

Section A: Success Factors

The Baltimore County Public Schools (BCPS) is committed to providing a quality, comprehensive educational program designed to address the needs of a diverse student population. Building on current success, the BCPS *Blueprint for Progress* clearly and thoroughly outlines the vision, mission, performance goals, performance indicators, and key strategies. BCPS' *Blueprint for Progress* is aligned with Maryland's comprehensive and coherent reform agenda that clearly articulates its goals in the four education areas as described in the American Recovery and Reinvestment Act.

In April 2010, the Board of Education of Baltimore County agreed to participate in the Race to the Top (RTTT) program by approving the Memoranda of Understanding (MOU) and committing to effectively implementing comprehensive and coherent reform in the four education areas delineated in the MOU. Baltimore County Public Schools is fully committed to the four education areas in the Maryland Reform Plan – Standards and Assessments, Data Systems to Support Instruction, Great Teachers and Leaders, and Turning Around the Lowest Achieving Schools. Scope-of-Work descriptions are included that demonstrate BCPS' commitment to implement significant grant proposals that support the RTTT program. The President of the Board of Education of Baltimore County and the Superintendent of Schools signed the MOU demonstrating their support of the RTTT application. Should the Federal Indirect Rate of 3.8% for fiscal year 2011 be adjusted, BCPS has a contingency plan in place. If the rate is increased, the funding for the fiscal assistant will be reduced. Conversely, if the rate is decreased, funding will be added to the Curriculum Alignment and Development Project under Section B for additional professional development.

The Baltimore County Master Plan Advisory Committee composed of all segments of the community – parents, businesses, diversity awareness, special education, area advisory and university personnel – were consulted and ideas sought on the development of proposals. Meetings were also held with union officials and ideas were solicited. Proposed strategies for increasing student achievement and closing the achievement gap are highlighted in the accompanying executive summary of the four education areas. The proposed strategies are in alignment and will be incorporated in the 2011-2012 Master Plan. In order to effectively manage and expend funds as prescribed, a project manager and fiscal assistant will monitor and manage expenditures as outlined in the proposal. BCPS has begun holding planning meetings with the teacher association and will begin working with a principal evaluation committee to collaboratively develop a framework for the evaluation systems.

BCPS is fully committed to participate in the national and statewide evaluation of the RTTT program, and stands ready to eagerly participate in the Education Instructional Improvement Academies and the Induction Program Academies. An overview of each education area follows.

Section B. Standards and Assessments

The Baltimore County Public School System is dedicated to ensuring the achievement of its students in reading/language arts and mathematics by providing its teachers with a rigorous and engaging curriculum, strategic instructional strategies, and assessment tools that can be used to diagnose a learner's needs. In accordance with the Memorandum of Understanding and Performance Goal 1 of BCPS' *Blueprint for Progress*, i.e. *all students will reach high standards, as established by the BCPS and state performance level standards, in English/reading/writing, mathematics, science and social studies*, BCPS' curricula will be aligned to the Common Core State Standards (CCSS) and will be focused on strengthening college and career-readiness for all graduates. To achieve this intended result, BCPS will support the Maryland State Department of Education (MSDE) in the development of a state curriculum framework and set of instructional toolkits that are aligned to the CCSS. BCPS will subsequently revise its own curricula to incorporate the revised MSDE curricula and will assist MSDE in curriculum development activities as MSDE determines roles for the various local school systems. BCPS will provide its teachers with the additional strategies and resources that they may need to meet the needs of its diverse student population and to ensure success for all. Additionally, as part of its curriculum revision process, BCPS will continue to use and refine its current benchmark and short cycle assessment systems aligned to the current Maryland curriculum to provide valuable instructional information to teachers. Those results will be incorporated into the BCPS Education, Assessment, Student Information (easi) System data access portal that give teachers 24 hours a day, seven days a week access to student data through a secure data base portal. BCPS also will continue to provide in-service on its data bases to staff and will commence in-service training for all teachers on the new "easi" system. Thus, BCPS will fully meet the requirements of (B)(3) as well as (C)(3)(ii and iii). The proposals enumerated in the action plans for section B found on pages 5-10 detail the activities, persons responsible and intended outcomes and measures.

Section C. Data Systems to Support Instruction

Over the past decade, the Baltimore County Public Schools (BCPS) has been a leader in the state and nation on using data to improve instruction. From short cycle assessments to AssessTrax ®, BCPS has extensively used local instructional improvement systems to enhance

student achievement. With each proposal in this section found on pages 11-27, continuous professional development will be necessary that supports the instructional program. Specifically, the easi system will be geared towards teachers that will allow for availability and access to data for teachers, principals, and others. Expanding the Science, Technology, Engineering and Mathematics (STEM) initiative on the virtual arena will broaden the Learning in Virtual Environments (LIVE) program. In concert with MSDE, BCPS agrees to implement MSDE's Longitudinal Data Systems in conjunction with BCPS student information systems and programs that will improve instruction.

Section D. Great Teachers and Leaders

The Baltimore County Public Schools will place emphasis on improving teacher and principal effectiveness by establishing proposals to develop great teachers and leaders. Included in the proposals is a project to address teacher effectiveness by implementing state of the art technology. The technology will allow teachers to view themselves in the classroom and reflect on instructional methods and models, to hone in on best practices to share with other teachers and administrators, and to allow for opportunities to identify areas of professional growth and improvement. All of these areas of learning will be obtained through immersive video capture and an integrated online software platform. A second proposal will consist of a partnership with a local university to support first year teachers in low-achieving schools. This program will allow for three Teacher Educators in Residence (TER) to work with BCPS in the area of professional development support for first year teachers in high priority schools. Concurrently, three BCPS TER's will work with the university in instructional support in the teacher education program. The success of this project will result in increased teacher retention and student achievement. The third proposal will expand BCPS' current partnership with the Teach for America organization to acquire additional teachers for restructured middle schools. The teachers will target reading, math and language arts. The fourth and final project targeted at improving teacher effectiveness is the development of a partnership with the National Commission on Teaching and America's Future (NCTAF) to employ the STEM Learning Studio's teacher professional development initiative. Teachers from NCTAF will partner with current teachers at a BCPS low achieving high school to focus on problem based learning activities designed to engage students in real-world STEM learning experiences. Each of these proposals will fully meet the requirements of the memorandum of understanding (C) (3) (i-iii). Full descriptions of each of these proposals can be found on pages 28-34

Section E. Turning Around the Lowest Achieving Schools

Aligned with the *Blueprint for Progress*, BCPS will create a district-level Race to the Top (RTTT) Achievement Improvement Team to turn around the lowest 5% of achieving elementary, middle, and high schools. The RTTT Achievement Improvement Team will identify a rigorous school improvement structure to facilitate its work with the identified schools' leadership teams. These school-based leadership teams will include administrators, teachers, parent/community members and students, as appropriate. The work with the school-based leadership teams will be shared using an on-line collaborative learning community platform. Similar to the Maryland State Department of Education (MSDE) Breakthrough Center, the RTTT Achievement Improvement Team will use the following five key strategies to turnaround low achieving schools in BCPS: (1) ensure a robust needs assessment, (2) build pipelines for effective teachers and principals, (3) create networks to help build capacity, (4) use technology as an accelerator, and (5) improve school culture, climate, and school supports. The RTTT Achievement Improvement Team will enhance the standard school improvement protocol by integrating the five key strategies and devising structures to facilitate and support each school's focused school improvement. Full descriptions of each proposal can be found on pages 34-45.

Appendix A and B will be found on pages 46-51 and is an extension to Section E regarding proposals that focus on turning around the lowest achieving schools.

Section B: Standards and Assessments

Narrative: The narrative for Section B will address the activities included in the original Memorandum of Understanding (B)(3). It will also describe any optional activities that it wishes to address with its funds from Race to the Top.

Part (B) (3): Supporting the transition to enhanced standards and high-quality assessments

The Baltimore County Public School district is dedicated to ensuring the achievement of its students in Reading/English/Language Arts (RELA) and mathematics by providing its teachers with a rigorous and engaging curriculum, strategic instructional strategies, and assessment tools that can be used to diagnose a learner's needs. In accordance with the Memorandum of Understanding and Performance Goal 1 of BCPS' *Blueprint for Progress*, i.e. *all students will reach high standards, as established by the BCPS and state performance level standards, in English/reading/writing, mathematics, science and social studies*, BCPS' curricula will be aligned to the Common Core State Standards (CCSS) and will be focused on strengthening college and career-readiness for all graduates. To achieve this intended result, BCPS will support MSDE in the development of a state curriculum framework and a set of instructional toolkits that are aligned to the CCSS. Subsequently, BCPS will revise its own curricula to provide teachers with the additional strategies and resources that they may need to meet the needs of its diverse student population and to ensure success for all.

The gap analysis of the CCSS vs. the existing state curriculum indicates that major curriculum revisions, in terms of what is taught at specific grades, needs to occur to both reading/English/language arts (RELA) and mathematics. Subsequently, BCPS needs to revise its existing curricula to align to the CCSS. In RELA, a greater emphasis will be placed on the reading of informational text and on writing instruction that emphasizes product in addition to process. In mathematics, concepts will be taught with less breadth and more depth, and there will be a major realignment of the content that will be taught in the CCSS-aligned Algebra 1, Algebra 2, and Geometry courses.

BCPS will use a gap analysis process, the CCSS-aligned curriculum framework and instructional toolkit, and the Partnership for the Assessment of Readiness for College and Careers (PARCC) assessment recommendations to guide its curriculum and professional development efforts. BCPS sees its grant-funded work occurring in a three-year cycle of concurrent activities including both curriculum development and professional development beginning in the summer of 2011. The goal is to have a new curriculum in place one year before the start of a new

Maryland state assessment system. BCPS will continue to use and refine its current benchmark and short cycle assessment systems aligned to the current Maryland curriculum to provide valuable instructional information to teachers. Those results will be incorporated into the BCPS easi data access portal which gives teachers 24 hours a day and seven days a week access to student data through a secure portal. BCPS also will continue to provide in-service on its databases to staff and will commence in-service training for all teachers on the new easi system. Thus, BCPS will fully meet the requirements of (B) (3) as well as (C) (3) (ii and iii). BCPS curriculum development activities will start each summer with teams of curriculum writers who will be organized into grade-level bands and will work closely with supervisory teams from the BCPS' content offices to design and develop BCPS' curricula for RELA and mathematics. All curriculum development will align to the state's RELA and mathematics curriculum framework and will supplement the resources in the state's toolkit.

In RELA, individuals with experience in social studies and science will be included in curriculum design and development so there will be discipline-specific literacy activities. In addition, curriculum design and development efforts will adhere to the principles of the universal design for learning, seek to support technology and information literacy skills, and strive to be culturally responsive and relevant to the needs of BCPS' diverse student population. Following summer curricula design and development, professional development activities will be conducted for BCPS' teachers and administrators. These activities will serve as a supplement to the summer professional development institutes that will be conducted by MSDE for school-based teams. In turn, these teams will strive to ensure that all stakeholders are aware of the changes related to the CCSS and to the additional curricular resources that BCPS has created.

During this three-year curriculum development effort, piloting of BCPS's new curricula materials will occur and evaluation instruments will be used to determine the quality and effectiveness of the new curricular documents and resources. When necessary, revisions and edits will be performed based on the results of the piloted activities.

At the conclusion of the three-year cycle, in the summer of 2014, it is anticipated that MSDE's transition plan will be finalized and that preparations for a new assessment system will begin. At this time, the new BCPS curricula for RELA and mathematics curricula will be submitted to the BCPS Board of Education for approval and official adoption. It is expected that continued professional development on the RELA and mathematics curricula will be offered by BCPS' curriculum offices and become a part of its normal plan of operations.

Action Plan: Section B

LEA: Baltimore County Public Schools **Date:** November 3, 2010 **Year of the Grant (circle one)** **1** **2** **3** **4**

Goal(s):

- Criteria (B)(3): To improve achievement in reading and mathematics for all students by providing rigorous and engaging curriculum, instruction, and assessment tools aligned to the Common Core State Standards (CCSS) and focused on strengthening college and career-readiness.

Section B: Standards and Assessments	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(B)(3)					
1. Review the Common Core State Standards and BCPS curricula to determine the extent of curricular change and revisions necessary.	(B)(3)	2	September 2010 through January 2011	Dr. John Quinn, Acting Associate Superintendent of Curriculum & Instruction; Pat Baltzley, Acting Executive Director of STEM; Sonja Karwacki, Executive Director of Liberal Arts	Curriculum offices in RELA and mathematics will meet to review the CCSS and to compare to BCPS standards.	N
2. Determine gaps in existing BCPS curriculum for Reading/English/Language Arts and Mathematics for PreK–12 by	(B)(3)	2	September 2010 through January	Dr. John Quinn, Acting Associate Superintendent of Curriculum &	Using the information from gap analysis conducted by MSDE, BCPS will conduct its own gap analysis by both	N

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reviewing the gap analysis of the existing Maryland State Curriculum and the Common Core State Standards.			2011	Instruction; Pat Baltzley, Acting Executive Director of STEM; Sonja Karwacki, Executive Director of Liberal Arts	standard and grade level in RELA and mathematics. The results of this internal gap analysis will be reported to Executive Leadership.	
3. Present an overview of the action plan for developing a new curricular framework to the BCPS Executive Leadership team and the Board of Education of BCPS Curriculum Committee.	(B)(3)	2	October 2010	Dr. John Quinn, Acting Associate Superintendent of Curriculum & Instruction; Pat Baltzley, Acting Executive Director of STEM; Sonja Karwacki, Executive Director of Liberal Arts	Mathematics and RELA will develop and present an action plan that lists the scope of activities that will be conducted by RELA and mathematics to revise BCPS' existing curricula.	N
4. Prepare and submit report to BCPS' Executive Leadership team; include timeline for necessary revisions.	(B)(3)	2	January 2011	Dr. John Quinn, Acting Associate Superintendent of Curriculum & Instruction; Pat Baltzley, Acting Executive Director of	Following the completion of the gap analysis for BCPS' curricula, RELA and mathematics will present a more detailed timeline for curricula revisions.	N

				STEM; Sonja Karwacki, Executive Director of Liberal Arts		
5. Convene grade-specific or grade-band design workgroups in mathematics, reading/English language arts.	(B)(3)	2	Summer 2011 – Summer 2013	Pat Baltzley, Acting Executive Director of STEM; Sonja Karwacki, Executive Director of Liberal Arts	Following the approved action plan and timeline and in concert with MSDE’s new common core aligned state curriculum; RELA and mathematics will form curriculum development/design workgroups who will help lead the curriculum writing efforts for identified grade bands during the summers of 2011, 2012 and 2013.	N
6. Convene grade-specific or grade-band curriculum writing groups in mathematics, reading/English language arts.	(B)(3)	2	Summer 2011 – Summer 2013	Pat Baltzley, Acting Executive Director of STEM; Sonja Karwacki, Executive Director of Liberal Arts	During each summer session, curriculum writers will be hired to revise the BCPS curricula and short cycle and benchmark assessment items in RELA and mathematics in consultation with the curriculum design workgroups	N
7. Design and deliver professional development to support curriculum implementation.	(B)(3)	2	Fall 2011 – Summer 2013	Pat Baltzley, Acting Executive Director of STEM; Sonja Karwacki,	Following each summer’s curriculum writing effort, professional development will be provided for the classroom teachers who must implement the new curricula and	N

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				Executive Director of Liberal Arts	administer BCPS assessments. In conjunction with the Office of Professional Development's (PD) Online PD Cycle, RELA and Math will assess the effectiveness of professional development offerings through the use of surveys that are aligned to the identified need(s), and the professional development outcomes and indicators. In addition, observation reports, and multiple measures of student achievement results will be analyzed to assess effectiveness and determine if further professional development is needed.	

Section C: Data Systems to Support Instruction

Narrative: The narrative for Section C will address the activities included in the original Memorandum of Understanding (C)(3)(i-iii). It will also describe any optional activities that it wishes to address with its funds from Race to the Top.

- (C)(3) Using data to improve instruction.
 - (i) Use of local instructional improvement systems.
 - (ii) Professional development on use of data.
 - (iii) Availability and accessibility of data to researchers.

The Baltimore County Public Schools (BCPS) Learning in Virtual Environments (LiVE) initiative is aligned with the BCPS *Blueprint for Progress* vision that states, “Baltimore County Public Schools’ graduates will have the knowledge, skills and attitudes to reach their potential as responsible, productive citizens in a global economy and multicultural society.” In concert with MSDE, BCPS agrees to implement MSDE’s Longitudinal Data System in conjunction with BCPS student information systems and programs. Additionally, BCPS also will provide effective professional development to teachers and administrators in the use of data systems to support continuous improvement. Finally, BCPS will make data available to researchers from instructional improvement systems so that they may evaluate materials, strategies, and approaches.

The following narrative is a description of the LiVE initiative and its five key projects comprised of: the Education, Assessment, Student Information (easi) System, the Virtual High School (VHS) and Game Development project, the Virtual Learning Arena (VLA) at Chesapeake High School, the e-Center Program, and the Longitudinal Data System (LDS) upgrade.

The Education, Assessment, and Student Information (easi) System is based on a proof of concept shared with the Board of Education on June 15, 2010. The easi system will be released in a phased manner ranging from August 24, 2010, through multiple fiscal years. The easi system will be implemented in three phases to ensure that all users are trained appropriately by the Department of Professional Development (DPD) as each phase is released, and to allow for the Project Management Office (PMO) to gather and document all requirements via stakeholder and user focus group sessions to ensure that core user needs will be met.

The first phase is the Teacher Portal. Currently, the easi system is geared toward teachers with the goal of providing a substantial amount of information in one portal location, thus decreasing the steps to obtain information. This portal will become a “one-stop shop” for teachers making it “easi” to access information needed. The easi system will not replace any of the BCPS systems that house and provide student information and curriculum materials. It simply will provide access to the system, while drawing pertinent information from those systems into four, user-friendly screens.

Specifically, easi will provide a list of courses that a teacher is scheduled to teach within a school year, links to relevant teaching materials, and snapshots of student performance measurements. Teachers will also find student demographic information, parental/guardian contact(s), daily class schedules, four years of historical BCPS grades, state assessment scores and other standardized testing details, and special accommodations and learning assistance in the form of a 504 plan or an IEP (Individualized Educational Plan). Teachers will be given the ability to add important tools and resources to their teacher sites in the form of a PDF, Word or Excel document or Website links on his/her *My Desk* in easi.

Additionally, easi will be geared towards administrators, enabling them to view all course lists and student details that correspond with each teacher site in the school/zone. Principals and assistant principals will be able to search for and view a particular student’s profile page without being required to visit the teacher site first.

The second phase is the Monitoring and Scaling, Principal and Administrator Requirements. During this phase of easi, enhancements to the administrator pages and access during the requirements gathering process will be addressed. This phase will also include requirement gathering for the creation of a Curriculum and Instruction (C&I) Document Management System.

The third phase is the Teacher Site Expansion Feature. During this phase, the focus of easi will be to enhance the teacher experience by gathering and documenting all requirements via stakeholder and focus group sessions to ensure teacher needs will be met. This may include adding the following: methods for teacher collaboration with other instructional users and the integration of wikis and blogs to share valuable information with students and eventually parents. Purchasing a third-party grade book solution as an enterprise standard will also be explored and evaluated. The Active Directory Restructuring Initiative will also be initiated during this phase.

During the 2010-2011 school year the first phase of easi will include enhancements to the principal and administrator pages and access as defined during the requirements gathering process via stakeholder and user focus group sessions. This phase will also include the gathering of requirements for the creation of a Curriculum and Instruction (C&I) Document Management System which will include a workflow to ensure proper review and approval of curriculum documents, including the Golden Masters and the identification of other resource materials that may be shared with easi users. Survey results from easi system users will measure the effectiveness of the portal.

Professional Development for the easi system is required prior to any user's access. Continuous focus group survey results will measure both the effectiveness of professional development and the tool itself. Modifications and additions to the system will be made as a result of these focus group findings.

The Virtual High School (VHS) and Game Development project will use new technologies such as virtual worlds, gaming, and computer simulation to broaden the experience of student learning, by engaging students in complex problem-solving, while increasing student motivation and information retention and mastery. The Virtual High School and Game Development Project includes five concurrent initiatives that will be developed over the next two years.

The project will provide new and engaging technology and methodology for teachers and students to experience. This new learning environment will present curriculum in an engaging way that ultimately will increase teacher effectiveness in the classroom. A virtual high school will be developed to house multiple virtual environments running concurrently with independent, virtual learning experiences that are scalable across the entire curriculum and school population. When fully operational, students and teachers will be able to navigate this environment and participate in virtual learning activities according to their class or subject area. Embedded within this virtual school will be "games that educate", computer-based activities that challenge and motivate students to problem solve and strategize as they learn. This virtual high school also will be aligned to the BCPS data management systems to provide teachers, administrators, and parent's information regarding student performance.

Currently, the *My Own Biome* pilot of new learning games in the educational environment has been developed in a collaborative effort between the BCPS Office of Secondary Science and the University of Baltimore. The environmental science game has been piloted at Western, Woodlawn, and Chesapeake High Schools. This, as well as the VHS activities, already have improved the school culture and climate for students.

Organization of the Games that Educate Fair in which students will compete in the design and presentation of game concepts that are based on the BCPS Science, Technology, and Math (STEM) curriculum will be judged by a panel of content and gaming experts. The most promising designs will be selected to be developed and published for BCPS by partners from the gaming industry. These games will become part of the digital BCPS curriculum giving students the opportunity to become an active partner in their own education.

Virtual High School, a photorealistic representation of Woodlawn High School, will serve as the gateway and prototype for a virtual high school that can be used throughout the district. This virtual high school will provide student and teacher access to existing digital curriculum and new digital content. It will also provide teachers and administrators access to standards and assessment information within a virtual environment.

A research study conducted by the University of Central Florida and the University of Southern California will measure student engagement and performance in each of these virtual and gaming environments. These studies will provide further student achievement information and become part of the longitudinal data system.

During the 2010-2011 school- year Phase II of the Virtual High School implementation plan will begin. This includes refining the camera and user controls for interacting with classroom objects and lesson materials, a “Lesson Builder” to provide teachers and administrators the ability to configure classroom and lesson materials and create work-flow tools for custom 3D lessons, e.g. electron microscope, music instruments, etc.

Additionally, during the 2010-2011 school year, the first two games designed by students will be developed. Students will have an active role in the final design and development phase process. Also, a new contest rubric will be developed for the next gaming fair, in which new games will be chosen for inclusion within the Baltimore County Public School curriculum.

For the 2010-2011 school year the implementation of these games will provide baseline data that will be used to determine student achievement. Ultimately, the goal is to compare the virtual environment delivery model to traditional teaching methods.

Professional Development in lesson preparation, delivery, and assessment will be provided for teachers utilizing these new digital tools. The professional development for the Virtual High School will introduce teachers to the new virtual environment. This will include training to familiarize teachers with the environment to effectively navigate through the virtual world while utilizing these tools for lesson development. Teachers will also be trained on the newly developed student games for their lesson inclusion.

The Virtual Learning Arena (VLA) at Chesapeake High School includes the Mount St. Helens program as the first in a series of planned expansions for the VLA at Chesapeake High School. Together with technical development and refinements, support plans include the addition of several new environments including a lunar landscape and the Chesapeake Bay. Further program modifications to support multi-player and graphical enhancements to the VLA also will be included. Through collaboration between BCPS curriculum specialists and outside consultants, BCPS will expand and increase capacity and produce new curriculum units delivered via the VLA.

During the 2010-2011 school year new curriculum units will be developed in collaboration with Baltimore County Public School curriculum specialists and outside consultants. The Virtual Learning Arena curriculum tool will be improved to support the expansion of curriculum development and customization environments by teachers and students. We will be measuring the effectiveness of these units and lessons through the students' achievement results.

Professional development will be conducted with the VLA teachers providing them with new virtual lessons to be included as part of their regular instruction. The effectiveness of the professional development will ultimately be measured by students' achievement results.

The E-Center will be an alternative program for enrolled students to receive services through a technology based delivery system of curriculum that is aligned to both state core standards and BCPS curriculum. The goal of the center will be to maintain all students in the courses that their peers would take to meet the grade-level requirements for PreK-12 and all graduation requirements for students in high school. The E-Center will deliver ongoing services 24 hours per day, seven days per week to students in this program, replacing the current hours of delivery. While the delivery system will be technology-based, highly qualified teachers will use a blended-instructional model based on student needs and curriculum standards. As an alternative program, all students will need to meet criteria established for enrollment such as Home and Hospital, Home Teaching, and Online Instructional Programming (credit recovery, credit acceleration, or credit enhancement).

During the 2010-2011 school year the E-Center software will be tested to handle a variety of courses. New hardware and software integration for teachers and students will be tested to verify effectiveness in the classroom. Professional Development will be provided to teachers for the strategies of online and blended instruction. Each of these activities will be evaluated to determine teacher proficiency with instructional processes in order to deliver the E-Center instruction model during the 2011-2012 school year.

Professional development will be conducted with the E-Center teachers providing them with new instructional strategies and delivery systems. Participant feedback provided by the professional development cycle tool will measure the effectiveness of the new instructional strategies and delivery system. Participant feedback will be gathered over a two year period. During year one baseline data will be collected for the blended online process. These findings will be combined with year two results to determine overall professional development effectiveness.

The Longitudinal Data System will provide timely, accurate, and reliable information required to make good decisions about effective teachers, schools, and programs. While BCPS has always been a leader in providing stakeholders with relevant and accurate information to make data driven decisions, the Race to the Top initiative, particularly the use of student achievement to rate teacher performance, challenges us to raise our standards to an even higher level. Expanding our data cleansing and data inventory tools is crucial to providing data that will enable our decision making process to be viewed as fair and open.

Also, providing educators with portals to provide access to student demographics, learning preferences, and diagnostic and assessment results to use to improve instruction requires a reliable and accessible source of data. BCPS currently maintains a ten (10) year longitudinal data system for tracking student demographics and performance. In partnership with the easi project team, BCPS plans to provide teachers and other instructional staff members with greater access to current data. Also, we plan to expand our database as the easi team works with teachers to identify additional information requirements. Finally, and again in collaboration with the easi project team, BCPS will adapt data schemas to allow the most efficient access for searching, reporting, and analyzing techniques to transform data into the information educators need to serve students.

Lastly, in concert with MSDE, BCPS agrees to implement MSDE's Longitudinal Data System, in conjunction with BCPS student information systems to improve instruction. To this end, BCPS will provide effective professional development to teachers and administrators in how to use data systems to support continuous improvement and to make information available to researchers from instructional improvement systems so that they may evaluate materials, strategies, and approaches. BCPS will continue to look for ways to leverage the improved broadband infrastructure service that will be available in future years as part of a federally funded telecommunications project called One Maryland Fiber.

Action Plan: Section C

LEA: Baltimore County Public Schools Date: November 3, 2010

Year of the Grant (circle one) **1** 2 3 4

Goal(s):

- (C) (3) Using data to Improve Instruction

Education, Assessment, and Student Information (easi) System

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. Design and implement a teacher-focused portal drawing from BCPS STEM curriculum standards and BCPS data sources.	(C)(3)	3	2010-2012	Michael J. Goodhues, Chief Information Officer; Shari Laun, Manager Project Management Office / Web Services Projects, Frank Curnoles, Manager, Office of Student Data; Vicki Sappe, Data Warehouse Team	Live (in production) and accessible easi system.	N
2. Conduct independent	(C)(3)	3	2010 -	Michael J.	Improved easi system features and	N

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stakeholder focus groups to ensure that teacher, principal and administrator needs are met.			2012	Goodhues, Chief Information Officer; Shari Laun, Manager Project Management Office / Web Services Projects; William Burke, Executive Director of Professional Development	functionality based of stakeholder feedback and needs.	
3. Document results of focus group sessions to capture all key system enhancement requests.	(C)(3)	3	2010-2012	Michael J. Goodhues, Chief Information Officer, Shari Laun, Manager project Management Office, Web Services Projects.	Easi Phase 2 Business Requirements Document (BRD).	N
4. Conduct meetings with Curriculum and Instruction (C&I) to collect requirements and identify other supporting resource materials to populate the easi system.	(C)(3)	3	2010-2012	Michael J. Goodhues, Chief Information Officer; Shari Laun, Manager, Project Management Office / Web Services	Curriculum and Instruction Document Management Systems Business Requirements Document (BRD) Production ready C&I Document Management System.	N

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				Projects.		
5. Monitor and scale the easi system for continued enhancements, acceptable performance, and growth.	(C) (3)	3	2010-2012	Michael J. Goodhues, Chief Information Officer; Shari Laun, Manager, Project Management Office / Web Services Projects; Greg Vukov, Manager, Network Support Services.	Purchase of hardware and software to maintain and sustain acceptable performance levels.	N
6. Active Directory restructuring scoping to prepare for future expansion and meet BCPS security standards.	(C) (3)	3	2010-2012	Michael J. Goodhues, Chief Information Officer; Shari Laun, Manager, Project Management Office / Web Services Projects	Active Directory Restructuring Business Requirements Document and BCPS security standards compliance.	N
7. Conduct Professional development for teachers, principals and administrators on the proper use and functionality of easi.	(C) (3)	3	2010-2012	William Burke, Executive Director of Professional Development	Training of staff in the use of easi features, tools, and system functionality.	N

Action Plan: Section C

LEA: Baltimore County Public Schools **Date:** November 3, 2010 **Year of the Grant (circle one)** **2** **3** **4**

Goal(s):

- (C) (3) Using data to Improve Instruction

Virtual High School (VHS)

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. Design and implement student games using BCPS STEM curriculum standards.	(C)(3)	4	2010-2012	Michael J. Goodhues, Chief Information Officer; Daniel Scroggs, Manager Administrative Technology Services, Virtual Learning/Special Projects	Production of two student designed games – <i>E.V.O.</i> and <i>Perfect Little World</i> ; developed by professional game developers using industry standards.	N
2. Development the Virtual High School (VHS) using BCPS STEM curriculum standards.	(C)(3)	4	2010 - 2012	Michael J. Goodhues, Chief Information Officer; Daniel Scroggs, Manager Administrative	Virtual High School Production of a Virtual High School <ul style="list-style-type: none"> - web browser accessible - utilizes existing BCPS infrastructure - Phase II Design Document 	N

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				Technology Services, Virtual Learning/Special Projects	<ul style="list-style-type: none"> - Phase II Project Plan - Convert Phase I to new multi-platform engine - Automated tracking of student progress - STEM lesson system - Professional development of lessons in VHS 	
3. Design and implement new student gaming contests called the Games That Educate Fair	(C) (3)	4	2010-2012	Michael J. Goodhues, Chief Information Officer; Daniel Scroggs, Manager Administrative Technology Services, Virtual Learning/Special Projects	Implement student contest for high and middle schools. Design new contest rubric for use in middle and high schools. Provide professional development for teacher contest mentors.	N
4. Conduct an independent research study measuring the effectiveness of student gaming and virtual high school methodology on student achievement.	(C) (3)	4	2010-2012	Michael J. Goodhues, Chief Information Officer; Daniel Scroggs, Manager Administrative Technology Services, Virtual Learning/Special Projects	A research study conducted by the University of Central Florida and the University of Southern California will measure student engagement and performance in each of the virtual and gaming environments. The research study will provide further student achievement and become part of the longitudinal data system.	N
5. Conduct professional development for teachers with new digital and virtual tools	(C) (3)	4	2010-2012	Michael J. Goodhues, Chief Information	Professional development will be conducted in two areas. (1) lesson preparation, delivery,	N

				Officer; Daniel Scroggs, Manager Administrative Technology Services, Virtual Learning/Special Projects	and assessment using new digital tools, and (2) digital tool creation methodology for new tool development.	
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Action Plan: Section C

LEA: Baltimore County Public Schools **Date:** November 3, 2010 **Year of the Grant (circle one)** **1** **2** **3** **4**

Goal(s):

- (C) (3) Using data to Improve Instruction

Virtual Learning Arena (VLA)

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. Collaborate with BCPS curriculum specialists and outside consultants to expand and increase capacity and production of new curriculum units to be used in the virtual learning arena at Chesapeake High School.	(C)(3)	5	2010-2012	Michael J. Goodhues, Chief Information Officer; Daniel Scroggs, Manager Administrative Technology Services, Virtual	Provide additional modifications and enhancements to the Mount St. Helens virtual environment.	N

				Learning/Special Projects		
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Action Plan: Section C

LEA: Baltimore County Public Schools **Date:** November 3, 2010 **Year of the Grant (circle one)** **1** **2** **3** **4**

Goal(s):

- (C) (3) Using data to Improve Instruction

E-Center

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. Provide equipment to enable teachers to provide virtual curriculum, online instruction, two-way interactive engagement, assessment, and feedback.	(C)(3)	6	2010-2012	Michael J. Goodhues, Chief Information Officer; Dale Rauenzahn, Executive Director Student Support Services	Establishment of the E-Center as an alternative center.	N
2. Develop the curriculum on the system purchased server within the Learning Management System selected for the use in the project.	(C)(3)	6	2010 - 2012	Michael J. Goodhues, Chief Information Officer; Dale	Provide courses for grades PreK-12 that are aligned with and meet state and BCPS standards.	N

				Rauenzahn, Executive Director Student Support Services		
3. Provide staff development on the blended teaching model, online instruction, and the Learning Management System that curriculum modules will use.	(C)(3)	6	2010-2012	Michael J. Goodhues, Chief Information Officer; Dale Rauenzahn, Executive Director Student Support Services	All E-Center teachers are highly qualified and fully training in the delivery of online instruction and the blended model.	N
4. Provide direct student training in the use of online systems, expectations for success in the use of blended instruction, and communication with teachers and students in the courses.	(C)(3)	6	2010-2012	Michael J. Goodhues, Chief Information Officer; Dale Rauenzahn, Executive Director Student Support Service	Students perform at the same level or higher on standardized assessments (MSA, HSA) as students in comprehensive schools.	N
5. Implement instruction that results in students achieving, earning credits, preparing for graduation, or successfully returning to the regular school instructional program if appropriate.	(C)(3)	6	2010-2012	Michael J. Goodhues, Chief Information Officer; Dale Rauenzahn, Executive	Provide the courses to meet graduation requirements. Collect data on student progress (grades), student achievement in SAT, AP, and all standardized tests and track over time. Monitor the graduations rate of students who	N

				Director Student Support Service	received services from the E-Center.	
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Action Plan: Section C

LEA: Baltimore County Public Schools **Date:** November 3, 2010 **Year of the Grant (circle one)** **1** **2** **3** **4**

Goal(s):

- (C) (3) Using data to Improve Instruction

Longitudinal Data Systems

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. Capture the business requirements (needs analysis) to identify existing deficiencies in the longitudinal data system (LDS), including but not limited to multiple student identities for the same student; inefficiencies in the existing data model and schema; better methods of making data available to all appropriate stakeholders; identifying, correcting, and preventing data errors; and developing meta data tools to provide inventories and data	(C)(3)	7	2010-2011	Frank Curnoles, Manager, Office of Student Data; Vicki Sappe, Data Warehouse Team Leader; Justin Benedict, Database Administrator; Haseeb Mohammed, Data Warehouse Software Engineer	LDS Enhancements Business Requirements Document (BRD).	N

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lineage of critical data elements contained in the LDS.						
2. Development of a Request for Proposals (RFP) for software tools and implementation services to address the needs identified in the BRD from above and awarding of contract(s).	(C)(3)	7	2011 - 2012	Frank Curnoles, Manager, Office of Student Data; Vicki Sappe, Data Warehouse Team Leader, Justin Benedict, Database Administrator, Haseeb Mohammed, Data Warehouse Software Engineer	Purchase of data management and data cleansing tools and related implementation services.	N
3. Development of the project implementation plan	(C) (3)	7	2011-2012	Frank Curnoles, Manager, Office of Student Data; Vicki Sappe, Data Warehouse Team Leader; Justin Benedict, Database Administrator; Haseeb Mohammed, Data Warehouse Software Engineer, Joe Wojciechowski, Enterprise	Project plan for implementation.	N

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				Systems Engineer; implementation services consultants		
4. Installation of master data management software	(C) (3)	7	2011-2012	Justin Benedict, DBA, Haseeb Mohammed, Data house Software Engineer, Joe Wojciechowski, Enterprise Systems Engineer, implementation services consultants	Installation of purchased products.	N
5. Conduct professional development for related staff involved with the implementation and use of new products and methodologies	(C) (3)	7	2011-2012	Frank Curnoles, OSD Manager, Justin Benedict, DBA, Data Warehouse team, STARS team, implementation services consultants	Training of staff in the use of the new tools and proposed methodologies.	N
6. Address the areas needing improvements using the new software tools and methodologies to achieve the goals identified in the original BRD and Project Plan	(C) (3)	7	2011-ongoing	Data Warehouse team and STARS team	Improved integrity in the data warehouse, increased user confidence in the BCPS LDS, greater availability (i.e. a broader base of users, expanded data elements, and an increased	N

					history) to information in the LDS.	
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Section D: Great Teachers and Leaders

Narrative: The narrative for Section D will address the activities included in the original Memorandum of Understanding (D)(2)(i-iv); D(3)(i-ii); and D(5)(i-ii). It will commit to participation in the Educator Instructional Improvement Academies and the Induction Academies. It will also describe any optional activities that it wishes to address with its funds from Race to the Top.

Baltimore County Public Schools (BCPS) is dedicated to providing a quality comprehensive education program designed to address the needs of a diverse student population. BCPS is committed to actions and continued improvement aimed at student achievement. These goals are outlined in the BCPS *Blueprint for Progress*. Specifically, Performance Goal 1 and Performance Goal 3 state: *Performance Goal 1: By 2012, all students will reach high standards, as established by the BCPS and state performance level standards, in English/reading/writing, mathematics, science, and social studies; and Performance Goal 3: All students will be taught by highly qualified teachers.*

(D) Great Teachers and Leaders

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

(i) Measure student growth

(ii) Design and implement evaluation systems

In collaboration with MSDE, BCPS will participate in the pilot evaluation (as described in the MOU (D)(2)(ii)). The planning year for the pilot is 2010-2011 and BCPS will pilot the new evaluations in ten schools during 2011-2012 school year. Full implementation of the new evaluations will occur during the 2012-2013 school year. BCPS will conduct annual evaluations of principals and teachers.

(iii) Establish a rigorous evaluation process

(iv)(a) Use evaluations to inform professional development

(b) Use evaluations to inform promotion, retention, and compensation for the equitable distribution of teachers and principals in the lowest-achieving schools.

(c) Use evaluations to inform tenure and/or full certification

(d) Use evaluations to inform removal

Baltimore County Public Schools is committed to improving teacher effectiveness as described in the Memorandum of Understanding. BCPS is exploring state of the art technology to help teachers reflect on their own teaching, share effective practices, and receive coaching and modeling support without disrupting the daily instructional program. Through this technology, BCPS will use immersive video capture and an integrated online software platform to provide teachers and administrators with the tools to develop a common language and visual “dictionary” for identifying, discussing, and promoting effective practices with their schools and professional learning communities. By using this technology master teachers will develop portfolios of effective practices that may be used system wide. Additionally, using this video capture and software technology, school-based administrators may work with individual teachers to demonstrate areas of improvement for professional development.

BCPS will conduct annual evaluations of teachers and principals as described by the Maryland State Department of Education. BCPS will continue to use the appraisal process for the purpose of tenure and certification.

(D)(3) BCPS will ensure the equitable distribution of effective teachers and principals.

(i) BCPS will prioritize the distribution of Effective and Highly Effective principals and teachers in its high-poverty and /or high-minority schools.

(ii) BCPS will prioritize the distribution of Effective and Highly Effective teachers in hard-to-staff areas.

BCPS and Towson University will form a partnership to support first year teachers in high priority schools. Towson University will provide BCPS with three full-time Teacher Educators in Residence (TER). TER will provide professional development support for the BCPS Teacher Induction Program (including mentoring and demonstration teaching) for first year teachers at BCPS low performing schools. BCPS will provide Towson University with three full-time TERs’ to support instruction in the Towson University Teacher Education Program. Support for first-year teachers who are not in low-performing schools will be provided through the New Teacher Induction Program. Along with professional development workshops designed to support new teachers, each first-year teacher that is not in a low-performing school will received the support of a BCPS mentor teacher. The primary goals of the program are to provide an additional year of university support to first-year teachers resulting

in increased teacher retention and student achievement, and refinement of the Towson University teacher preparation program based on the input from the BCPS TERs.

Additionally, BCPS will expand its Teach for America (TFA) Program to provide increased support for low-achieving or restructured middle schools. Currently, this program is in four middle schools. Through an innovative and strategic plan, BCPS will cluster the TFA teaching corps members in both content area and school sites. These teachers will be tasked with targeting reading, language arts and math, which are areas that have shown a decline in test scores.

BCPS and National Commission on Teaching and America's Future (NCTAF) will form a partnership to implement the science, technology, engineering and math (STEM) learning studios teacher professional development initiative. In this partnership NCTAF will help pair STEM professionals with teachers at Chesapeake High School, BCPS' STEM high school, to create problem-based learning activities designed to engage students in real-world STEM learning experiences. In this partnership, NASA will provide BCPS with professional development by engaging students in learning activities that draw on NASA education content and the challenges and discoveries emerging from today's NASA missions.

(D)(5) BCPS will provide effective support for teachers and principals.

(i) BCPS is committed to providing data-informed professional development to teachers and principals.

The Office of Professional Development is conducting a gap analysis of the system's current new principal induction and new teacher induction programs with the new state regulations, as described in COMAR. Based on the results of the gap analysis, BCPS will revise its induction programs to meet the current regulations. BCPS, in collaboration with its professional development schools will provide first-year teachers with one additional year of support from their institute of higher education faculty.

(ii) BCPS will measure, evaluate and continuously improve the effectiveness of supports in order to improve student achievement.

BCPS will evaluate the success of all supports used to enhance teacher effectiveness. The Department of Research, Accountability and Assessment will provide technical assistance for the evaluation process. BCPS will participate in the Educator Instructional Improvement Academies and the Induction Academies. BCPS will align its instructional and induction supports with the outcomes presented by MSDE in these two initiatives.

Action Plan: Section D

LEA: Baltimore County Public Schools Date: November 3, 2010 Year of the Grant (circle one) **1** 2 3 4

Goal(s):

- (D)(2) Improve teacher and principal effectiveness based on performance
- (D)(3) Ensure the equitable distribution of effective teachers and principals
- (D)(5) Provide effective support to teachers and principals

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. BCPS will develop yearly evaluations for teachers and principals based on student growth. 2010-2011 is a planning year. During 2011-2012 BCPS will participate in an MSDE pilot of the new evaluations. The new evaluations will be implemented in 2012-2013.	(D)(2)(iii)	N/A	September 2010 – June 2013	George Duque, Manager, Staff Relations; Dr. Donald Peccia, Assistant Superintendent, Office of Human Resources; Dr. Alpheus Arrington, Director of Personnel	Feedback data from the pilot year implementation. Evaluation data from the implementation year.	N
2. BCPS – Towson University First Year Teacher Induction and Retention Partnership will provide support for first year teachers in high-priority	(D)(3)(i)	8	Planning January 2011 - August 2011 Implementation August 2011 –	Dr. Ray Lorion, Dean of Education – Towson University; William Burke Executive Director, Professional	First-year teacher evaluation and retention data	Yes. Program would continue with operating funds from Towson

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elementary schools.			June 2014	Development		University
3. Contract with Teach for America to recruit, hire and place highly qualified teachers in low-achieving schools in BCPS.	(D)(3)(i-ii) (D)(1)(ii)	10	2011-2012 2012-2013 2013-2014	Dr. Donald Peccia, Assistant Superintendent, Office of Human Resources; Dr. Alpheus Arrington, Director of Personnel	10 teachers in year 2. 20 teachers in year 3. 10 teachers in year 4. Track student progress in core subject areas. Student growth should be a year to a year and one half from the start of the school year to the end of the school year.	N
4. Form a partnership with NCTAF to implement a STEM Learning Studios professional development initiative.	(D)(3)(i-ii)	11	2010-2011 2011-2012 2012-2013 2013-2014	Pat Baltzley, Acting Executive Director, STEM and BCPS NCTAF Project Manager	The Learning Studio would provide professional development for the following: Yr. 1 = 6 teachers Yr. 2=12 teachers Yr. 3=15 teachers Yr. 4=20 teachers. Offices will assess the effectiveness of professional development offerings through the use of surveys aligned to the identified needs and professional development outcomes and indicators. The surveys will be used in conjunction with attendance reports, observation reports, and measures of student	N

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					achievement results.	
<i>Additional Required Activities:</i>						
1. Educator Instructional Improvement Academies	(D)(5)(i-ii)	N/A	As scheduled by MSDE	William Burke, Executive Director, Professional Development and Debbie Piper, Coordinator, Teacher Development	Attendance at academy	N
2. Induction Academies	(D)(5)(i-ii)	N/A	As scheduled by MSDE	William Burke, Executive Director, Professional Development and Debbie Piper, Coordinator, Teacher Development	Attendance at academy	N
<i>Optional Activities:</i>						
1. Conduct gap analysis of BCPS teacher and principal induction programs compared to the new COMAR regulations and adjust BCPS programs to meet the new regulations	(D)(5)(i)	N/A	August 2010-August 2011	William Burke, Executive Director, Professional Development and Debbie Piper, Coordinator, Teacher Development	Compliance with the state regulations for new teacher and new principal induction.	N
2. Create a memorandum of understanding with Towson University defining the roles and responsibilities of each institution in the BCPS / Towson University First-Year Teacher Induction and	(D)(3)(i)	N/A	October 2010-January 2011	Dr. Ray Lorion, Dean of Education, Towson University; William Burke, Executive Director, Professional Development	Completion of Memorandum of Understanding	N

Retention Partnership						
3. To enhance teacher effectiveness, BCPS will use web-based professional development tools to document, analyze, evaluate and improve teacher lesson planning and implementation and provide for personal growth.	(D)(2)(i-iii) (D)(5)(i)	9	Pilot 2011-2012 Full Implementation 2012 - 2014	William Burke, Executive Director, Professional Development; Dr. Donald Peccia, Assistant Superintendent of Human Resources	Increased teacher retention data; increased student achievement; increased teachers identified as highly effective	Yes, BCPS operating funds and available grant funds will be used to continue the software licensing.

Section E: Turning Around Lowest Achieving Schools

Narrative: The narrative for Section E will address the activities included in the original Memorandum of Understanding (E)(2). It will also describe any optional activities that it wishes to address with its funds from Race to the Top.

This section will address the following notations contained within the MOU as follows:

C(3) Using data to improve instruction:

- (i) Use of local instructional improvement systems
- (ii) Professional development on use of data

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

- (i) Quality professional development
- (ii) Measure effectiveness of professional development

E(1) Intervention Authority in Lowest-Achieving Districts and Schools

E(2) Turning Around the Lowest-Achieving Schools

An assurance that Baltimore County Public Schools (BCPS) will intervene with the lowest-achieving schools by establishing a district-level Race to the Top (RTTT) Achievement Improvement Team to identify a rigorous school improvement structure for identified schools, may be found in BCPS's proposal to turn around the lowest-achieving schools (*see* Maryland Educational Annotated Code §§ 4-101; 4-108).

BCPS is dedicated to providing a quality, comprehensive education program designed to address the needs of a diverse student population. BCPS is committed to actions aimed at improving student achievement. The goals are outlined in the BCPS *Blueprint for Progress*. Specifically, performance goals 1, 2, 5, and 7 are as follows:

Performance Goal 1: By 2012, all students will reach high standards, as established by the Baltimore County Public Schools and state performance level standards, in English/reading/writing, mathematics, science, and social studies.

Performance Goal 2: By 2012, all English language learners will become proficient in English and reach high academic standards in English/reading/writing, mathematics, science, and social studies.

Performance Goal 5: All students will graduate from high school.

Performance Goal 7: Involve principals, teachers, staff, stakeholders, and parents/guardians in the decision-making process.

In alignment with the goals noted above and those associated with the Maryland State Department of Education (MSDE) Breakthrough Center, BCPS will convene a district level instructional and organization expert group (the RTTT Achievement Improvement Team) to work with school instructional leadership and improvement teams to achieve the goal of turning around the lowest-achieving 5% of BCPS elementary, middle, and high schools. The objective is to build school leadership capacity to effectively use a myriad of relevant data points (quantitative and qualitative) to accelerate the performance of all students attending identified schools.

RTTT Achievement Improvement Team members' roles and responsibilities will be defined specifically in terms of the schools' improvement needs. In the team's work in providing technical assistance, appropriate collection and analysis of data will be integral to the decision making process informing the RTTT Achievement Team's technical assistance to schools. As such, consistency will be engendered because a consistent data analysis protocol will be the RTTT Achievement Team's primary mode of operation. The district-level RTTT Achievement Improvement Team will include BCPS district-wide leadership (Assistant to the Superintendent for Accountability and Supervision, Assistant Superintendents, Representatives from the Offices/Departments of STEM, Liberal Arts, Special Programs PreK-12/Equity and

Assurance, Student Support Services, Research, Accountability, and Assessment, and an effective principal), identified schools site-based leadership teams, as well as parent, community and student representation. The professional development sessions for the RTTT Achievement Improvement Team will be facilitated by the expert individuals identified as standing members of the RTTT Achievement Improvement Team. Further, an outline of the RTTT Achievement Improvement Team's work will be created and team members will be assigned to conduct professional development session for all members. Other BCPS staff, as appropriate, will be used to conduct professional development sessions.

For transparency and stakeholder buy-in, the outline governing the RTTT Achievement Improvement Team's work will be available for all selected schools' leadership teams, Parent Teacher Association (PTA), Student Council Association (SCA), faculty council, and community partners. Information sessions will be held and open to any stakeholder interested in learning about the support model used to turn around the district's lowest achieving schools. To monitor stakeholder engagement, quarterly perception data will be used to inform transparency and stakeholder buy-in efforts.

The use of data to improve student achievement in low-performing schools has been consistently documented as an effective practice. Similar to the Maryland State Department of Education (MSDE) Breakthrough Center, the RTTT Achievement Improvement Team will use the following five key strategies to turnaround low achieving schools in BCPS: (1) ensure a comprehensive needs assessment, (2) build "pipelines" for effective teachers and principals, (3) create professional networks to help build capacity, (4) use technology as an instructional accelerator, and (5) improve school culture, climate, and school supports. The RTTT Achievement Improvement Team will enhance the standard school improvement protocol by integrating the five key strategies and devising structures to facilitate and support each school's focused school improvement plan.

BCPS staff will use a ranking system to identify the lowest achieving schools for participation in this project. The BCPS Department of Research, Accountability, and Assessment will rank all elementary, middle, and high schools based on a series of student factors. These factors include achievement data, special education participation, English language learner identification, free and reduced meals program participation, Maryland Model for School Readiness (MMSR) data, mobility data, suspension data, college matriculation rate, college retention rate, Preliminary Scholastic Aptitude Test (PSAT) and Scholastic Aptitude Test (SAT) participation, Advanced Placement (AP) course participation, and attendance data. BCPS schools identified as consistently low-performing will be included for participation in this project.

The district-level RTTT Achievement Improvement Team will include BCPS district-wide leadership, school site-based leadership teams and community, and student representation as appropriate. The RTTT Achievement Improvement Team will utilize a rigorous school improvement structure to facilitate its work with the identified school leadership teams. These school-based leadership teams will include administrators, teachers, parent/community members and students, as appropriate. The work with the school-based leadership teams will be shared using an online, collaborative learning, community platform.

Each participating school will use a rigorous school improvement structure requiring school-based leadership teams to complete a robust needs assessment using multiple data sets to inform school improvement work. To respond to the specific needs of schools, examples of data included in the needs assessments may include short-cycle assessment data, benchmark assessment data, end-of-unit test results, PSAT/SAT/AP participation and performance, Maryland School Assessment (MSA)/High School Assessment (HSA) performance, and suspension data.

The guiding principle of the enhancement of the district-level RTTT Achievement Improvement Team protocol will be the emphasis on use of real-time data describing classroom instruction and its impact on student engagement and performance. Instructional observational data will be gathered as a baseline to inform and monitor improvements in the quality of classroom instruction. Aspects of the instructional program that may be examined based on school needs will include student engagement, cultural responsiveness instruction, rigor of questioning, and access to rigorous instruction for students with an Individualized Educational Program (IEP) and/or identified as an English Language Learner (ELL).

The comprehensive needs assessment process will reveal specific gaps for participating schools. All identified schools will participate in professional development relating to building capacity for rigorous school improvement and will be provided resources relative to informed decision making. These school-based leadership teams will include administrators, teachers, parent/community members and students, as appropriate. The capacity of the school-based leadership teams will be developed through a series of building capacity for rigorous school improvement sessions. The sessions will assist the school-based leadership teams engage in a comprehensive school improvement process. The construct outlined in Appendix A captures the district-level school improvement structure that will be used to engage school-based leadership teams. The building capacity for rigorous school improvement sessions coupled with the Race to the Top (RTTT) Achievement Improvement Team's utilization of the gradual release of responsibility model will enhance the school-based leadership teams' ability to sustain the turn around

effort in the district's lowest achieving schools. As provided in Appendix A, the RTTT Achievement Improvement Team will provide on-site, job-embedded professional development and technical assistance sessions to facilitate the school improvement effort.

In addition to a professional development evaluation tool, the newly acquired school-based leadership teams' capacity will be measured using a site visit RTTT Achievement Improvement Team implementation tool. The RTTT Achievement Improvement Team will monitor relevant data points during the implementation of technical assistance to benchmark the increased data-driven decision making capacity of the school-based leadership team culminating in an overall evaluation of both an assessment of knowledge (knowledge of relevant research describing viable processes and procedures to promote school improvement and/or turn around) and skill (demonstrated ability to make on-going data-driven decisions that enhance all students' achievement). The RTTT Achievement Improvement Team will provide on-site, job-embedded professional development and technical assistance sessions to promote transfer of the information from the building capacity for rigorous school improvement professional development sessions to changed school improvement practice in each respective school.

The RTTT Achievement Improvement Team has identified a menu of interventions available in the district to support school improvement initiatives. Participating schools will use the needs assessment conclusions and on-going data analysis processes to choose from a menu of interventions designed to address identified student needs, improve the quality of the instruction, and accelerate student achievement. The district-level RTTT Achievement Improvement Team will support the following initiatives to provide differentiated support to schools:

- Middle School Summer College (Extended Year Opportunities)
- Elementary-to-Middle and Middle-to-High Articulation Processes for School Improvement
- Culturally-Responsive Instruction for School Improvement
- Behavior and Instructional Support Models for School Improvement
- Programs to Enhance AP Participation and Performance for School Improvement
- Dual Diploma Degree Program
- Quality Special Education and English Language Learner Services for School Improvement

- Interventions to Accelerate Reading Achievement
- Interventions to Accelerate Mathematics/Science, Technology, Engineering, and Mathematics (STEM) Achievement

See Appendix B for intervention descriptions

In order to gauge the progress of this program, BCPS has created a thorough internal measurement for evaluating student gains. Aligned with the BCPS *Blueprint for Progress*, the following areas of performance will be measured throughout the two-year program:

- Increased percentage of low-achieving schools meeting state standards.
- Increased student performance in all student groups.
- Increased percentage of students participating in Algebra I (middle school).
- Increased percentage of students participating in AP courses (high school).
- Increased percentage of students passing AP exams (high school).
- Increased percentage of students participating in SAT (high school).
- Increased student performance on SAT (high school).
- Increased percentage of students matriculating directly into an institution of higher learning, two-year college, four-year college, or trade school (high school).

Action Plan: Section E

LEA: Baltimore County Public Schools

Date: November 3, 2010

Year of the Grant (circle one): 1 2 3 4

GOAL:

- (E)(2) To turn around the lowest-achieving schools

Section E: Turning Around Lowest-Achieving Schools	Correlation to	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense:
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	State Plan					Y/N
MOU Requirements: (Yes) Activities to Implement MOU Requirements	(E)(2)					
1. Establish a district-level RTTT Achievement Improvement Team	E(1) E(2)	N/A	November 2010-December 2010	Dr. Roger Plunkett, Assistant to the Superintendent for Accountability and Supervision Dr. Donald Peccia, Assistant Superintendent, Office of Human Resources	In accordance with the school improvement needs of the identified school, establish the school level and system level team.	N
2. Identify low-achieving 5% of BCPS elementary, middle, and high schools	E(2)	N/A	December 2010	Dr. John Quinn, Acting Associate Superintendent, Curriculum and Instruction; Sonja Karwacki, Executive Director, Liberal Arts; and RTTT Achievement Improvement Team	The lowest 5% of schools at the elementary, middle, and high level will be identified using a weighted z-score calculation.	N
3. Complete a comprehensive needs assessment for identified schools	E(2) C(3)(i)	N/A	January 2011- March 2011	Dr. Roger Plunkett, Assistant to the Superintendent for Accountability and Supervision; Dr. John Quinn, Acting Associate Superintendent,	Evidence of a comprehensive improvement plan responsive to the underperformance issues of the school.	N

				Curriculum and Instruction; Sonja Karwacki, Executive Director, Liberal Arts – and RTTT Achievement Improvement		
4. Building capacity for rigorous school improvement (all school-based leadership teams will be involved)	E(2) C(3)(i)	12	February 2011- August 2012	Dr. John Quinn, Acting Associate Superintendent, Curriculum and Instruction; Sonja Karwacki, Executive Director, Liberal Arts- and RTTT Achievement Improvement Team	Measurement of school leadership’s ability to design comprehensive improvement programs through a site visit RTTT Achievement team implementation tool in addition to a professional development evaluation tool.	N
Optional Activities:						
1. Middle School Summer College (Extended-Year Opportunities)	E(2)	12	June 2011- August 2011	Dr. Manuel Rodriquez, Assistant Superintendent, Middle Schools; Dr. John Quinn, Acting Associate Superintendent, Curriculum and Instruction; Sonja Karwacki, Executive Director, Liberal Arts, and RTTT Achievement	Students will be evaluated using a perception of college readiness and interest as a measure of intervention effectiveness.	N

				Improvement Team		
2. Elementary-to-Middle and Middle-to-High Articulation Processes for School Improvement	E(2)	12	March 2011- July 2011	Dr. Manual Rodriguez, Assistant Superintendent for Middle Schools; Barbara Walker, Assistant Superintendent for High Schools; Karen Blannard, Patricia Lawton, and Verletta White, Assistant Superintendents for Elementary Schools; Dr. John Quinn, Acting Associate Superintendent, Curriculum and Instruction; Sonja Karwacki, Executive Director, Liberal Arts, and RTTT Achievement Improvement Team	Effectiveness will be measured by assessing the trends in student participation in accelerated courses such as AP, Honors, and Gifted and Talented.	N
3. Culturally-Responsive Instruction for School Improvement	E(2)	12	Ongoing	Dr. Lisa Williams, Director of Equity and Assurance; Dr. John Quinn,	Intervention effectiveness will be determined by assessment of changed instructional delivery	N

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				Acting Associate Superintendent, Curriculum and Instruction; Sonja Karwacki, Executive Director, Liberal Arts, and RTTT Achievement Improvement Team	practices, specifically the changes toward culturally responsive instruction.	
4. Behavior and Instructional Support Models for School Improvement	E(2)	12	Ongoing	Dale Rauenzahn, Executive Director of Student Support Services; Dr. John Quinn, Acting Associate Superintendent, Curriculum and Instruction; Sonja Karwacki, Executive Director, Liberal Arts, and RTTT Achievement Improvement Team	School suspension and referral data will be analyzed to determine intervention effectiveness.	N
5. Programs to Enhance AP Participation and Performance for School Improvement	E(2)	12	June 2011- August 2011	Dr. John Quinn, Acting Associate Superintendent, Curriculum and Instruction; Sonja Karwacki, Executive Director, Liberal Arts, and	AP participation and pass rate will be analyzed to determine intervention effectiveness.	N

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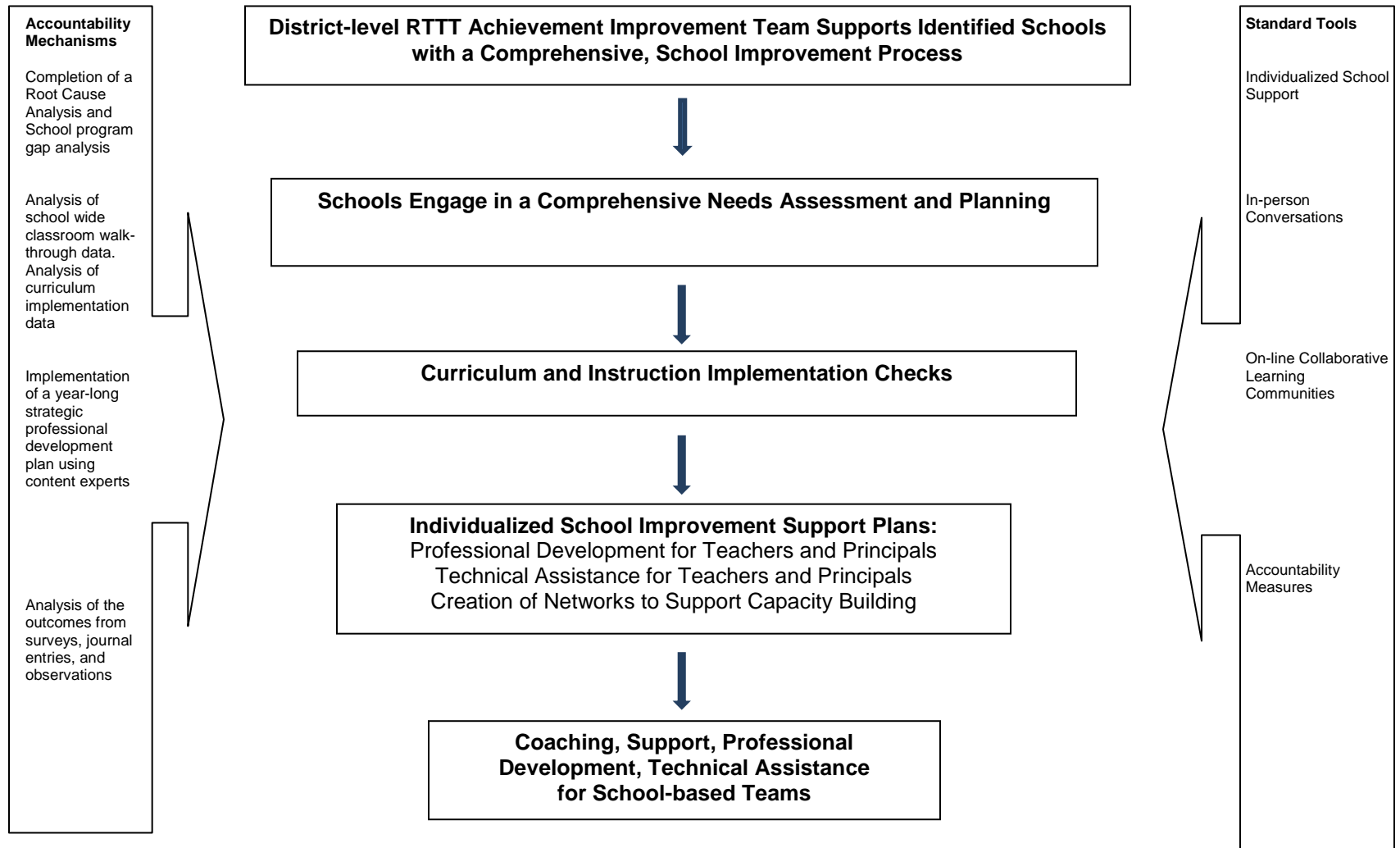
				RTTT Achievement Improvement Team		
6. Dual Diploma Degree Program	E(2)	12	September 2011- August 2012	Dr. John Quinn, Acting Associate Superintendent, Curriculum and Instruction; Sonja Karwacki, Executive Director, Liberal Arts-RTTT Achievement Improvement Team	Trends in student college matriculation will be analyzed to determine intervention effectiveness.	N
7. Provide Quality Special Education and English Language Learner Services for School Improvement	E(2)	12	February 2011- August 2012	Kalisha Miller, Director of Special Education; Margaret Johnson, Director of World Languages; Dr. John Quinn, Acting Associate Superintendent, Curriculum and Instruction; Sonja Karwacki, Executive Director, Liberal Arts, and RTTT Achievement Improvement Team	IEP team data describing placement and referral trends will be analyzed to determine intervention effectiveness.	N
8. Interventions to Accelerate Reading Achievement	E(2)	12	September 2011-August	Dr. John Quinn, Acting Associate	The reading achievement of students participating in this	N

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			2012	Superintendent, Curriculum and Instruction; Sonja Karwacki, Executive Director, Liberal Arts, and RTTT Achievement Improvement Team	intervention will be analyzed to determine effectiveness.	
9. Interventions to Accelerate Mathematics/STEM Achievement	E(2)	12	September 2011-August 2012	Pat Baltzley, Acting Executive Director of STEM; Dr. John Quinn, Acting Associate Superintendent, Curriculum and Instruction; Sonja Karwacki, Executive Director, Liberal Arts, and RTTT Achievement Improvement Team	The mathematics achievement will be analyzed to determine effectiveness.	N

Appendix A and Appendix B

Appendix A



Appendix B Intervention Descriptions

- **Middle School Summer College (Extended Year Opportunities):**
 - The Middle School Summer College will consist of a two-week residential program at a local Maryland University. The summer program represents a unique opportunity for middle school students to explore the college culture, including a rich academic experience, social interactions, and financial literacy focused on promoting college awareness. The Middle School Summer College will focus on middle school students in all grades with the intent to expose students to a rigorous academic experience to enhance their existing skill sets, and to promote college awareness planning prior to entering high school.

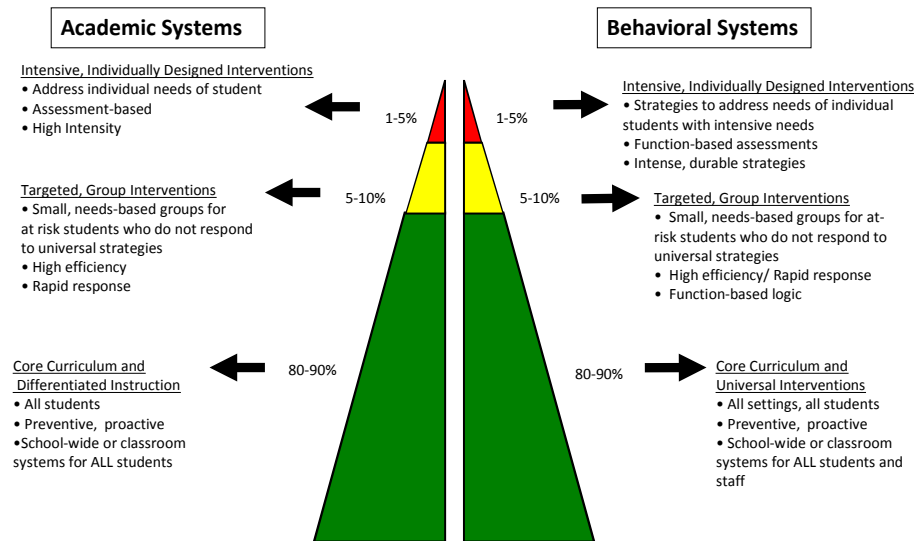
- **Elementary-to-Middle and Middle-to-High Articulation Processes for School Improvement:**
 - Transition from elementary school to middle school and from middle to high school is an anxiety-producing event. As students leave the schools with which they are familiar, they face new expectations, teachers, curriculum, and processes. Programs that provide a seamless transition help reduce student and parent anxiety and create a sense of comfort that allows all students to start the first day in their new school ready to learn. This transition model will involve teachers, administrators, and school counselors at all levels in the dialogue necessary to create a seamless model of transition among feeder schools. Representatives from high schools will meet with their feeder middle and elementary school representatives to discuss curricular alignment, expectations, and a process for the transition of all incoming students. These processes may include the teaching of new skills in preparation of the transition, school visits, sharing programs in the arts, alignment of lessons, and the creation of a vehicle to explain the behavioral and educational expectations at each point of transition.

- **Culturally Responsive Instruction for School Improvement:**
 - Professional development to build staff knowledge in meeting the needs of diverse learners will be examined using workshops, modeled lessons, classroom visitations, and online interactive training. Staff will build capacity to employ more student-based, and student-centered teaching and learning practices. Appropriate data will be collected and analyzed as a means of informing the identified and implemented professional development topics.

• **Behavior and Instructional Support Models for School Improvement:**

- The BCPS Office of Student Support Services has developed a three-tiered, response-to-intervention, problem-solving approach for systematic academic and behavior planning to support the eight performance goals delineated in the *Blueprint for Progress*, particularly student achievement and safe and orderly learning environments. All schools, centers, and programs in Baltimore County Public Schools (BCPS) are expected to develop and implement a school wide positive behavior plan within the School Improvement Plan. School wide positive behavior plans are consistent with school, center, or program code of conduct, discipline process, Student Support Team (SST)/Individualized Educational Plan (IEP) team process, Character Education Initiative, Positive Behavioral Interventions and Supports (PBIS) program, or other behaviorally-oriented processes, programs, and services. This intervention will support the development, implementation, and monitoring of the Positive Behavioral Interventions and Supports (PBIS) framework and the Student Support Team (SST) processes in BCPS as indicated by school needs and system priorities.

Maryland’s Tiered Instructional and Positive Behavioral Interventions and Supports (PBIS) Framework



A Tiered Instructional Approach to Support Achievement for All Students: Maryland's Response to Intervention Framework (MSDE, 2008)

- **Programs to Enhance Advanced Placement Participation and Performance for School Improvement:**
 - In collaboration with the College Board, workshops and summer institutes for high school teachers will occur. The focus relates to Advanced Placement (AP) and Pre-AP trainings for the teaching of English, mathematics, science, social science, and history courses. This intervention will assist high school teachers and administrators to learn more about the interrelatedness of AP courses and college coursework.

- **Dual Diploma Degree Program:**
 - The Dual Diploma Degree program is a partnership designed for students who want to graduate from BCPS having simultaneously earned an associate of arts degree in general studies at the Community College of Baltimore County (CCBC) and a BCPS high school diploma. The general studies, degree curriculum is designed for students who plan to pursue an associate of arts degree before transferring to a four-year college or university. Focused on academic rigor and preparation for the twenty-first century work force, this program allows students to earn college credit which is transferrable to a number of postsecondary institutions in Maryland. This program was envisioned by Superintendent of Schools, Dr. Nancy Grasmick, for the state of Maryland. Baltimore County Public Schools and the Community College of Baltimore County were selected to create a model program as a direct result of the strong partnership forged between the president of the community college, Dr. Sandra Kurtinitis, and the superintendent of the school system, Dr. Joe A. Hairston. Teams of educators, administrators, and advisors from both institutions met to identify courses which were aligned to meet the requirements of the associate of arts degree, and to identify resources and procedures to implement this program.

- **Provide Quality Special Education and English Language Learner Services for School Improvement:**
 - In order for schools to provide quality education to students with disabilities and English language learners, aspects of the instructional program need to be examined based on school needs. This intervention will provide intense professional development to schools regarding implementation of the curriculum and access to rigorous instruction, students' ability to access the general education curriculum, engagement of students in the classroom, and effective decision-making during the IEP Team Process for students with an Individualized Educational Program (IEP) and/or identified as English language learner (ELL). Schools will receive training on co-teaching models that will increase student access to the general education

curriculum as well as improve academic achievement. Teachers will learn how to schedule and plan co-teaching lessons and effectively deliver the lesson in the classroom.

- **Intervention to Accelerate Reading Achievement:**
 - This intervention will provide individualized learning solutions using a scientifically proven program to accelerate reading comprehension, vocabulary, writing proficiency and performance on high-stakes tests. Students are provided a minimum of 45 minutes of reading time using materials on their independent reading level to practice reading comprehension skills. Using a balanced literacy approach (reading, writing, speaking, and listening), students will accelerate their reading achievement within the period of intervention. This intervention will include regular use of high interest topics for the entire class, specifically matched to each student’s reading level.

- **Intervention to Accelerate Mathematics/STEM Achievement:**
 - This intervention will provide individualized learning solutions using a scientifically proven program to accelerate mathematical skills identifying computation, fluency, problem solving, number sense, and algebraic thinking. The implementation of this intervention will involve a highly individualized process, that is dependent on the student’s developmental level and current math skills, the requirements of the district’s mathematics curriculum, and the degree to which the student possesses or lacks the necessary auxiliary skills (i.e. math vocabulary, reading comprehension) for success in mathematics. Using the content concepts of STEM, this intervention will promote critical thinking and problem solving.

- **Description of “scientifically proven programs to accelerate skills”:**
 - Scientifically proven reading interventions describe programs developed based on the work of the National Reading Panel and the National Writing Commission. Additionally, the reading interventions used will have evaluations that demonstrate the effectiveness of the interventions in accelerating the reading achievement of underperforming students. Similarly, scientifically proven math interventions describe programs developed based on standards and recommendations consistent with the research of the National Council of Teachers of Mathematics. Further, the mathematics interventions used will have evaluations that demonstrate the effectiveness of the interventions in accelerating the mathematics achievement of underperforming students. Pursuant to district policy, instructional materials recommended for approval must be forwarded to the Baltimore County Board of Education (hereafter Board) for adoption; hence, it would be inappropriate to pre-identify specific interventions prior to the Board’s adoption.