

Caroline County Public Schools

Race To The Top Plan

Local Scope of Work

November 17, 2010

Certification Statement

Race To The Top Plan

Scope of Work

Due: November 3, 2010

Local School System Submitting This Report:

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to the best of our knowledge, the information provided	WE HEREBY CERTIFY that,

We further certify that we have read the Scope of Work and will support its implementation in the Race To The Top Scope of Work is true and correct. We are fully committed to it.

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Section A: Success Factors

Vision

The Caroline County Public Schools is committed to ensuring a world class education for all students. All students will graduate college and career ready. As a school system we will work to provide a rigorous course of study with high expectations for all students. We also believe that a highly effective teacher must be in every classroom and a highly effective principal must lead every school in order for student achievement to improve for all students in our school system. We plan to use timely and accurate data to improve instruction by monitoring student progress and measuring student growth. High quality professional development will be provided to improve teaching and learning. Teacher and principal evaluations will include student growth measures. Also low performing schools will receive extra attention in the areas of staffing, instructional leadership, school climate and culture, professional development, and instructional support.

Needs and Goals

The following goals are identified as the Caroline County Public Schools work to become a world class school system:

1. Maximize achievement for all students - All students will graduate college and career ready. Students will take a rigorous course of study consisting of the common core standards and assessments. Teachers and administrators will attend MSDE sponsored academies to assist with the implementation of the new standards and assessments.
2. Increase the use of data to make instructional decisions to improve teaching and learning - We will build our technology infrastructure to enable our school system to utilize the P-20 warehouse, the instructional toolkit, and the longitudinal data system. Teachers will use timely data to diagnose student learning needs and differentiate instruction for each student to be successful
3. Improving the effectiveness of teachers and principals - Teachers and principals will participate in high quality professional development to improve teaching and learning. They will participate in the Educator Instructional Improvement Academy and Teacher Induction Academy. Student growth measures will be used to evaluate teachers and principals. We will enhance our Aspiring Principals program to include an internship experience. Teacher and principal recruitment, development, retention, and support will be a major focus area to ensure that we have a highly effective workforce.
4. Improve school culture, climate, and instructional support in low achieving schools - Positive Behavior Interventions and Supports will be used in low performing schools to change school culture and improve student behavior. An instructional facilitator will be provided to focus on the instructional program to ensure the implementation of the common core standards and assessments, and to provide high quality professional development. Teachers will use the Collaborative Lesson Design model and explicit instruction. Walkthroughs and Instructional Rounds will be conducted to

observe classroom practices. Debriefing sessions will be held to provide timely feedback. Data will be collected and analyzed to inform teachers about student performance and areas of concern.

Stakeholder Involvement

The Race To The Top Plan for Caroline County Public Schools was developed with broad stakeholder involvement. A Steering Committee consisting of the Superintendent, Assistant Superintendent for Instruction, Comptroller, Supervisors, Coordinators, Principals, Data/Technology Staff, and the Presidents of the Caroline County Administrators and Supervisors Association and the Caroline County Education Association met regularly to work on the plan. Subcommittees worked on individual sections based upon their area of expertise. The plan was shared for additional input and comments with the Caroline County Board of Education, the Citizens Advisory Council, and the School System Improvement Council. The President of the Caroline County Council of PTAs is a member of the School System Improvement Council. As a result of this collaborative effort, the Race To The Top Plan is supported by all stakeholder groups who are committed to its implementation.

Student Achievement and Closing Gaps

In our quest to become a world class school system, The Caroline County Public Schools is committed to increasing student achievement and closing the achievement gap. The Race To The Top Scope of Work is an opportunity to ramp up the efforts in our Master Plan to provide more students with the opportunity to achieve at the highest level possible. We will use the common core standards and assessments to provide a college ready curriculum for all students. Teachers will utilize instructional best practices and differentiate instruction to meet the needs of each individual learner. We will utilize the instructional toolkit to access lessons, formative assessments, and activities to provide a meaningful learning experience for students. Data will be collected and analyzed to monitor student progress and to reteach when needed. Extra support and assistance will be provided for the groups who traditionally do not perform as well as the general population. We will explore additional College readiness programs by College Board in an effort to have a seamless system of college readiness beginning at the elementary level and continuing throughout high school, especially focusing on our traditionally under represented populations.

Our STEM initiative will include programs beginning at the elementary level and continuing throughout high school. STEM interdisciplinary units of study will be embedded in science and math courses at the elementary level. At the middle level, students will participate in pre-engineering and STEM opportunities such as robotics. We will continue to add STEM career majors at the high school level. The efforts to further engage students into experimental and problem based learning is helping to invigorate students' eagerness to learn and in return will further help to reduce the achievement gap. The direction to using more hands on strategies and further connecting studies to real world problem based applications will engage more learners in deeper and more advanced work in math, science, and technology.

In an effort to have a highly effective teacher in every classroom, targeted professional development will be utilized to improve the practices of teachers. Teachers and principals will attend the Educator Instructor Improvement Academy to learn about the common core standards, assessments, and the instructional toolkit. Mentor teachers will attend the Teacher Induction

Academy to learn how to best support teachers during their first years in the profession. Highly effective teachers and principals will improve student achievement.

Research based practices and data will be utilized to ensure that every child achieves. Student growth measures will be used to evaluate teachers and principals, thus enabling us to provide additional support to less effective teachers and match up struggling students with highly effective teachers.

Master Plan Integration

The Final Scope of Work Plans will be part of the Caroline County Comprehensive Master Plan submission beginning with the 2011-2012 school year. Our Master Plan focuses on student achievement and closing the achievement gap. The Race To The Top Scope of Work increases our expectations for all students and provides the details to ensure that our teachers and principals are highly effective thus increasing student achievement. The Action Plan for Section B: Standards and Assessments will be included in the Goal Progress and High Quality Professional Development section of the Master Plan. The Action Plan for Section C: Data Systems to Support Instruction will be included in the Goal Progress, High Quality Professional Development, and Technology Sections of the Master Plan. The Action Plan for Section D: Great Teachers and Leaders will be included in the Highly Qualified Staff and High Quality Professional Development sections of the Master Plan. The Action Plan for Section E: Turning Around the Lowest – Achieving Schools will be included in the School Improvement, Adequate Yearly Progress, and the Safe Schools Sections of the Master Plan.

National and Statewide Evaluation

In an effort to measure the impact of our strategies in assisting us in becoming a world class school system, The Caroline County Public Schools will participate in national and statewide evaluations for Race To The Top. The evaluation results will inform us about what is working and what needs to be abandoned due to low or no impact on our goals of becoming a world class school system with all students graduating college and career ready.

We will cooperate with the evaluators and provide all information, which is required to evaluate the implementation of the Race To The Top initiative. We look forward to the evaluation results so that we can ascertain the impact of our efforts in improving student achievement and closing the achievement gap for Caroline County students. We are committed to putting forth our best effort to ensure that we become a world class school system.

Budget Review Recommendations

Question #1

No contingency plan is needed for FY11 because we are not using indirect costs in year one. We had to estimate the indirect cost rate for years two, three and four. If the indirect cost rate falls below 2.5%, the money will be reallocated. If the indirect cost rate goes up, we will only charge project budgets the 2.5% that was budgeted.

Action Plan: Section A

LEA: Caroline County Date: November 3, 2010 Year of the Grant (circle one) 1 2 3 4

Goal(s):

- 1. Establish ambitious goals to raise student achievement, close achievement gaps, increase graduation rates, and increase college enrollment.**
- 2. Implement state developed high quality assessments aligned with the Common Core Standards.**

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 evaluation	(A)(2)		12/01/10 – Expiration of Grant	Assistant Superintendent for Instruction (Tina Brown) Local Accountability Coordinator (Patricia Saelens) Supervisor of Technology (Wayne Wiley) Supervisor of Human Resources (John Perry)	Completion of national and statewide evaluation	N
<i>Optional Activities:</i>						
1.						
2.						
3.						
4.						
5.						

Section B: Standards and Assessments

The overarching goal for Section B: Standards and Assessments is to improve achievement for all students in Caroline County with a special emphasis on the 2 subgroups, which have historically presented us with challenges. While special education and minority students have continued to make gains in Caroline County, they have not done so at the same rate as system as a whole or as other subgroups. It is expected that the adoption of the Common Core Standards with their increased rigor and the increased professional development that will be a significant factor in this part of the county's plan will result in increased achievement for all students.

The primary emphasis for Year 1 under Standards and Assessments will be in training key personnel for a smooth transition to the Common Core Standards in reading/language arts and mathematics and prepare for the transition to new common formative and summative assessments developed by MSDE and the national Assessment consortium. Teacher coaches and central-office content area specialists will participate in the review of the new standards and preparation of grade-level expectations for reading/language arts, mathematics, and STEM. The Assistant Superintendent will ensure that coaches along with school and central-office leaders participate in all state-sponsored professional development for both the standards and the assessments. Content specialists from the central office will be responsible for disseminating reading/language arts, mathematics, and STEM information from state-sponsored meeting to school-based administrators and to teachers. Some of this information would focus upon the Common Core Standards, the online toolkit, and summative and formative assessments. The Assistant Superintendent, in collaboration with school principals, will identify coaches for reading/language arts, mathematics and STEM.

Participation by Caroline County Teachers in the Maryland STEM Portfolio Project (MSPP) will assist in developing integrated STEM lessons in grades 4 – 8 and develop teachers familiar with the STEM curriculum framework to assist in the further development of STEM units to be used within the state curriculum. This grant program will be completed in the fall of 2011 and should coincide with the state's development of a STEM curriculum. There will be no additional cost for this initiative since these costs are paid for with this ED Tech ARRA funded grant.

The first emphasis for Year 2 will be in supporting the implementation of the new curriculum and the professional development required to meet the effort. School leadership teams will attend the Educational Instructional Improvement Academies in the summer of 2011 as well as follow-up sessions during the school year. This will necessitate funding for substitute pay for the follow-up training. Following the Academy, the school leadership teams will collaborate to develop a plan to extend the learning into the broader school community. The teacher coaches and the central office content specialists will meet regularly to refine the details of the implementation plan and will develop the timeline for transition. One component of the implementation plan will be the review of curricular materials and county benchmark exams, which are currently being used to determine if they meet the needs of the CCS and then to make any necessary recommendations concerning the purchasing of new materials and revision of formative assessments. Another component of this plan will be to work with College

Board in an effort to determine if a possible partnership with them would benefit the CCS implementation. Content-specific professional development will also be a focus beginning in Summer 2011 as it is expected that teachers are going to need a deeper content knowledge and accompanying pedagogy. This will require funding for teacher stipends. No recurring costs are created as a result of this effort.

The second emphasis for Year 2 will be on participating in the review of new standards and grade-level expectations for science and social studies. Teacher coaches and central office content specialists will take the lead in this initial phase. The Assistant Superintendent will ensure that teachers and school and central-office leaders participate in Maryland's professional development for the standards and assessments in these 2 subject areas. Central-office content specialists will disseminate science and social students information from state-sponsored meetings to school administrators and teachers. This information will focus primarily on the Common Core Standards, online toolkit, and summative and formative assessments. The central-office content specialists will provide the Common Core Standards orientation in the spring of 2012 to all teachers and administrators. Some teacher stipends may be needed if training is required beyond the school day. No recurring costs are created from this initiative.

In Years 3 and 4, the emphasis will be on differentiating the professional development in all content areas to maximize the implementation of the Common Core Standards and use of new common summative and formative assessments. The central-office content specialists and principals will collaborate in the development and administration of a needs assessment to plan for continuing professional development. Through regular meetings with teacher coaches, the central-office content specialists will develop and implement the differentiated professional development plan. Continued content-specific professional development will be significant in Years 3 and 4 and will require funding for stipends and/or for substitute pay. It is not anticipated that the transition from the existing state curriculum and assessments to the common core and new common summative as well as formative assessments will extend beyond the four year scope of this plan, however should that occur we will utilize existing PD and in-service time to incorporate the additional instruction and training necessary. No recurring costs are associated with either project within this section of our Race to the Top initiative. Collaboration between school leadership teams and central-office content specialists will continue to play a significant part in the success of Caroline County's plan.

Section B: Standards and Assessments

Action Plan: Section B

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

Goal(s): STANDARDS and ASSESSMENTS

Goal(s): To improve achievement for all students with a special emphasis on special education and minority subgroups.

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>						
Participate in review of new standards and preparation of grade-level expectations (reading/LA, math, STEM)	(B)(3)		2010 - 2011	Teacher Coaches; Central Office Content Specialists (Chance, Frank, Harman, Johnson, Stevens)	Sharing information from meetings with administration, principals, lead teacher coaches, and other content supervisors	N
Ensure teachers and leaders participate in Maryland's	(B)(3)		2010 - 2011	Assistant Superintendent (Brown)	Attendance at state-sponsored meetings and reviews	N

professional development for standards and assessments (reading/LA, math, STEM)						
Disseminate reading/LA, math, STEM information from state-sponsored meetings to school administrators and teachers (e.g. CCS, online toolkit, formative/summative assessments)	(B)(3)		2010 - 2011	Central Office Content Specialists (Chance, Frank, Harman, Johnson, Stevens)	PD workshops held regarding new assessments, common core standards, and on-line toolkit resources	N
Review current curricular materials to determine alignment with the CCS (reading and math) and make recommendations for possible purchases	(B)(3)		2010-2011	Reading and math resource teachers; Central Office Content Specialists (Chance, Frank, Harman, Johnson)	Evaluation document highlighting the match between CCS and current materials and the gaps that need to be addressed	N
Explore possible partnership with College Board to support college and career readiness standards	(B)(3)		2010-2011	Teacher Coaches; Central Office Content Specialists (Chance, Frank, Harman, Johnson)	Needs analysis matched with program availability	N
Provide CCS orientation to all teachers and administrators (reading/LA, math, and STEM)	(B)(3)		Spring 2011	Central Office Content Specialists (Chance, Frank, Harman, Johnson, Stevens)	Professional development sessions with all staff and a survey following to assess level of teacher understanding and	N

					knowledge of new curriculum, resources, and assessments following each session.	
Identify individuals as coaches for reading/LA, math, and STEM	(B)(3)		Spring 2011	Assistant Superintendent (Mrs. Brown) and school principals (Berry, Brown, Daubach, Hutchins, Lischner, McCandless, Schmidt, Simmons, Spiering, Stafford)	Names submitted to Assistant Superintendent	N
Attend state-sponsored regional trainings (Educator Instructional Improvement Academies)	(B)(3)	1	Summer 2011 and follow-up meetings as scheduled	School Leadership Teams consisting of the principal and teacher coaches	Attendance	N
Collaborate with school-based leadership teams to plan for support	(B)(3)		Summer 2011	School Leadership Teams consisting of the principal and teacher coaches; Central Office Content Specialists (Chance, Frank, Harman, Johnson, Stevens)	Development of PD schedule and implementation plan	N
Regular meetings with teacher coaches to develop implementation plan	(B)(3)		Ongoing beginning in Summer 2011	Teacher Coaches; Central Office Content Specialists (Chance, Frank, Harman, Johnson, Stevens)	Revision and additional planning to complete fine details for Implementation Plan	N
Begin implementation plan based upon state transition timeline	(B)(3)		August 2011	School-based Administrators (Berry, Brown, Daubach, Hutchins, Lischner,	New standards, resources, and assessments integrated into use at	N

				McCandless, Schmidt, Simmons, Spiering, Stafford) Teacher coaches; Central Office Content Specialists (Chance, Frank, Harman, Johnson, Stevens)	each grade band as indicated according to MSDE timelines	
Provide content-specific professional development	(B)(3)	2	Ongoing beginning in Summer 2011	Teacher Coaches; Central Office Content Specialists (Chance, Frank, Harman, Johnson, Stevens)	Formal and informal classroom observations to observe the appropriate use of new curriculum and resources	N
Participate in review of new standards and preparation of grade-level expectations (science/social studies)	(B)(3)		2011- 2012	Teacher Coaches; Central Office Content Specialists (Eareckson and Stevens)	Attendance at state-sponsored meetings and reviews	N
Ensure teachers and leaders participate in Maryland's professional development for standards and assessments (science/social studies)	(B)(3)		2011 - 2012	Assistant Superintendent (Brown)	Attendance at state-sponsored meetings and reviews	N
Disseminate science/social studies information from state-sponsored meetings to school administrators and	(B)(3)		2011 -2012	Central Office Content Specialists (Eareckson and Stevens)	Professional development sessions with all staff and a survey following to assess level of teacher understanding and	N

teachers (e.g. CCS, online toolkit, formative/summative assessments)					knowledge of new curriculum, resources, and assessments following each session.	
Provide CCS orientation to all teachers and administrators (science/social studies)	(B)(3)		Spring 2012	Central Office Content Specialists (Eareckson and Stevens)	PD workshops held regarding new assessments, common core standards, and on-line toolkit resources	N

Develop and administer needs assessments for differentiated professional development options	(B)(3)		Summer 2012: development Fall 2012: administration Summer 2013: revision Fall 2013: administration	Central Office Content Specialists; Principals (Chance, Eareckson, Frank, Harman, Johnson, Stevens, Berry, Brown, Daubach, Hutchins, Lischner, McCandless, Schmidt, Simmons, Spiering, Stafford)	Results of the needs assessment used to generate future professional development sessions	N
Schedule regular meetings with teacher coaches to develop implementation plan	(B)(3)		2012 - 2013 2013 - 2014	Teacher Coaches; Central Office Content Specialists (Eareckson, and Stevens)	Revision and additional planning to complete fine details for Implementation Plan	N
Provide content-specific professional development	(B)(3)	2	2012 - 2013 2013 - 2014	Teacher Coaches; Central Office Content Specialists (Chance, Eareckson, Frank, Harman, Johnson, Stevens)	Formal and informal classroom observations to observe the appropriate use of new curriculum and resources	N
Collaborate with school-based leadership teams to plan support	(B)(3)		2012 - 2013 2013 - 2014	School Leadership Teams; Central Office Content Specialists (Chance, Eareckson, Frank, Harman, Johnson, Stevens)	Transition Support plan for entire implementation process of new curriculum, on-line resources, and assessments	N

Section C: Data Systems to Support Instruction:

Caroline County Public Schools has created an action plan in an effort to work collaboratively with MSDE and other Maryland districts identifying, planning and implementing activities to successfully support initiatives moving Maryland from national leader to world class. This part of the action plan directly supports the initiatives identified in Section C: Data Systems to Support Instruction. More specifically, the activities developed in this part of the action plan directly correlate to the state plan in sections C 3 i-iii (i-Local Instructional Improvement Systems, ii-Support LEAs in using the Instructional Improvement System, and iii-Making Data Accessible). Activities are developed to parallel over the four-year period of the Race To The Top (RTTT) Initiative time frame. Activities include professional development on the use "tools" and application "process" of technology, hardware replacement, and addressing the student requirements for participation in the Instructional Improvement System (IIS).

The first activity (Activity 3) is identified in the area of professional development "provide PD on the technical 'hows' of the new data system". The first year of the initiative includes a two-step delivery. The IT Team will serve as the key personnel. Step #1 will include the development and implementation of a needs assessment. Between September 2010 and January 2011 IT members will create a web survey to identify what needs teachers and administrators report. This information will assist in identification of themes. Themes will be addressed in Step #2 identification of strategies. IT members will use the themes from Step #1 to identify strategies to address those needs. February 2011-July 2011 have been allocated to analyze data and identify themes. Performance measures have been put into place including the web survey and the data reported as a result of that survey. No recurring costs or expenses will be associated with this activity.

The second, third and fourth year of Activity 3 parallel the same concept of providing PD on the technical "hows" of the new data system. Year two encompasses the planning stage of the activity. The IT Team will use the data collected during the first year to plan professional development activities for staff. Planning will be ongoing throughout the 2012-13 school year. No cost will be associated with the planning stages of Activity 3. During the final two years of Activity 3 the IT will implement the professional development identified and planned for in the previous two years. All teachers and administration will be invited to participate at some time during year three and four (July 2012-June 2014). A total \$25,416 in funds are requested for the implementation of professional development in year three and four of Activity 3. Funding includes costs of stipends, indirect costs and other charges as shown in the Action Plan. Approximate cost associated with this stage of Activity #1 includes two hours of training for all teachers (460) at a rate of \$25 hourly and administrators (40 at no cost), plus other charges (\$1,840) and indirect costs (\$576) totaling \$25,416. No other recurring costs are associated with Project 3. At the conclusion of the four years no other costs will be associated with this project.

Activity 4 of the action plan for section 3 *Data Systems to Support Instruction* is also identified in the area of professional development. This activity focuses on the "hows" of the process. The process being identified is a direct follow-up to the state initiative to develop and implement Educator Instructional Improvement academies. During the first year of Activity 4 key personnel including the Superintendent and the Assistant Superintendent will identify school-based teams for the summer 2011 training academies. The timeline for identification will take place between November 2010 and March of 2011. No cost will be associated with this activity and a list of the identified teams will serve as a performance measure. Moving into the second year of Activity 4 trained teams will plan for the implementation of professional development. Identified teams from step one will work collaboratively to plan for activities that will engage staff in "information regarding the key aspects of the Instructional Improvement System". Teams will meet throughout the 2011-2012 school year. No cost will be associated with this step of the activity and the "Implementation Plan" will serve as the overall performance measure.

The final two years of Activity 4 will be solely dedicated to the implementation of professional development. All teachers and administration will be invited to participate at some time during year three and four (July 2012-June 2014). Approximate cost associated with this stage of Activity #2 includes three hours of training for all teachers (440) at a rate of \$25 hourly and administrators (30 @ no cost), plus other costs (\$2640) and indirect costs (\$826) totaling \$36,466. Performance measures will be secured by the use of web surveys for the purposes of knowledge gained and satisfaction. No other recurring costs are associated with Project 4. At the conclusion of the four years no other costs will be associated with this project.

Another initiative which directly connects to Section C 3 iii: *Making Data Accessible* to "continue hardware replacement cycles". Caroline County is using this opportunity to continue ongoing hardware replacement for all teachers and administrators. Over the course of the four-year initiative (September 2010-July 2014) the IT team will continue the replacement cycle already established. This will ensure that each teacher and administrator will have updated technologies every three years providing access to data necessary to be successful with the implementation of "using data to make instructional decisions". Costs associated with this Activity will be allocated at the local level. Performance measures will be established through the ongoing use of inventory lists.

The current technology infrastructure of Caroline County Public Schools (CCPS) is supported by the local budget. Costs associated with hardware repair and replacement, as well as, the upgrading of software are planned for and scheduled in an on-going manner. PowerSchool and Performance Matters are used for student information and data warehousing. These programs allow CCPS to meet current state expectations. The state has reinforced that even though state expectations may change with the implementation of RTTT this will not impact the use of PowerSchool and Performance Matters. These two systems will continue to be

supported at the state level. If this is the case, additional funds will not be necessary to continue the support of the current systems. Local funds will continue to be used for ongoing maintenance, replacement and upgrading.

The last initiative addresses the requirements for participation in the Instructional Improvement System (IIS). Addressing the IIS during the first year of the initiative (September 2010-June 2011) will include a needs assessment. The established Technology Committee will identify what requirements are necessary to successfully engage in participation in the IIS. Data from the needs assessment will be used as documentation of performance. No cost will be associated with Step #1 of this final initiative. During year two of this initiative (July 2011-June2012) the Technology Committee will identify funding sources to support in implementation of IIS. The list of sources will provide the documentation of the performance measure.

The final two years (July 2012-June2014) of this initiative involve the implementation of the plan created in year two. This plan addresses the initial data from the needs assessment in year one of the initiative. Plans will be based on the funding sources identified in year two. Cost for the plan will be determined during year two of the initiative and will be supported pending identified funding sources. Web surveys will be used to indicate satisfaction of the plan delivery. The IT Team will lead the implementation of the final two years of the created plan.

Step #1 Identification of School Based Teams Step #2 Planning Step #3 Implementation Step #4 Continued Implementation		4	June 2012 Step #3: July 2012-June 2013 Step #4: July 2013-June 2014	Superintendent (T. Brown) Step #2-4 Participants trained by state (Admin/Coaches)	Step #2 Completed Implementation Plan Step #3-4 Web Survey-Satisfaction	N N
3. Continue Hardware Replacement cycles	(C)(3)(iii)		Ongoing 3 yr cycle all teachers and administrators	IT Team (W. Wiley, Cheryl Lawrence, P. Saelens)	Inventory List	N-(Local funds)
4. Address student requirements for participation in IIS Step #1 Needs Assessment Step #2 Identify Funding Sources and Creating Implementation plan Step #3 Implementation as funded Step #4 Continue Implementation as funded	(C)(3)(i)		Sept 2010-June 2011 July 2011-June 2012 July 2012-June 2013 July 2013- June 2014	Step #1-2 Technology Committee (C. Spicer, W. Wiley, K. Hutchinson, P. Saelens) Step #3-4 IT Team (W. Wiley, Cheryl Lawrence, P. Saelens)	Step #1 Data from Needs Assessment Step #2 List of Funding Sources/ Implementation Plan Step #3-4 Web Survey-Satisfaction	N N Funding Sources Not Identified at this time

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. (*Maximum of 3 pages of narrative*)

Caroline County Public Schools has created an action plan in an effort to work collaboratively with MSDE and other Maryland districts identifying, planning and implementing activities to successfully support initiatives moving Maryland from national leader to world class. This part of the action plan directly supports the initiatives identified in *Section D: Great Teachers and Leaders*. More specifically, the activities developed in this part of the action plan directly correlate to the state plan in sections D 2 i-iv , D 3 i-ii, and D 5 i-ii. Activities are developed to parallel over the four-year period of the Race To The Top (RTTT) Initiative time frame. Activities include developing and implementing strategic plans for teacher and principal evaluations, staffing plans for high poverty and or high minority schools and/or hard to staff subject areas, programs for aspiring leaders/principals, and a comprehensive teacher induction program.

The first activity is identified in the area of teacher evaluation standards and process. The first year, 2010-2011, a gap analysis will be completed between the MSDE Educator Effectiveness Workgroup and the CCPS teacher and principal evaluation standards and processes. Based on this gap analysis, revisions will be made to the CCPS professional growth systems. During the second year, 2011-2012, the policies and regulations for the new educator evaluation systems will be revised; the handbooks, policies and regulations will be published online; and administrators and teachers will be provided professional development on the new educator evaluation systems. During the final two years of activity one, 2012-2014, the revised evaluation standards and processes for teachers and administrators will be implemented as pilots, modifications will be made based on the feedback from the pilots, and the new evaluations system will be fully implemented. No costs will be associated with any of the steps of the activity.

The second activity of the action plan is to develop strategic plans for high poverty/high minority and hard to staff subject areas during the first year, 2010-2011. For 2011-2014, the plans will be implemented as needed. No costs will be associated with any of the steps of the activity.

The third activity is divided into two parts. For Activity 3A, during year one, 2010-2011, existing programs for aspiring leaders/principals will be reviewed and revised as needed. For the following three years, 2012-2014, programs will be implemented. This implementation may include the possibility of four 2-week internships for aspiring principals with a stipend of \$8000

per year provided for coverage. This is a reoccurring cost totaling \$24,000 for the 3 years of the grant. Recurring costs after the grant period will be paid from local funds.

Activity 3B involves completing a gap analysis between the MSDE Comprehensive Teacher Induction Program and the CCPS program. Needed revisions will be made during the first year, 2010-2011. For the final three years, 2011-2014, the program will be implemented and revised as needed. No costs will be associated with any of the steps of the activity.

Action Plan: Section D

LEA: Caroline County Public Schools Date: November 3, 2010 Years of the Grant: 2010 - 2014

Goal(s):

Ensure educator evaluations inform LEA and school decisions about professional development, compensation, ensure certification, and removal of ineffective teachers.

Increase the equitable distribution of teachers and principals in high- poverty, high-minority, and hard-to-staff schools.

Increase the number and percentage of effective teachers teaching hard-to-staff subjects and specialty areas.

Ensure that all teachers effectively transition into the profession through high-quality teacher induction program and that all new principals have access to mentors who can improve their effectiveness.

Give all teachers and principals the opportunity to become effective or highly effective educators.

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes)</i> <i>Activities to Implement MOU Requirements</i>	(D)(2)(i - iv) (D)(3)(i - ii) (D)(5)(i - ii)					
1. Identify committee to conduct a gap analysis between the MSDE Educator Effectiveness Workgroup teacher and principal evaluation standards and processes and the CCPS teacher and principal evaluation standards and processes. a. Make needed revisions	D (2) (i-iv)		2010-2011	Human Resources (Mr. Perry), Committee TBD	Report of gap analysis	N
b. Rewrite Policies and	D (2) (i-iv)		2010-2011	Supervisor Human Resources (Mr.	Revised documents	N

Regulations				Perry), Committee		
c. Publish handbooks, policies and regulations online	D (2) (i-iv)		2011-2112	Superintendent (Dr. Shirley)	Revised documents	N
d. Provide professional development for principals and teachers	D (2) (i-iv)		2011-2012	Supervisor IT (Mr. Wiley)	Online documents	N
e. Implement revised evaluation standards and processes for teachers and principals as a pilot	D (2) (i-iv)		2011-2012	Assistant Superintendent (Mrs. Brown)	Agendas, Attendance records	N
f. Make modifications based on the implementation of the pilot	D (2) (i-iv)		2012-2013	Superintendent (Dr. Shirley), Assistant Superintendent (Mrs. Brown), All administrators	Completed teacher and principal observations and evaluations	N
g. Implement the new evaluation systems				Supervisor Human Resources (Mr. Perry),		

	D (2) (i-iv)		2012-2013	Committee	New modified documents	N
	D (2) (i-iv)		2013-2014	Superintendent (Dr. Shirley), Assistant Superintendent (Mrs. Brown), All administrators	Completed observations and evaluations	N
2A. Develop a strategic staffing plan to ensure effective personnel are working with high poverty and/or high minority students.	D (3) (i)		2010-2011	Supervisor Human Resources (Mr. Perry)	Strategic staffing plan	N
a. Implement plan as needed	D (3) (i)		2011-2014	Superintendent (Dr. Shirley), Assistant Superintendent (Mrs. Brown), Supervisor Human Resources (Mr. Perry) Supervisor Human	Strategic staffing plan, Staff assignments	N

2B. Develop strategic staffing plan to hire and/or reassign teachers to fill hard to staff subject areas such as STEM. a. Implement plan as needed	D (3) (ii)		2010-2011	Resources (Mr. Perry)	Strategic staffing plan	N
	D (3) (ii)		2011-2014	Superintendent (Dr. Shirley), Assistant Superintendent (Mrs. Brown), Supervisor Human Resources (Mr. Perry)	Strategic staffing plan, Staff assignments	N
	D (5) (i-ii)		2010-2011	Assistant Superintendent (Mrs. Brown), Supervisor Human Resources (Mr. Perry), Committee	List of needed revisions	N
	D (5) (i-ii)		2010-2011	Assistant Superintendent (Mrs. Brown), Supervisor Human Resources (Mr. Perry)	Revised documents	N

				Perry), Committee		
	D (5) (i-ii)	# 5	2011-2014	Superintendent (Dr. Shirley), Assistant Superintendent (Mrs. Brown), Supervisor Human Resources (Mr. Perry)	List of Assistant Principal/Principal intern experiences	Part time contractor - \$8000/year
	D (5) (i-ii)		2011-2014	Superintendent (Dr. Shirley), Assistant Superintendent (Mrs. Brown) Supervisor Instruction (Dr. Spicer)	Revised program documents, Agendas, Attendance records	N
	D (5) (i-ii)		2010-2011	Supervisor	Document of gap analysis	N

				Instruction (Dr. Spicer)		
				Supervisor Instruction (Dr. Spicer)		
	D (5) (i-ii)		2010-2011	Supervisor Instruction (Dr. Spicer)	Revised program documents	N
	D (5) (i-ii)		2011-2012	Supervisor Instruction (Dr. Spicer)	Agendas, Attendance records	N
	D (5) (i-ii)		2012-2014		New modified document	N
	D (5) (i-ii)		2012-2014		Agendas, Attendance records	N
<i>Additional Required Activities:</i>						

1. Educator Instructional Improvement Academies	B (3)		2010-2014	Assistant Superintendent (Mrs. Brown)	Agendas, Attendance records, Notes	N
2. Induction Academies	D (5) (i-ii)		2010-2014	Supervisor Instruction (Dr. Spicer)	Agendas, Attendance records, Notes	N
<i>Optional Activities:</i>						
1.						

Section E: Turning Around Low Achieving Schools

To turn around persistently underperforming schools, Caroline County Public Schools proposes the following action plan which will incorporate some of the strategies outlined in the Maryland Race to the Top (RTTT) application.

In Section E, Part II addresses new pipelines and support for teacher and principal effectiveness. CCPS will support the MSDE professional development summer academies by sending teams from each school. The team will include the principal, math specialist, reading specialist and special education specialist. For the two schools, Colonel Richardson Middle School and Colonel Richardson High School, which have traditionally been underperforming in comparison to other CCPS schools, these teams will take advantage of additional training opportunities provided through MSDE and CCPS. While these two schools are not considered to be close to the lowest-achieving schools outlined in the Maryland RTTT application, attention needs to be given to ensure that the Colonel Richardson Schools maintain a positive growth pattern in meeting standards. At this time, we do not anticipate that there will be additional training opportunities once the grant period ends.

Part V of Section E focuses on school culture, climate and student support. In an effort to continue to improve the school climate and culture at the Colonel Richardson Schools, CCPS will administer a climate survey to parents, students and staff in both schools and the two feeder schools (Preston Elementary and Federalsburg Elementary). The results from the survey will be used to inform the school improvement teams of areas where progress is being made and where more efforts need to be made. This climate survey will reinforce the information gathered through the Positive Behavior Interventions and Supports (PBIS) teams at FES, CRMS, and CRHS. To support the efforts of these schools and to include PES in the PBIS realm, funds will be allocated to support summer PBIS training that is sponsored by MSDE, and to support the program of the existing CCPS PBIS teams. Local funds will be used to continue the PBIS efforts in the targeted schools at the end of the grant period.

To enhance student support and teacher effectiveness, CCPS will hire an Instructional Facilitator to work between both Colonel Richardson schools. This person will facilitate transitions for students and staff between middle and high school; a large part of their day will be conducting walk-throughs to collect data on teacher implementation of best practices, analyzing data from walk-throughs and assessments, and planning and delivering individualized professional development with a focus on teachers who teach students in pipelines for assessed areas. The Instructional Facilitator will work directly with the administrative staff at Colonel Richardson High School and Colonel Richardson Middle School. This person will be included in training associated with CCPS Race to

the Top initiatives. At the conclusion of the Race to the Top funding period, this contractual position will end.

One optional activity will be to investigate the Building Manager model outlined in the MSDE proposal and utilized in Talbot County. In year one, this organizational structure will be researched and analyzed to determine if such an organization would allow more time for school-based administration to focus on instruction. At the conclusion of year one, a recommendation will be made.

Section E: Turning Around Lowest Achieving Schools

Action Plan: Section E

LEA: Caroline County

Date: November 3, 2010

Year of the Grant (circle one)

1

2

3

4

Goal(s):

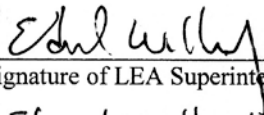
Improve school climate and culture, and increase student and teacher support.

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)					
1. Principals and key school personnel participate in State instructional leadership training and Core standards training	(E)(2) (B)(3)		Ongoing beginning in Summer 2011	Principals, Assistant Principals, Specialists (Simmons, McCandless, Smith, Willey, McCormick, Austin, Handte)	Agendas; school-based implementation plans	N
2. Improve school climate and culture *Administer a climate survey to students, parents, and staff	(E)(5)	6	Ongoing beginning in October, 2010	Principals, Assistant Principals, Specialists, PBIS	Climate survey and analysis of results; PBIS agendas; attendance at summer PBIS institutes	Y

in the Colonel Richardson feeder system *Support existing PBIS programs and expand PBIS to Preston Elementary so that all schools in the Colonel Richardson feeder system are PBIS schools				Coaches/Teams, Pupil Services (Simmons, McCandless, Smith, Willey, McCormick, Austin, Handte, Stackhouse, Adkins)		
3. Improve student support *Create an Instructional Facilitator position for CRMS/CRHS to facilitate instruction, collect data and deliver differentiated professional development	(E)(5)	7	Beginning February, 2011 and ongoing	Principals (Simmons, McCandless)	Data gathered from walk-throughs, notes from individual coaching and professional development sessions, and student achievement data	N
<i>Optional Activities:</i>						
1. Explore the Building Manager model to allow administrators in persistently underperforming schools to meet instructional demands	(E)(2)	6	November, 2010-March, 2011	Principals of Underperforming schools; key Central Office personnel (Simmons, McCandless, Thomas, Johnson, Chance, Stevens, Eareckson, Frank)	Agendas, notes from research, recommendation for position	N

Signature Page

The signature of the LEA superintendent commits the LEA to the terms and conditions in this Final Scope of Work Plan for Race to the Top funds.



Signature of LEA Superintendent

