Carroll County Public Schools
LEA FINAL SCOPE OF WORK PLAN

Part I: Narrative and Action Plans

Section A: State Success Factors

Vision

As Carroll County Public Schools (CCPS) enters a new decade with a host of challenges, the vision of improving schools and preparing students to be successful, life-long learners in the 21st century is ever present. Even with challenging economic times, our commitment to providing a quality education for all students remains in the forefront of our daily operation. Our vision for reform is clear: Carroll County Public Schools is committed to adopting high quality standards and assessments; developing data systems to support instruction; hiring, training, and retaining great teachers and leaders; and turning around our lowest-achieving schools. The Race to the Top (RTTT) federal education initiative provides an excellent opportunity for CCPS to use RTTT funds to address these challenges and to align curricula to the common core state curriculum, design and integrate technical infrastructure, turn around struggling schools, increase student interest in STEM, and improve the teacher/principal professions. CCPS will use the Race to the Top guidelines as the backdrop for this wave of reform.

Needs

Carroll County Public Schools is a very strong performing school system and is successful because of its strong focus on system-wide needs and goals and the ability to successfully connect them with instructional strategies and appropriate staff. In order to continue to improve as a system there is a recognized need for improvement in the NAEP Reading and Math in grades 4 and 8, where the FY 2020 goal is to raise the percentage of basic and above at least 10%. Also, there is a need to improve the percentage of students meeting state standards in both MSA Reading and Math so that 100% of students meet the standards by 2014. Finally, there is a need for improvement to increase the percentage of high school students passing all 4 HSA exams with the goal of 90% by 2020. To meet these specific needs, Carroll County Public Schools has committed to several corresponding goals.

Goals

Standards and Assessments	
	Align the Carroll County Public Schools English Language Arts and Mathematics curricula to the Common Core State Curriculum—this will be measured by producing a fully revised and aligned curriculum.
	Provide high quality professional development for teachers, principals, and instructional supervisors to deepen knowledge and understanding of the Common Core State Curriculum and assessments—this will be measured by the number of aligned activities and percentage of teachers who participate in MSDE –sponsored Educational Instructional Improvement Academy sessions.
Data Systems to Support Instruction	
	Design and integrate the technical infrastructure that will allow Carroll County Public Schools to integrate with MSDE's Instructional Improvement System—this will be measured by the completion of design specifications to meet MSDE requirements.
	Make the Instructional Improvement System the centerpiece of online high quality professional development for teachers, principals, and instructional supervisors in implementing real-time, data-based planning and instruction—this will be measured by the completion and integration of the IIS that will provide data to all staff in order to better make instructional decisions.
Great Teachers and Leaders	
	Develop and implement an observation and evaluation system for teachers and administrators that comply with the state framework—this will be measured by the creation of a teacher observation and evaluation tool.
	Expand our existing Teacher Induction Program so that it complies with the regulations of the Comprehensive Teacher Induction Program—this will measured by the development of a long range staffing plan that will increase the number of teacher mentors.
	Develop and implement a process that allows placement of highly effective teachers and principals in low-performing/high poverty schools—this will be measured by the creation of an administrator evaluation tool.
Turning Around Lowest Achieving Schools	
	Carroll County's 7 local attention schools will meet AYP in 2011—this will be measured by the 7 schools meeting AYP in 2011.

Stakeholder Involvement

The successful completion of this plan will require the involvement of several stakeholders:
- Standards and Assessments. Director of Curriculum and Staff Development, Instructional Supervisors, School Principals, Supervisor of Testing and Accountability, STEM Coordinator, the Career and Technology Coordinator, and our teachers.
- Data Systems to Support Instruction. Chief Information Officer, Director of Research and Accountability, Director of Curriculum and Staff Development.
- Great Teachers and Leaders. Director of Curriculum and Staff Development, School Directors, and members from our teacher and administrator bargaining units.
- Turning around the Lowest-Achieving Schools. Director of Special Education, Director of Minority Achievement and Intervention Services, Director of Curriculum and Instruction, Instructional Supervisors, School Directors, ESOL Supervisor, and school principals.
- STEM. STEM Coordinator, Science Supervisor, and Coordinator of Career Development.

These individuals will collaborate throughout the process as well as disseminate progress information to the public and outside stakeholders via the CCPS website, Board releases, and press releases.

STEM Education

STEM Education initiatives are included in Sections B and D. The goals for STEM education in Carroll County Public Schools are to:
- Increase student interest and participation in science, technology, engineering, and mathematics—this will be measured by the implementation of Environmental Issue and Engineering is Elementary units in grades 1-5.
- Increase the growth among educators in science, technology, engineering, and mathematics to advance expertise in content and cross-curricular integration and implementation—this will be measured by teacher participation in STEM professional learning communities.

Proposed Strategies for Increasing Student Achievement and Closing the Achievement Gap

In order to best meet the previously mentioned goals, Carroll County Public Schools proposes several strategies for increasing student achievement and closing the achievement gap. Each one presented is a representative sample of thorough, robust planning, and each one presents a great deal of potential that when implemented should increase student achievement and close the achievement gap.

Standards and Assessments: CCPS will conduct a gap analysis and subsequently align the CCPS ELA and Mathematics curricula to the Common Core State Curriculum and then enhance the newly aligned CCPS curricula by identifying curricular resources and developing formative assessments. CCPS will also increase middle school student awareness of careers in STEM areas.

Data Systems to Support Instruction: CCPS will work with MSDE to conduct detailed requirements documentation for the Instructional Improvement System and focus on the integration of a robust wireless network in targeted locations in schools that will allow for the use of mobile labs and other wireless computing devices for access.

Great Teachers and Leaders: Convene a committee of teachers, administrators, and CCEA representatives to complete a preliminary design of the skills and knowledge standards/indicators for classroom teacher evaluation and a committee of A & S representatives, directors, and teacher leaders to complete a preliminary design for the A & S evaluation component that includes the 8 standards of the Maryland Instructional Leadership Framework. CCPS will also promote STEM education by improving teacher capacity to instruct students in authentic and meaningful ways through cross-curricular integration of STEM-related courses.

Turning Around Lowest Achieving Schools: Use Title II funds to support professional development to build a purposeful and meaningful collaboration between the reading and math teachers and the special education and ESOL teachers.

1) Integration of the Final Scope of Work Plans as part of the CCPS Comprehensive Master Plan Submission Beginning With the 2011-2012 School Year. The final scope of work for the CCPS Race to the Top Plan will be integrated into Carroll County's Master Plan as a Cross-Cutting Theme.

2) Carroll County Public School Cooperation with National and Statewide Evaluations of RTTT. CCPS is committed to participating in the national and statewide evaluation of the Race to the Top program.

Action Plan: Section A

LEA: <u>Carroll County Public Schools</u>   Date: <u>November 1, 2010</u>

Goal(s):
- **Participate in State and federal evaluations of Race to the Top**

Section B: State Success Factors	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (No)						
Additional Required Activities:						
1.Participate in State and federal evaluations of Race to the Top	(A)(2)		12/01/10 – Expiration of Grant	Steve Johnson, Assistant Superintendent of Instruction	Completed evaluations	N

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. *(Maximum of 3 pages of narrative)*

Action Plan: After the narrative, the LEA will complete the below action plan for Section B, following the directions provided for Section A

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

Carroll County Public Schools (CCPS) is committed to adopting high quality standards and assessments and therefore has embraced the adoption of the Maryland Common Core Standards. Once the Maryland State Board of Education adopts the Common Core State Curriculum, CCPS will support the transition to enhanced standards and high quality assessments by aligning the English Language Arts and mathematics curricula to the Common Core State Curriculum. This process will begin in the summer of 2011 with a gap analysis and subsequent alignment of the current curriculum to the Common Core State Curriculum. The process will continue the following summer by working to enhance the curricula by identifying curricular resources and developing formative assessments for each tested course. The goal is to implement the Common Core State Curriculum and new assessment program during the 2013-2014 school year.

In order to implement the new curriculum, high quality professional development must be provided to help teachers gain the knowledge and understanding of the new standards and assessments. Carroll County Public Schools will fully participate in the Educator Instructional Improvement Academy. Participants will be identified from each of the 46 schools to attend the Academy and all follow-up sessions over the three year period, 2011-2013 (the budget is included in section D.5. to align with the MSDE plan).

In addition, elementary school mathematics has been identified as an area in need of intensive professional development. The Common Core Standards in Mathematics are more conceptual in nature and will require elementary teachers to gain a deeper understanding and more thorough working knowledge of the standards in order to be able to teach the new curriculum effectively. Consequently, Carroll County Public Schools will conduct Elementary Mathematics Summer Institutes during the summers of 2012 and 2013 for all elementary mathematics teachers.

STEM is an initiative that Carroll County Public Schools fully embraces with the belief that it will enhance the curriculum and educational opportunities for students. Carroll County Public Schools will coordinate Professional Learning Communities among the teachers to increase their capacity to integrate STEM content and processes into their instruction. Additionally, CCPS will promote middle school students' awareness of careers in STEM areas by coordinating author lessons and field trips related to science,

technology, engineering, and mathematics. The goal with these activities is to increase students' abilities to apply science, technology, engineering, and mathematics concepts and skills in integrated and meaningful ways.

CCPS will ensure that educators, parents and other stakeholders understand the transition plan for implementation of the Common Core Standards and Curriculum. The plan will be presented to the Board of Education as will subsequent updates and progress. The Department of Curriculum, Instruction and Staff Development will share the plan with staff and provide professional development as appropriate to ensure fidelity in implementation. School staff will share the plan with staff and parents and assist with transition through the Community Advisory Council and meetings of other stakeholder groups. The Office of Community and Media relations will ensure that all stakeholders have access to the appropriate information through press releases and other information made available at www.carrollk12.org.

Action Plan: Section B

LEA: Carroll County Public Schools   Date: November 1, 2010

Goal(s):
- **Align the Carroll County Public Schools English Language Arts and Mathematics curricula to the Common Core State Curriculum**
- **Provide high quality professional development for teachers, principals, and instructional supervisors to deepen knowledge and understanding of the Common Core State Curriculum and assessments**
- **Implement the Common Core State Curriculum and assessments**
- **Increase student ability to apply science, technology, engineering, and mathematics concepts and skills in integrated and meaningful ways**
- **Ensure that Carroll County Public Schools stakeholders understand the transition plan for implementation of the Common Core State Standards and Curriculum.**

Section B: Standards and Assessments	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) *Activities to Implement MOU Requirements*	(B)(3)					
1. Share the transition plan with	(B)(3)		Upon	Steve Johnson,	Evidence of dissemination of	N

staff, parents, community members and other stakeholders during monthly Board of Education and other public meetings, regularly scheduled content briefings with staff, public information processes, and www.carrollk12.org.			approval of RTTT Scope of Work - ongoing.	Assistant Superintendent of Instruction Office of Community and Media Relations	information includes: agendas, press releases, web presence.	
2. After conducting a gap analysis, align the CCPS ELA and Mathematics curricula to the Common Core State Curriculum.	(B)(3)	B-1	Summer 2011	Margaret Pfaff, Director of Curriculum, Instruction, and Staff Development Instructional Supervisors: Stephanie Dale, Brian Wienholt, Jan Jayman, Donn Hicks, Kent Kreamer	CCPS English Language Arts and Mathematics curricula align to the Common Core State Curriculum.	N
3. Provide substitute teachers to allow CCPS classroom teachers the opportunity to attend the Educator Instructional Improvement Academy and follow-up sessions. (Budget included in section D to align with MSDE plan.)	(B)(3)	D-7	2011-2013	Margaret Pfaff, Director of Curriculum, Instruction, and Staff Development School Principals	Appropriate designated staff will attend all MSDE sessions. Attendees will lead school-based professional development activities related to: • New curriculum • New assessments • Data analysis to inform instruction • Differentiated instruction • Online Instructional Toolkit • Longitudinal Data System • MDK12 Digital Library	N

4. Enhance the newly aligned CCPS curricula by identifying curricular resources and developing formative assessments.	(B)(3)	B-2	Summer 2012	Margaret Pfaff, Director of Curriculum, Instruction, and Staff Development Instructional Supervisors: Stephanie Dale, Brian Wienholt, Jan Jayman, Donn Hicks, Kent Kreamer	Curricular resources and formative assessment will be added to curricula.	N
5. Conduct Elementary Mathematics Summer Institutes.	(B)(3)	B-3	Summer 2012 and 2013	Donn Hicks, Instructional Supervisor	Elementary school mathematics teachers' instruction will reflect a deep understanding of the Common Core Standards.	N
6. Implement the Common Core State Curriculum and assessment program.	(B)(3)		2013 and beyond	Margaret Pfaff, Director of Curriculum, Instruction, and Staff Development Instructional Supervisors: Stephanie Dale, Brian Wienholt, Jan Jayman, Donn Hicks, Kent Kreamer	Observations of classroom instruction will show alignment to the Common Core State Curriculum. Student performance data on the new assessments will be collected and analyzed.	N
Optional Activities:						
1. Improve teacher capacity to instruct students in authentic and meaningful ways through	(B)(3)		2010-2011	Bryan Shumaker, STEM	18 teachers participate in year long STEM professional learning community.	N

cross-curricular integration of Science, Technology, Engineering, and Mathematics content and processes.				Coordinator Kent Kreamer Ted McNett Brad Yohe, Instructional Supervisors		
2. Increase middle school student awareness of careers in STEM areas.	(B)(3)		2010-2011	Bryan Shumaker, STEM Coordinator Valerie Bortz, Coordinator of Career Development	Author lessons to accompany field trips that focus on careers in STEM related fields. Pilot program will be implemented at three schools to determine impact and effectiveness.	N

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. *(Maximum of 3 pages of narrative)*

Action Plan: After the narrative, the LEA will complete the below action plan for Section C, following the directions provided for Section A.

(C)(3)(i)   Local Instructional Improvement Systems

Carroll County Public Schools (CCPS) is committed to providing teachers and administrators access to technology that will improve student achievement. To that end, CCPS will work with the Maryland State Department of Education to review the requirements documentation and meet the technological standards needed to implement the statewide Instructional Improvement System (IIS). While many of the technological requirements are currently undefined, CCPS will begin integrating an infrastructure that will provide widespread access to the CCPS network. This infrastructure will have the capacity to support and/or provide access to the required elements as identified in the MSDE Race to the Top document which include: a student performance dashboard; curriculum management system; item test bank, e-learning system; adaptive test system; instructional intervention planning system; grade management system; and the summative progress dashboard. The increased capacity of the system will allow for greater access to Maryland's existing Online Instructional Toolkit and to the proposed enhancements.

CCPS collaborated with school-based administrators, the superintendent's cabinet, the Community Advisory Council, and the Carroll County Education Association in developing the Scope of Work. All were given the chance to provide feedback on our Scope of Work before submitting the application. Through this process, expansion of wireless access throughout the county's schools was identified as a critical first step. In order to expand access CCPS will need to identify alternative devices for use on the network. The possibility of modifying policies and procedures to allow access for personally-owned devices will also be examined.

(C)(3)(ii)   Professional Development on use of data

CCPS has provided professional development on the use of data for instructional improvement for over two decades. The nine step instructional improvement process is used throughout the system. There has been a concerted effort over the last eight years to support the process with technological applications. CCPS Technology Services staff has developed numerous applications to facilitate the use of data for instructional decision making.

CCPS is committed to providing professional development to support the effective use of the statewide IIS. By participating in MSDE sponsored Educator Instructional Improvement Academies (detail included in Section D to align with the MSDE plan) and

focusing system-wide and school-based professional development activities, CCPS can ensure all teachers and administrators are provided opportunities to engage in the learning process.

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

CCPS will work with MSDE to ensure our local data systems meet all established guidelines and requirements.

(C)   Additional Activities

A primary concern in the implementation of an IIS stems from the limited access students have to computing devices. While CCPS maintains adequate student to computer ratios, we know that the new technology-based assessment requirements will limit the availability of computers for instructional use. CCPS intends to use a significant portion of the funds to purchase additional computing devices for instructional use and formative assessments. CCPS is committed to using local resources to maintain and replace these devices in future years. We believe that access to the IIS is one of our major hurdles. Using funds to improve ratios is a key to success.

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Action Plan: Section C

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LEA: <u>Carroll County Public Schools</u>   Date: <u>November 1, 2010</u>

Goal(s):
- **Design and integrate the technical infrastructure that will allow Carroll County Public Schools to integrate with MSDE's Instructional Improvement System.**
- **Make the Instructional Improvement System the centerpiece of online high quality professional development for teachers, principals, and instructional supervisors in implementing real-time, data-based planning and instruction.**
- **Improve the ratio of students to computing devices to enable students and teachers to access online instructional and formative assessment tools.**

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) *Activities to Implement MOU Requirements*	(C)(3)(i-iii)					
1. Work with MSDE to conduct detailed requirements documentation for the IIS.	(C)(3)(i) (C)(3)(iii)		Summer 2011	Gary Davis, Chief Information Officer Gregg Bricca, Director of Research and Accountability	Design Specifications meet the Requirements	N
2. Modify CCPS technology infrastructure relative to the standards and required elements as they are established by MSDE and to accommodate new formative, interim, and summative assessment tools.	(C)(3)(i)		2011 - 2013	Gary Davis, Chief Information Officer	Modifications made as identified.	N
3. Provide professional development to teachers and administrators related to the nine step process that defines the MSDE Instructional Improvement System.	(C)(3)(ii)		2011-2013	Margaret Pfaff, Director of Curriculum and Staff Development Gregg Bricca, Director of Research and Accountability	Monitor the utilization rate of the IIS and achieve annual improvements in the percentage of teachers using the system.	N
4. Work to integrate a robust wireless network in targeted locations in schools that will allow for the use of mobile labs	(C)(3)(i) (C)(3)(ii)		2011-2013	Gary Davis, Chief Information Officer	Wireless network is installed and available for use.	N

and other wireless computing devices for access.						
5. Identify and test various mobile devices for use as computing devices for access. This may include personally-owned computing devices.	(C)(3)(i) (C)(3)(ii)		2011-2013	Gary Davis, Chief Information Officer Margaret Pfaff, Director of Curriculum and Staff Development Gregg Bricca, Director of Research and Accountability	A procedure is created that allows a dynamic list of devices that can be securely connected to the network. A procedure is also defined to equitably allocate devices for those students that do not have access to personally-owned devices.	N
6. Modify the Acceptable Use Policy to account for the new methods of access to the CCPS network including the secure and appropriate use of personally owned devices.	(C)(3)(i) (C)(3)(ii)		2011-2013	Gary Davis, Chief Information Officer Gregg Bricca, Director of Research and Accountability Officer	New Acceptable Use Policy is defined, adopted, and updated as needed.	N
Optional Activities:						
1. Purchase additional computing devices to be used in instruction and formative assessment.	(C)	C-1	2011-2013	Gary Davis, Chief Information Officer	Devices are purchased.	Y [1]

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[1] Race to the Top funds will be used to purchase computing devices during the grant period. However, the replacement cost of the additional devices continues beyond the grant period.

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)*

Action Plan: After the narrative, the LEA will complete the below action plan for Section D, following the directions provided for Section A.

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

Carroll County Public Schools (CCPS) is committed to aligning the teacher and principal evaluation system to the Education Reform Act of 2010 which sets new expectations for the evaluation of teachers and principals. The alignment process will begin with the identification of skills, knowledge, and practice which will comprise 50% of the evaluation. CCPS fully intends to align to the four specific domains represented in Charlotte Danielson's framework (planning and preparation, classroom environment, instruction, and professional responsibilities) for teachers and the Maryland Instructional Leadership Framework for principals. CCPS will incorporate the five measures of student growth once they are refined by the seven pilot counties (D)(2)(i). It is anticipated that the local 20% student growth measure will likely be drawn from assessments screened by the National Psychometric Council in collaboration with MSDE. CCPS is not requesting Race to the Top funds to support these assessments, if assessments are chosen that require recurring expenses (i.e., outside scoring), CCPS will use local funds for the assessments. This component of the evaluation process will require the use of assessments that have been determined through research-based procedures to be both valid and reliable. CCPS does not currently have the internal capacity nor the funds to support that process.

The process to align the skills, knowledge, and practice indicators to the teacher and principal frameworks cited above will begin fall 2010 with the formation of two committees comprised of teachers, administrators, and representatives from the teachers' and administrators' bargaining units. Each committee will be responsible for developing a draft evaluation and observation tool that will be piloted beginning fall 2011. While the process for both committees will be grounded in Danielson's framework or the Maryland Leadership Framework, other domains that align to the vision and beliefs of CCPS will also be discussed and considered for inclusion. Discussions will also determine the weighted value of the identified domains. The committee will also determine the process for implementing annual evaluations of teachers and principals so that feedback related to all performance measures can be provided. Procedures for corrective action will also be included in these discussions.

Upon implementation, the evaluations will be used to inform professional development and to identify other support for teachers and administrators. CCPS will use the data to identify any teachers or administrators who will benefit from a mentor relationship; direct regularly scheduled opportunities for new teachers to co-teach or observe classrooms; and target professional development and match

it to each teacher's needs (D)(2)(iv)(a). The evaluation process will include regular formative reviews and classroom observations. New teachers who are rated Ineffective will receive more intensive support and frequent evaluations and feedback. The new evaluation system will be used to inform tenure, certification and removal of teachers and principals (D)(2)(iv)(c), (D)(2)(iv)(d).

Ensuring a smooth transition to the use of this newly designed instrument will require careful and strategic communication and professional development. It will be an expectation that those responsible for the use of these evaluation tools engage in on-going professional development and shared discussions throughout both the pilot year (2011-2012) and the years that follow until this process has become institutionalized within our system.

The development of effective teachers is significantly impacted by a comprehensive and rigorous Teacher Induction and Mentoring Program that follows the State Board adopted regulations for induction and mentoring. CCPS has an induction program that meets a portion of the state regulations; however, the challenge for CCPS has been and will continue to be meeting the recommended staffing ratio of 15 mentees to each mentor. Consequently, the intent is to address the staffing ratio over the next several years as the local budget will permit. At this time, it is not possible to commit to a specific number of new positions that could be added due to significant budget limitations. Collaboration with school principals is needed to identify scheduling and placement options that will help reduce the extra duty responsibilities for new teachers and avoid placing the most challenging students with the newest teachers. Once the new evaluation system is in place, CCPS will look to expand mentoring resources and support for those tenured teachers who are not meeting standards. Local funds will be used, if needed, for additional teacher mentors.

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

CCPS has long practiced the distribution of effective teachers and principals based on the informed judgment of the Superintendent. Placement decisions have typically been made based on many factors, such as overall student performance, AYP challenges, the skill set of the principal, and the culture of the school, to name a few. CCPS also embraces the belief that student performance is significantly impacted by highly effective teachers and principals. The goal is that all CCPS schools will have the advantage of highly effective leadership and staff; however, there are schools that present unique challenges and require strategically placed leaders and teachers. The new evaluation system will provide data that could be used to identify and place teachers and principals in the lower performing schools as needed. However, this practice will require a significant change in how staffing decisions are made in the district. It will be necessary to discuss options and procedures with local bargaining units and negotiate these procedures. In addition, the discussion regarding pay incentives for accepting assignments in low performing schools will also have to be addressed through the negotiations process. Along with performance incentives, discussions related to hiring-based incentives for hard-to-staff subjects and specialty areas must occur.

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

The CCPS Scope of Work application for great teachers and leaders includes references to participation in the Educator Instructional Improvement and the State's Teacher Induction Academies. CCPS will continue sending the newest principals to the Maryland Principals' Academy and will participate in the Aspiring Leaders Academy sponsored by MSDE. Additionally, the School Directors and the Director of Curriculum, Instruction, and Staff Development will participate in the regional professional development opportunities offered through the Executive Officers Network. Local professional development will follow the Maryland Teacher Professional Development Standards and Evaluation (D)(5)(ii).

New administrators are currently supported with a variety of resources. Directors work with new principals to develop a comprehensive transition plan to use as a guide for at least their first year. New principals are supported by an experienced peer from the same level or given mentoring support from the Supervisor of Staff Development (a former principal) or a retired principal. All new principals attend the MSDE Principal's Academy at the end of their first year. Assistant principals are mentored by their principals and school director. Regularly scheduled meetings for this group also provide opportunity to share challenges and discuss problem solving strategies. These experiences allow assistant principals opportunity to gain stronger insights into the role of the principal and build critical leadership skills and behaviors.

Teacher development in STEM related areas is also part of CCPS efforts to build "great teachers and leaders" and is included in the application under Optional Activities. A commitment to STEM education is critical to the students of Carroll County and the community. CCPS efforts to increase teacher access to STEM related curricula and student access to rich learning experiences has been aggressive at the elementary, middle, and high school levels. However, there continues to be significant room for growth before a strong pipeline is established that provides students with experiences that will lead them to career choices in STEM related fields. Early experiences often have the most lasting effects for students; therefore, CCPS has set the elementary curriculum as one of its STEM priorities. Environmental Issues Investigation and Engineering is Elementary are two curriculum programs that are being integrated into the elementary science classrooms with plans to expand in scope and access.

The second STEM priority relates to the career awareness and connections that need to be made for students prior to their high school years. By design, STEM curriculum should help students make interdisciplinary connections that ultimately help generate interest in related career pathways. However, before CCPS students can make those meaningful connections, the teachers need awareness and understanding of the connections within their content to the related various career options. To that end, CCPS is in the process of organizing summer externships for teachers that will provide them with opportunities to spend time working and learning in STEM related private industries. These externships will increase teachers' understandings of the meaningful and purposeful connections that they can make in the classroom that will ultimately help their students plan a four year high school program that will lead them to career opportunities in the many STEM related areas.

Action Plan: Section D

LEA: **Carroll County Public Schools**   **Date:**   **November 1, 2010**

Goal(s):
- **Develop and implement an observation and evaluation system for teachers and administrators that complies with the state framework**
- **Expand our existing Teacher Induction Program so that it complies with the regulations of the Comprehensive Teacher Induction Program**
- **Develop and implement a process that allows placement of highly effective teachers and principals in low-performing/high poverty schools**
- **Provide high quality professional development for teachers and principals related to the state compliant observation and evaluation system**
- **Increase the growth among educators in science, technology, engineering, and mathematics to advance expertise in content and cross-curricular integration and implementation**

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) Activities to Implement MOU Requirements	(D)(2)(i – iv) (D)(3)(i - ii) (D)(5)(i - ii)					
1. Teacher Evaluation						
a. Convene a committee of teachers, administrators, and CCEA representatives to complete a preliminary design of the skills and knowledge standards/indicators for classroom teacher evaluation	(D)(2)(ii)	D-1	Nov. 2010 – July 2011	Margaret Pfaff, Director of Curriculum, Instruction, Staff Development	Draft observation and evaluation tool	N
b. Provide training to administrators on the use of the new standards/ indicators	(D)(2)(ii) (D)(5)(i)		August 2011	Margaret Pfaff, Director of Curriculum, Instruction, Staff Development	Professional development plan, attendance of A & S staff at training sessions, training syllabus, feedback from participants	N

c. Communicate new standards/indicators to teachers	(D)(2)(ii)		August 2011	Curt Schnorr, Director of Elementary Schools Barry Gelsinger, Director of Middle Schools Sherri-Le Bream, Director of High Schools	Documentation and artifacts shared with teachers	N
d. Pilot new standards/indicators in all schools	(D)(2)(ii)		Sept. 2011 – June 2012	Curt Schnorr, Director of Elementary Schools Barry Gelsinger, Director of Middle Schools Sherri-Le Bream, Director of High Schools	Quarterly collection of observation feedback from teachers and administrators	N
e. Select assessment tools that will be used to determine the 20% locally developed student growth measures	(D)(2)(ii)	D-2	Oct. 2011 – Dec. 2011	Margaret Pfaff, Director of Curriculum, Instruction, and Staff Development	Identification of assessments	N
f. Pilot the use of the 20% locally developed student growth measures.	(D)(2)(ii)		Jan. 2012 – June 2012	Margaret Pfaff Director of Curriculum,	Use of selected tools, feedback from teachers and administrators.	Y [2]

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[2] Piloting the selected tools is a finite activity. However, costs for the selected tools could be recurring (i.e., on-line assessments, scoring by outside organization, etc.)

				Instruction, and Staff Development		
g. Collect feedback and revise as needed.	(D)(2)(ii)	D-3	June 2012 – August 2012	Margaret Pfaff Director of Curriculum, Instruction, and Staff Development	Revised evaluation tools.	N
h. Provide training on the use of the new observation and evaluation system to school and central office administrators.	(D)(2)(ii) (D)(5)(i)	D-4	Summer 2012	Margaret Pfaff Director of Curriculum, Instruction, and Staff Development	Training syllabus, schedule, and feedback from participants.	N
i. Provide teachers with information regarding the structure, expectations, and use of the observation and evaluation process.	(D)(2)(ii),(iii) (D)(5)		August 2012	Curt Schnorr, Director of Elementary Schools Barry Gelsinger, Director of Middle Schools Sherri-Le Bream, Director of High Schools	Evidence of communication, website presence.	N
j. Implement fully revised evaluation system including student growth and skills and knowledge indicators.	(D)(2)(iii)		August 2012 – May 2013	Curt Schnorr, Director of Elementary Schools Barry Gelsinger, Director of Middle Schools Sherri-Le Bream, Director of High Schools	Use of procedures by staff.	N

2. Administrator and Supervisor Evaluation						
a. Convene a committee of A & S representatives, directors, and teacher leaders to complete a preliminary design for the A & S evaluation component that includes the 8 standards of the Maryland Instructional Leadership Framework.	(D)(2)(ii)	D-5	January 2011 - July 2011	Margaret Pfaff, Director of Curriculum, Instruction, and Staff Development	Draft evaluation tool.	N
b. Provide training to administrators on the use of the new standards/ indicators.	(D)(2)(ii) (D)(5)(i)		August 2011	Margaret Pfaff Director of Curriculum, Instruction, and Staff Development	Training syllabus, schedule, and feedback from participants.	N
c. Pilot the use of the new administrator standards/indicators.	(D)(2)(ii)		Sept. 2011 – June 2012	Curt Schnorr, Director of Elementary Schools Barry Gelsinger, Director of Middle Schools Sherri-Le Bream, Director of High Schools	Feedback from administrators and supervisors.	N
d. Collect feedback and revise as needed.	(D)(2)(ii)		June 2012 – August 2012	Margaret Pfaff Director of Curriculum, Instruction, and Staff Development	Revised evaluation tool.	N
e. Provide training on the use of the new evaluation system to school and central office administrators.	(D)(2)(ii),(iii) (D)(5)(i)		Summer 2012	Margaret Pfaff Director of Curriculum, Instruction, and Staff Development	Training Syllabus, schedule, and feedback from participants.	N

f. Implement fully revised evaluation system including student growth and skills and the Maryland Leadership Framework.	(D)(2)(iii)		August 2012 – May 2013	Curt Schnorr, Director of Elementary Schools Barry Gelsinger, Director of Middle Schools Sherri-Le Bream, Director of High Schools	Use of procedures by staff.	N
3. Ensuring equitable distribution of effective teachers and principals						
a. Work collaboratively with CCEA to explore possibility of performance and/or hiring-based incentives in higher poverty and/or higher minority schools and for hard to staff subjects and specialty areas.	(D)(2)(iv)(b) (D)(3)(i),(ii)	D-6	2012 – 2013 school year	Jimmie Saylor, Director of Human Resources	Revised contract language.	N
b. Work collaboratively with A & S to explore possibility of incentives for administrators to lead higher poverty and/or higher minority schools.	(D)(3)(i)		2012 – 2013 school year	Curt Schnorr, Director of Elementary Schools Barry Gelsinger, Director of Middle Schools Sherri-Le Bream, Director of High Schools	Revised contract language.	N
4. Teacher Induction Program						
a. Develop a long range staffing	(D)(2)(iv)(a)		May 2011 –	Margaret Pfaff	Completion of the plan	Y [3]

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[3] Completing the staffing plan is a finite activity. However, costs for employing additional teacher mentors is a recurring local responsibility.

plan that will increase the number of teacher mentors.	(D)(5)(ii)		July 2011	Director of Curriculum, Instruction, and Staff Development	with a good faith effort to implement (knowing budget constraints).	
b. Encourage principals to limit the extra duty assignments for, and avoid placing the most challenging students with, non-tenured teachers.	(D)(2)(iv)(b)		March 2011 (no end date)	Curt Schnorr, Director of Elementary Schools Barry Gelsinger, Director of Middle Schools Sherri-Le Bream, Director of High Schools	Data collected to determine extent of assignment tailored for non-tenured teachers.	N
c. Participate in MSDE's Educator Induction and Instructional Improvement Academies.	(D)(2)(iv)(a) (D)(5)(i)	D-7	2011 - 2014	Margaret Pfaff, Director of Curriculum, Instruction, and Staff Development	Written feedback from mentors regarding the effectiveness of the training.	N

Optional Activities						
1. Increase STEM preparation and aptitude for elementary teachers through continued professional development in Environmental Issue Investigation and Engineering is Elementary.	(D)(3)(ii)		2010-2012	Bryan Shumaker, STEM Coordinator Cindy Eckenrode Donn Hicks, Instructional Supervisors	Implement Environmental Issue Investigation and Engineering is Elementary units at each grade level 1-5.	N
2. Increase teacher awareness of the changing workplace and role of technology in STEM related career areas.	(D)(3)(ii)		2010-2012	Bryan Shumaker, STEM Coordinator	Provide and place 20 teachers in STEM related summer externship experience.	N

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. *(Maximum of 3 pages of narrative)*

Action Plan: After the narrative, the LEA will complete the below action plan for Section E, following the directions provided for Section A.

Although Carroll County Public Schools (CCPS) does not have any schools that meet the criteria for lowest achieving schools, there are 7 schools "On Alert Requiring Local Attention," which is defined by the State accountability requirements as schools not achieving AYP for the first time in 2010, and one regional special education center in year one of School Improvement. The following schools are Carroll County's Local Attention schools based on 2010 MSA data. Also noted are the indicators that caused the schools not to make AYP.

- Regional Special Education Center:
    - Carroll Springs School (Focused School Improvement 1)
- Elementary Schools:
    - Robert Moton (Special Education Reading and Math)
    - Winfield (Special Education Reading)
- Middle Schools:
    - East (Special Education Reading)
    - West (Math – African American Males)
    - New Windsor (Special Education Reading)
- High Schools:
    - Century (Special Education Reading)
    - Winters Mill (Limited English Proficient - Reading)

The overall system plan to address AYP includes a combination of professional development, specific interventions, and staffing adjustments. Each of these components are addressed separately and tailored to the school level or individual school as appropriate. School site administration (principal, resource teacher, etc) provides oversight at each school to address the specific needs of students in the identified groups not meeting the Annual Measurable Objective (AMO). At the system level, the data pattern that was evident was the special education student group in reading and mathematics did not make AYP. The system's focused intervention plan for the schools includes strategies to address specific areas of curriculum, instruction, assessment, professional development, leadership and organizational structures.

In some cases, staffing changes were made and/or additional hourly support staff was put in place to address student needs. This was an essential part of the intervention plan for Carroll Springs, the regional special education center. Specifically, with the addition of the coach/mentor at Carroll Springs, it is anticipated that the ongoing monitoring and technical support will build professional capacities that will be sustained over time. Staff changes were also made at the middle school level to better meet the needs of teachers and students.

CCPS' written, taught and tested curriculum is aligned with the current State Curriculum. However, the data analysis identified a gap between how general educators and special educators understand, use and collaborate around the curricular expectations. Although CCPS has highly qualified teachers in classrooms and highly qualified special educators, special educators who provide direct instruction to identified students have not consistently been included in professional development in core academic subjects (reading and math). The lack of collaborative professional development and limited opportunities to develop confidence and competency in core subject areas is an identified concern. If students with disabilities are to receive quality instruction in the core curriculum, their teachers need content expertise – both regular education and special education teachers. Differentiating instruction across the curriculum for all learners necessitates a high degree of collaboration between staff who have a shared responsibility for all students, yet have varied expertise relative to special populations of learners. Building structures to support the collaboration between special education and regular education teachers is a priority. Including staff in joint professional development sessions in reading/math curricula, instruction and assessments will clarify expectations and positively impact learning.

Each school's improvement plan addresses the strategies to meet the needs of the student populations not meeting AYP. Individual schools have intervention plans for the learners. Specific interventions have been identified for the content areas that align with the CCPS curriculum and support individual/small group instruction or reinforcement. Individualized student progress reports are part of the intervention and ongoing monitoring of the effectiveness of the intervention is inherent in the school improvement process.

The focus of inclusion should not just be on students. Including special educators and regular educators together in professional development will most certainly have a positive and significant impact on the quality of teaching and learning for all.

Action Plan: Section E

LEA: <u>Carroll County</u>   Date: <u>November 1, 2010</u>

Goal(s):
- **Carroll County's 7 local attention schools and 1 regional special education center in School Improvement 1 will meet AYP in 2011. (Note: All school but one that failed to make AYP in 2009, made AYP in 2010.)**

Section E: Turning Around Lowest-Achieving Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) *Activities to Implement MOU Requirements*	(E)(2)					
Carroll Springs School						
1. Adjust staff assignment and scheduling.	(E)(2)		Beginning 2010 and continuing through June 2011	Director of Special Education, Principal/Coordinator (R. Gray, G. Glas)	New staff assignments and revisions made to schedules by September 30, 2010.	N
2. Provide professional development for Special Education staff and home and hospital teachers in Alternative MSA (ALT-MSA), including purpose of, procedures for, and compliance safeguards and other site specific needs.	(E)(2)		Beginning 2010 and continuing through March 2011	Principal/Coordinator, Identified Teachers (Special Education and Home and Hospital Teachers), Coaches / Mentors (G. Glas, J. Wolfarth, B. Erdeljac)	Minimum of 2 professional development sessions, including follow – up with identified teachers and the coach / mentor. Weekly review of test artifacts with direct feedback to staff.	N IDEA Alt-MSA, SpEd. ARRA
3. Implement "Unique" curriculum to assist with developing artifacts that align with the State Curriculum.	(E)(2)		Beginning 2010 and continuing through June 2011	Identified Teachers (G. Glas, J. Wolfarth, B. Erdeljac)	Coordinator/Director/Mentor/Coach observations and walk through.	N

4. Conduct monthly Alt - MSA staff meetings.	(E)(2)		Beginning 2010 and continuing through June 2011	Principal/Coordinator, Identified Teachers (Special Education and Home and Hospital Teachers), Coaches / Mentors (G. Glas, J. Wolfarth, B. Erdeljac)	Question and Answer sessions with hands-on real case practices, (collections of artifacts) application of what was taught and learned.	N
Elementary Schools:						
1. Provide professional development to build a purposeful and meaningful collaboration between the general classroom teachers and the special education teachers.	(E)(2)		Beginning 2010 and continuing through June 30, 2011	Directors of Special Education, Director of Curriculum, Instruction, and Staff Development (R. Gray, M. Pfaff)	Planning and instruction will reflect a deep understand of the Common Core Standards and shared expectations for student outcomes.	N Title II funds SpEd. ARRA
2. Provide professional development in reading to an identified group of general and special education teachers.	(E)(2)		Ongoing through June 2011 (Specific timelines embedded in the schools' improvement plans)	Reading specialists to provide professional development to an identified group of general and special education teachers (S. Myers, S. Dale, C. Bixler, A. Byrd)	Student performance monitored using local formative/ summative assessments. Principal/Supervisors/Directors walk through/observation process.	N
3. Provide professional development in mathematics to an identified group of general and special education teachers.	(E)(2)		Ongoing through June 2011 (Specific timelines embedded in the schools' improvement plans)	Math supervisor, Math Resource Teacher to provide professional development to an identified group of general and special education teachers (D. Hicks, M. Myers, M. Gotard)	Student performance monitored using local, formative/ summative assessments. Principal/Supervisors/Directors walk through/observation process.	N
Middle Schools:						
1. Adjust staffing	(E)(2)		Completed	Director of Special	Staff in place September 2010.	N

assignments in schools • Special Education Coordinator assigned to each school • Facilitating/consulting teacher assigned to each school • Additional teaching assistant to East Middle • Assign a general education teacher and special educational teacher to team teach at each grade level			September 2010	Education, Director of Middle Schools, Principals (R. Gray, B. Gelsinger, T. Hill, M. Swack, D. Bell)		SpEd. ARRA
2. Provide professional development to build purposeful and meaningful collaboration between general and special education teachers.	(E)(2)		Ongoing through June 30, 2011 (Specific timelines embedded in schools' improvement plans)	Director of Special Education, Director of Curriculum, Instruction, and Staff Development (R. Gray, M. Pfaff)	Planning and instruction will reflect a deep understand of the Common Core Standards and shared expectations for student outcomes.	N SpEd. ARRA
3. Provide professional development in reading to an identified group of general and special education teachers.	(E)(2)		Ongoing through June 2011 (Specific timelines embedded in the schools' improvement plans)	Reading supervisors to provide professional development to an identified group of general and special education teachers (B. Wienholt, T. Piercy)	Student performance monitored using local formative/ summative assessments. Principal/Supervisors/Directors walk through/observation process.	N
4. Provide professional development in mathematics to an identified group of general and special education	(E)(2)		Ongoing through June 2011 (Specific timelines	Math supervisor, Math Resource Teacher to provide professional development to an	Student performance monitored using local, formative/summative assessments. Principal/Supervisors/Directors	N

teachers.			embedded in the schools' improvement plans)	identified group of general and special education teachers (K. Kreamer, J. Gehr)	walk through/observation process.	
5. Implement math interventions.	(E)(2)		September 2010 through June 30, 2011	Identified Teachers, Math Resource Teacher, Math Supervisor (K. Kreamer, J. Gehr)	Student achievement monitored ▪ Algebraic thinking formative assessments ▪ Carroll County Public Schools benchmarks assessments ▪ Success/Maker data Principal/Supervisors/Directors walk through/observation process.	N
6. Implement reading interventions.	(E)(2)		September 2010 through June 30, 2011	Identified Teachers, Reading Supervisor, Reading Resource Teacher (B. Wienholt, T. Piercy)	Student achievement monitored ▪ Wilson Read 180 ▪ Qualitative Reading Intervention ▪ SRI ▪ Gates McGinity Principal/Supervisors/Directors walk through/observation process.	N
High School:						
1. Winters Mill ▪ Support ELLs with plug-in for HSA tested areas, with additional focus on English and Algebra. ▪ Encourage ELL/RELL students to retake English and/or Algebra HSAs until a passing score is achieved in both. ▪ Support Bridge Projects and remediation efforts. ▪ Provide ELL professional	(E)(2)		September 2010 through June 30, 2011	Director of Research and Accountability, Principal, ESOL Supervisor, ESOL Teacher, Identified Classroom Teachers (G. Bricca, P. Mesta, T. Kaufman)	Student achievement monitored using local formative/ summative assessments. Principal/Supervisor/Director walk through/observation process.	Title III N

development for all staff.						
2. Provide additional targeted job-embedded professional development (focused on reading instruction) to identified staff based on student need.	(E)(2)		September 2010 through June 30, 2011	Reading Prekindergarten-12 Supervisor, Identified teacher staff (T. Piercy)	Student achievement monitored using local assessments Principal/Supervisor/Director walk through/observation process.	N SpEd. ARRA

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

_Stephen H. Guthrie_____ Date: _____
Print Name: