joint Pay for Performance Committee with TAAAC that is charged with exploring differentiated compensation and other pay for performance models. Additionally, our current Negotiated Agreements with TAAAC and AEL provide for assignment payment as well as AYP payment to employees working in Title I and Challenged Schools. We will continue to work with TAAAC to look at special incentives for attracting and retaining STEM, Special Education, ESOL, and other hard to staff teachers in our challenged schools.

Teacher and administrator evaluations will inform tenure decisions, placement, professional development plans, promotion, and removal decisions. Opportunity for improvement will be provided for those with substandard evaluations as AACPS will provide professional development opportunities and supports on a district and individual level. We will also investigate the use of mentors for teachers and principals who receive ineffective ratings for two consecutive years. We currently have Induction Right Start Advisors to support non-tenured teachers and a professional development and mentor program to support new administrators. While ineffective principals are currently mentored by Regional Assistant Superintendents, we will investigate MSDE's principal mentor-certificating plan in its Race to the Top application as a model. We will also participate in workgroups for teacher and principal certification redesign and removal of ineffective educators based on the regulations established by the Maryland State Board of Education in upcoming sessions.

(D)(3) Ensuring equitable distribution of effective teachers and principals.

Our current Negotiated Agreements with TAAAC and AEL provide incentives for teachers and principals to teach and lead in our most Challenged Schools, Title I, and STEM Magnet schools. We will continue to investigate effective methods for recruiting and retaining effective teachers in our needy schools. Likewise through the work of our Joint Performance Pay Committee we will investigate the effectiveness of signing bonuses and other differentiated pay strategies for hard-to-staff and specialty areas. With the help of the new evaluation system we will be able to determine the effectiveness of a teacher in his/her classroom. That knowledge will inform placement decisions under the authority of the Superintendent.

(D)(4) Improving the Effectiveness of Teacher and Principal Preparation Programs

Anne Arundel County Public School District will support MSDE's efforts at improving teacher and principal preparation programs. Principals of STEM magnet schools will be offered professional development to support leadership growth needed to realize highest learning potential of all STEM students.

(D)(5) Providing effective support to teachers and principals.

Anne Arundel County Public Schools will refine a system for data-driven, tiered levels of supports for educators including professional development, monitoring, and resource assistance to schools based on student achievement data. AACPS provides a Right Start Induction program for non-tenured teachers, currently in revision to meet COMAR 13A.07.01 regulations governing new

teacher induction programs. Right Start Advisors (mentor teachers) will attend the MSDE Induction Academy. In addition, AACPS provides a yearly mentor teacher academy each summer in order to enhance coaching and mentoring skills. We will also investigate the possibility of adding additional mentors for teachers rated ineffective for 2 years. Each school site will develop a framework in their School Improvement Plan for job-embedded professional development opportunities based on *Instructional Rounds*, student performance data and teacher evaluation results. Regional Assistant Superintendents, Principals, Curriculum Coordinators, Adequate Yearly Progress Coaches, Department Chairs and Lead Teachers will also provide data analysis, monitoring, professional development and support for increased student achievement.

Regional Assistant Superintendents will provide mentoring to principals in both vertical and geographic areas to support capacity building within clusters through the use of a three tiered system of monitoring and support in addition to monthly cluster meetings. In support of district goals and initiatives, the Division of Professional Growth & Development offers a full menu of high quality, differentiated and varied professional growth and learning opportunities for all district staff members. AACPS will participate in MSDE Educator Instructional Improvement Academies.

Our newest principals will have the opportunity to participate in the MSDE Principals Academy. Since our district has both Pathway to the Principalship and Aspiring Leader Development Programs, we have always had sufficient numbers of qualified candidates for principal succession. However if that changes, we will investigate participating in MSDE Aspiring Leader Programs as a method to identify potential leaders. We will continue to advance the development of a system for measuring the effectiveness of our professional development programs. We are enhancing our Professional Development Evaluation Form that is being piloted during the 2010-2011 school year that uses the elements of the Maryland Professional Development Standards and considers student assessment data and evaluation systems to measure the quality and impact of professional development opportunities.

Action Plan: Section D

LEA: Anne Arundel County Public Schools

Date: November 17, 2010

Goal(s): Anne Arundel County Public Schools (AACPS) signed Maryland’s Race to the Top (RTTT) Participating Local Education Agency (LEA) Memorandum of Understanding (MOU) and is fully committed to implementing an evaluation system for teachers and principals that complies with state standards; expanding the Right Start Induction program to meet state requirements; examine the effectiveness of existing incentive programs for hard-to-staff and specialty areas; and to provide support to teachers and principal in order to attract and retain great teachers and leaders.

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(D)(2)(i – iv) (D)(3)(i – ii) (D)(5)(i – ii)					
1. Participate in Educator Instructional Improvement Academies	(D)(5)(i)	#1	2011-2014	<ul style="list-style-type: none"> • Dr. George Arlotto, Associate Superintendent for School Performance • Martha Pogonowski, Director of Continuous School Improvement • Regional Assistant Superintendents 	Attendance records Reflection and survey documents Agendas from school in-service sessions School data	N
2. Mentors participate in Induction Academies to improve New Teacher Induction Program	(D)(5)(i)		2011-2013	<ul style="list-style-type: none"> • Andrea Zamora, Director of Professional Growth & Development • Andrea Mucci, Manager of New Teacher Support 	Attendance records for 3 days at MSDE and 3 local days Agendas from: AACPS	N

				<ul style="list-style-type: none"> • Laura Hein, Teacher Specialist for New Teacher Support 	<p>New Teachers Orientation, Saturday Seminars, Monthly Workshops, Summer Consortium and Institutes</p> <p>Teaching standards data</p>	
3. Adopt Maryland Board of Education Evaluation that includes student performance data for 30% of evaluation results for teachers and leaders	(D)(2)(i)		10/01/10-2012	<ul style="list-style-type: none"> • Oscar Davis, Director of Employee Relations • Dr. George Arlotto, Associate Superintendent for School Performance 	<p>School/student data</p> <p>New Evaluation Instrument</p>	N
4. Collaborate with bargaining unit representatives to develop method for using student performance data for 20% of evaluation results for teachers and leaders	(D)(2)(ii)		10/01/10-2012	<ul style="list-style-type: none"> • Oscar Davis, Director of Employee Relations • Dr. George Arlotto, Associate Superintendent for School Performance 	New Evaluation Instrument	N
5. Collaborate with bargaining unit representatives to develop the format, formula and methods for 50% of evaluation results	(D)(2)(ii)		10/01/10-2012	<ul style="list-style-type: none"> • Oscar Davis, Director of Employee Relations • Dr. George Arlotto, Associate Superintendent for School Performance 	New Evaluation Instrument	N
6. Implement and utilize new evaluation instrument	(D)(2)(iii)		SY 2012 – 2013	<ul style="list-style-type: none"> • Dr. George Arlotto, Associate Superintendent for School Performance • Florence Bozzella, Director of Human Resources • Oscar Davis, Director of Employee Relations 	<p>Completed evaluation instruments</p> <p>Evaluation records</p>	N
7. Develop a process for using evaluations to develop district-wide professional development and individual professional development plans	(D)(2)(iv)(a)		10/01/10-2012	<ul style="list-style-type: none"> • Dr. George Arlotto, Associate Superintendent for School Performance • Sarah Pelham, Assistant 	<ul style="list-style-type: none"> • Professional Development Coordinating Council Minutes 	N

				Superintendent for Student Support Services <ul style="list-style-type: none"> • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Andrea Zamora, Director of Professional Growth & Development • Oscar Davis, Director of Employee Relations • Regional Assistant Superintendents 	<ul style="list-style-type: none"> • Individual PD Planning Form • Use of Maryland Professional Development Planning Guide • Use of Maryland Evaluation Guide • Use of Maryland Professional Development Standards 	
<i>Additional Required Activities:</i>						
8. Investigate the use of mentors for teachers and principals who receive less than satisfactory ratings in addition to existing mentoring of ineffective teachers and principals	(D)(2) (iv)(a) (D)(2)		10/01/10-2012	<ul style="list-style-type: none"> • Dr. George Arlotto, Associate Superintendent for School Performance • Sarah Pelham, Assistant Superintendent for Student Support Services • Dr. Maureen McMahon, Assistant Superintendent for Advanced Studies & Programs • Andrea Zamora, Director of Professional Growth & Development • Florence Bozzella, Director of Human Resources • Oscar Davis, Director of Employee Relations • Regional Assistant Superintendents 	Cognitive Coaching logs and session notes Data/records indicating teachers and administrators ratings	N
9. Participate in MSDE workgroups on the proposed teacher and principal	(D)(2)(iv)(c)		10/01/10-July 2013	<ul style="list-style-type: none"> • Florence Bozzella, Director of Human 	Records from Certification Workgroup	N

certification redesign plan				Resources		
10. Participate in MSDE workgroups that use the teacher and principal evaluation system to inform removal of ineffective teachers and principals	(D)(2)(iv)(d)		10/01/10- July 2013	<ul style="list-style-type: none"> • Dr. George Arlotto, Associate Superintendent for School Performance • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Florence Bozzella, Director of Human Resources • Oscar Davis, Director of Employee Relations 	Records from Removal of Ineffective Teachers and Principals Workgroups	N
11. Participate in evaluation of state-sponsored evaluations that address participant outcomes and links to student achievement	(D)(5)(i)		July 2011	<ul style="list-style-type: none"> • Andrea Zamora, Director of Professional Growth & Development • Nancy Koller, Manager of Professional Growth & Development 	Records demonstrating participation in state-sponsored evaluation activities.	N
<i>Optional Activities:</i>						
12. Provide coaching, data-driven professional development, and training to support new teachers	(D)(5)(i)		10/01/10- 2014	<ul style="list-style-type: none"> • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Sarah Pelham, Assistant Superintendent for Student Support Services • Andrea Zamora, Director of Professional Growth & Development • Andrea Mucci, Manager of New Teacher Support • Laura Hein, Teacher Specialist for New Teacher Support 	Agendas from AACPS New Teachers Orientation, Saturday Seminars, Monthly Workshops, Summer Institutes Tenure records Cognitive Coaching logs and notes Teacher Observation Records	N
13. Develop differentiated tiers of professional development, monitoring, and resource assistance	(D)(5)(i)		10/01/10- 2014	<ul style="list-style-type: none"> • Dr. George Arlotto, Associate Superintendent 	Professional Development Coordinating Council	N

to schools based on student achievement data				<ul style="list-style-type: none"> for School Performance • Sarah Pelham, Assistant Superintendent for Student Support Services • Andrea Zamora, Director of Professional Growth & Development • Martha Pogonowski, Director of Continuous School Improvement • Regional Assistant Superintendants 	<p>minutes</p> <p>Professional Development Workshop Catalog</p> <p>School Improvement Plans</p>	
14. Participate in Priority School Academies based on need and availability	(D)(5)(i)		Summer 2011	<ul style="list-style-type: none"> • Dr. George Arlotto, Associate Superintendent for School Performance • Martha Pogonowski, Director of Continuous School Improvement 	Records from participation in Priority School Academies.	N
15. Participate in the Breakthrough Center based on need and availability	(D)(5)(i)		2011-2012	<ul style="list-style-type: none"> • Dr. George Arlotto, Associate Superintendent for School Performance • Andrea Zamora, Director of Professional Growth & Development • Martha Pogonowski, Director of Continuous School Improvement 	<p>Attendance Records</p> <p>Professional Development Evaluations</p>	N
16. Investigate the possibility of participating in the MSDE Aspiring Leader Development Program	(D)(5)(i)		2011-2012	<ul style="list-style-type: none"> • Sarah Pelham, Assistant Superintendent for Student Support Services • Andrea Zamora, Director of Professional Growth & Development 	Professional Development Coordinating Council minutes	N
17. Support the development of 21 st century technology skills	(D)(5)(i)		2011-2014	<ul style="list-style-type: none"> • Greg Barlow, Chief Information Officer 	Records of technology professional development sessions.	N

				<ul style="list-style-type: none"> • Dr. Maureen McMahon, Assistant Superintendent for Advanced Studies & Programs • Valerie Emrich, Manager of Instructional Technology 		
18. Provide incentives for Most Challenged, Title I, and STEM magnet teachers and principals	(D)(2)(i)		2011 ongoing	<ul style="list-style-type: none"> • Dr. George Arlotto, Associate Superintendent for School Performance • Regional Assistant Superintendants • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Dr. Maureen McMahon, Assistant Superintendent for Advanced Studies & Programs 	Provide stipend pay for teachers and differentiated pay strategies for administrators	N
19. Offer STEM professional development aimed at raising awareness and the ability to have students reach highest learning potential	(D)(4)(i)		2010 ongoing	<ul style="list-style-type: none"> • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Dr. Maureen McMahon, Assistant Superintendent for Advanced Studies & Programs • Vacant, STEM Coordinator 	Review and monitor school improvement plans and teacher professional development school-wide plans as they relate to STEM teaching, learning, learning climates	N

Section E: Turning around the lowest achieving schools

(E)(1) Intervening in the lowest-achieving schools and LEAs

Anne Arundel County Public Schools (AACPS) supports MSDEs efforts to intervene in persistently lowest achieving schools and in LEAs that are in improvement and corrective action. AACPS is committed to its responsibility to turn around our lowest performing schools. AACPS has restructured one high school and three middle schools.

When Annapolis High School entered Corrective Action, the decision was made to employ a restructuring option one year before it was required by *No Child Left Behind*. The school was “zero-based,” and all staff was required to reapply. The principal was rehired and selected an entirely new administrative team, which then collaborated to interview and select the new staff. Staff members became twelve-month employees in order to increase time spent in professional development, collaborative planning, and building the vision for the school. Annapolis High School made Adequate Yearly Progress in its second year of restructuring and has done so every year since.

Annapolis and Brooklyn Park Middle Schools were restructured when they entered the Restructuring – Planning phase of School Improvement. The decision was made to replace some staff, but not to “zero-base.” Staff who would remain at the schools, or who were newly selected, needed to be highly qualified, have satisfactory evaluations, and be committed to the vision for the restructuring of the schools. At Annapolis Middle, the foundation for restructuring was the International Baccalaureate (IB) Middle Years Programme; at Brooklyn Park Middle, it was Arts Integration. Additional professional development occurred in the summer prior to the Restructuring – Implementation phase.

Similarly, Bates Middle School was restructured in its year of Corrective Action. Staff needed to meet the same requirements as at the other two middle schools, and their work was supported by additional professional development. As at Brooklyn Park Middle, the foundation for restructuring for Bates was Arts Integration including a Performing and Visual Arts magnet. Overall, magnets and special programs (such as Project Lead The Way, IB, Advanced Learners Programs, Advanced Placement, and STEM and World & Classical Languages co-curricular clubs) in AACPS’ schools are frequently placed in our lowest-achieving schools as a strategy to increase student engagement, reenergize faculty, and bring students around the region into a school where there is added emphasis placed on excellence in achievement. These programs will incorporate the Common Core State Standards (CCSS) and Technology Standards (TS) into teacher and administrator professional development.

(E)(2) Turning around the lowest-achieving schools

AACPS has worked to ensure that interventions have been in place to address the need to better allocate resources, provide direct support, and strengthen our school performance monitoring system with specific attention to our lowest-performing schools.

AACPS has developed a School Support Plan in which elementary, middle and high schools have been categorized into three levels of support based on their current needs and testing data. The categories are: (1) Intensive, (2) Moderate, and (3) Consultative; and each signifies the level of focus each school will receive. These categories are dynamic, as schools could move from one level to another, as data reveals a need to increase or decrease support and/or monitoring.

It was determined that the School Support Plan would support an increased focus on classroom instruction and differentiation needed to improve the teaching and learning in five of our middle schools. Under the School Support Plan, additional staffing has been allocated to these schools. Staffing in these schools allows the mathematics and language arts department chairpersons (DCs) to hold non-teaching positions. The DCs engage in ongoing, job-embedded professional development using *The Skillful Teacher* with a focus on observing and analyzing teacher practices, data analysis, and instructional coaching to increase their repertoire of instructional strategies and, subsequently, train their colleagues. The district is committed to cultural proficiency training in order to provide educators with a heightened understanding of the differences in their students and the implications these differences carry with regard to effective teaching strategies (i.e., differentiated instruction). The special education DC in these schools is able to observe, monitor, and mentor teachers within the special education department since these schools also have an additional certified teacher who serves as a full time IEP facilitator.

Additionally, in the School Support Plan, the structure of the supervisory visits conducted by the Regional Assistant Superintendents (RAS), the Division of Curriculum and Instruction, and the Division of Student Support Services will undergo a change during the school year 2010-2011 since the scope and magnitude of these visits will depend upon the level of need of the school to be determined by the RAS. The School Support Plan also calls for Achievement Steering Committee meetings (in place for our schools in School Improvement II and beyond), which are an extension of the school's Leadership Team meetings and serve to involve external participants in the analysis of school performance data. The Achievement Steering Committees also monitor evidence that (1) the curriculum has been delivered effectively, (2) there is progress in the elimination of the achievement gaps among student groups and to the standard, (3) the school seeks appropriate solutions to weaknesses indicated by the data, and (4) students are being successful as a result of these interventions. *Instructional Rounds* were implemented during the 2009-2010 school year. All schools and regional school clusters will engage in at least one *Instructional Rounds* professional development this school year.

AACPS is committed to supporting all of its schools with a focus on allocating resources to those most challenged schools that face the most significant challenges. The allocation formula will be determined through the use of several lenses to include but not be limited to enrollment, poverty, and AYP. AACPS continues to monitor and support those schools and to take actions to ensure that their students are given every opportunity to succeed.

Action Plan: Section E

LEA: Anne Arundel County Public Schools

Date: November 17, 2010

Goal: Anne Arundel County Public Schools is committed to the continued development and implementation of a system of supports designed to improve student performance in our lowest performing schools.

Section E: Turning Around Lowest-Achieving Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(E)(2)					
<i>Optional Activities:</i>						
1. Implement School Support Plan	(E)(2)		9/2010 – 6/2014	<ul style="list-style-type: none"> • Dr. George Arlotto, Associate Superintendent for School Performance • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Sarah Pelham, Assistant Superintendent for Student Support Services • Dr. Beverly Pish, Executive Director of Accountability, Assessment & Research 	MSA/HSA performance and AYP Data, and new assessment results as applicable	N
2. Using state and local frameworks, monitor the progress of Schools in Restructuring	(E)(2)		9/2008 – 6/2014	<ul style="list-style-type: none"> • Martha Pogonowski, Director of Continuous School Improvement 	State framework, MSA/HSA performance, and AYP Data, and new assessment results as applicable	N
3. Implement, monitor and	(E)(2)		9/2008 –	<ul style="list-style-type: none"> • Dr. George Arlotto, 	MSA/HSA performance,	N

evaluate effectiveness of Achievement Steering Committee and Leadership Team meetings at schools in School Improvement			6/2014	Associate Superintendent for School Performance <ul style="list-style-type: none"> • Sarah Pelham, Assistant Superintendent for Student Support Services • Andrea Kane, Assistant Superintendent for Curriculum & Instruction • Dr. Maureen McMahon, Assistant Superintendent for Advanced Studies & Programs • Dr. Beverly Pish, Executive Director of Accountability, Assessment and Research • Martha Pogonowski, Director of Continuous School Improvement 	AYP Data, and Benchmark Data, and new assessment results as applicable	
4. Implement new assessments	(E)(2)		2012-2014	<ul style="list-style-type: none"> • Dr. George Arlotto, Associate Superintendent for School Performance • Dr. Beverly Pish, Executive Director of Accountability, Assessment, and Research 	New assessment results	N
5. Continued implementation of Advanced Studies and Programs	(E)(2)		2010-2014	<ul style="list-style-type: none"> • Dr. Maureen McMahon, Assistant Superintendent for Advanced Studies & Programs 	Monitor and analyze MSA/HSA performance data, AYP Data, and Benchmark Data, IB and AP test results, and new assessment results as applicable Track student enrollment in Honors, AP, IB, and Magnet courses and programs and STEM and	N

					<p>WCL co-curricular clubs</p> <p>Monitor and analyze AP data reported on AP Challenge Index beginning with lowest-achieving schools and for traditionally under-represented groups</p> <p>Increase diversity in the Advanced Studies and Programs, e.g., increase numbers of diverse students in the Magnet applications from 37% presently by 10% annually</p>	
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Section F: General

F(1) Making education funding a priority

Anne Arundel County Public Schools (AACPS) continues to struggle with balancing the needs of the school system against limited fiscal resources. While the state resources under the Thornton funding model of the Bridge to Excellence (BTE) legislation have increased our revenue for FY2011 by \$18 million, almost \$11 million was funded via the State Fiscal Stabilization Funds (SFS) through the American Recovery and Reinvestment Act (ARRA). There continues to be concern over the loss of this funding for FY2012, which may be replaced by the Education Jobs Act funding thereby passing the funding cliff to FY2013. AACPS is concerned that the state projections for fiscal year 2012 and beyond will have a significant impact on our ability to expand programs and offer the compensation packages needed to attract the highly qualified professionals to meet the educational standards within our Strategic Plan.

The BTE Annual Master Plan Update contains information regarding how we are using our resources to work toward attaining our vision, data to show where we are succeeding and where we still face challenges, and our plans to build on our successes and address those challenges. Over recent years, we have witnessed and endured one of the worst economic downturns in recent memory, but even with shrinking resources, AACPS has made progress. We will be educating the largest student population ever in AACPS this school year as our rigorous and relevant programs are bringing more students to our classrooms from private schools and homeschooled situations. Additionally the federal Base Realignment and Closure (BRAC) process is estimated to bring approximately 1,703 additional school-aged children. AACPS anticipates increasing student enrollment for several years to come.

We are continuing the expansion of magnet and signature programs and rigorous course offerings without adding any new positions for the second year in a row. This has caused slight increases in class size, though our average class sizes remain below target ratios. As we continue on the journey to greatness, all of this would not be possible without the dedication of each and every AACPS employee and due to strict fiscal management that has also provided for a general fund balance and a health care fund balance in order to lessen the funding cliff when it arrives.

F(2) Ensuring successful conditions for high-performing charter schools and other innovative schools

AACPS developed and implemented its charter school pursuant to the passage of Maryland Charter School law and COMAR (Article 9, section 101) in 2005. Since that time AACPS has reviewed five charter school applications and approved three charter schools and one contract school. Two charter schools withdrew their applications prior to the approval process. During the five year period, one charter school closed due to the inability to locate an appropriate facility to house their program. The contract school is anticipated to open in fall 2012. The two current charter schools are serving 660 students and will rise to 1,062 by 2013.

AACPS utilizes the state formula for calculating the per pupil expenditure (PPE) which is issued monthly to each of our current charter schools. Unfortunately, this formula does not currently provide access to capital budget funding streams to support the development of facilities for charter schools. However, the local county government recently issued a two-year \$500,000 grant to support the facility expansion needs of one of our schools. Another, our proposed contract school, is working with a local developer who intends to build the school and lease it back to the Operator.

AACPS continues to pursue innovative, autonomous public schools, including charter and contract schools. AACPS currently seeks applicants who have the capacity and interest to develop schools of choice which complement the portfolio of schools within and proposed by the school system.

AACPS is committed to ensure increasing opportunities for high quality charter and contract school options. AACPS continues to improve the transparency and consistency of the charter school approval process. AACPS also remains committed to realizing the potential for high-quality charter schools which can be valued widely as enhancing the innovative, autonomous, accountable schools of choice currently developing in our district. AACPS is currently reviewing the new state charter school policy in order to strengthen adherence to the Maryland Charter School law by creating more transparency in the charter school approval process and to ensure that charter schools operate with as much flexibility as the law currently allows.

The AACPS charter school liaison works closely with MSDE staff contributing to several written publications which currently serve as models for all LEAs to adopt. Additionally, these publications have been utilized to enhance our work and contribute to a strong foundation for charter school authorization, accountability, and removal for charter schools in our district.

The AACPS charter school liaison will continue to work with the MSDE Office of School Innovation to develop and implement a standards-based assessment framework designed to enable charter schools to conduct self-assessments to help guide the school improvement and strategic development process efforts. These standards, once in place, will serve as the foundation of AACPS charter school development, application and renewal process. Additionally, AACPS is committed to strengthening our authorizing processes and posting assessment rubrics online to ensure an open and transparent charter school approval process.

To date, AACPS has provided necessary flexibilities of school system procedures, including flexibilities in collective bargaining agreements which promote charter school innovations. The AACPS charter school liaison participates annually in statewide training sessions for authorizers and benefits from the charter school quality standards training. This training has and will continue to enhance our approval of high quality applications, performance contracts and renewal processes.

AACPS has a proven record of expanding innovative initiatives, creating schools and programs of choice that promote new and exciting options for children and families in our district in an effort to improve public education within a portfolio of choice. In addition, AACPS has opened schools to address drop-out prevention (Middle College High School), credit recovery (Evening High School, Twilight and Summer School), and programs for academically disadvantaged students (Alternative Center for Education at the Boys and Girls Club). We are also continuing the expansion of magnet and signature programs and rigorous career pathways to promote college and career readiness, and to expand schools and program of choice for students and families of AACPS. Anne Arundel County Public Schools believes that a portfolio approach to school design will allow innovation to flourish in a robust learning environment.

Action Plan: Section F

LEA: Anne Arundel County Public Schools

Date: November 17, 2010

Goal(s): Anne Arundel County Public Schools is fully committed to equitably funding programs and schools so as to address the needs of all students and student groups. AACPS will continue its commitment toward charter schools in order to provide this valuable alternative.

Section F: General	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (No)</i>						
<i>Optional Activities:</i>						
1. Attend charter school training on the new charter policy	F(2)		October 2010	<ul style="list-style-type: none"> • Kathleen Lane, Director of Alternative Education 	Training attendance log	N
2. Review AACPS's charter school policy to determine if changes are needed to reflect MSDE's new charter school policy	F(2)(ii)		2011	<ul style="list-style-type: none"> • Kathleen Lane, Director of Alternative Education • Sarah Pelham, Assistant Superintendent for Student Services 	Updated policy	N
3. Support charter school self-assessments	F(2)(v)		2011-2014	<ul style="list-style-type: none"> • Kathleen Lane, Director of Alternative Education • Sarah Pelham, Assistant Superintendent 	AACPS charter school compliance with MSDE self-assessment requirements	N

				for Student Support Services		
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