

Charles County Public Schools

Executive Summary

Section A. Supporting Maryland's Comprehensive and Coherent Agenda

Charles County Public Schools continues to share and support the state's vision for reform and fully supports the current phase as it is outlined in the Race to the Top application. We fully embrace the revision of the PreK-12 Maryland State Curriculum, assessments, and accountability system based on the Common Core Standards to assure that all graduates are college and career ready and will adopt the world-class expectations embodied in the Common Core State Standards. As local leaders in the use of technology to assist instruction, we will follow the state's lead to build a statewide technology infrastructure that links all data elements with analytic and instructional tools to monitor and promote student achievement. The redesigned model for preparation, development, retention and evaluation of teachers and principals will also be fully accepted as we strive for high quality teachers for all students. Charles County Public Schools does not have schools identified as low-performing. However, we support the State's innovative approach to school reform through the Breakthrough Center and plan to replicate strategies that will positively impact CCPS schools that do not make AYP two consecutive years. Lastly, Charles County Public Schools will participate in state and federal evaluations of the Race to the Top.

A series of Race to the Top (RTTT) information sessions were held in order to inform stakeholders and to provide opportunities for input. The sessions covered Maryland's RTTT application, the four assurances and the expectations for the CCPS scope of work. The following groups were included:

- Board of Education
- Central office staff from:
 - Human Resources
 - Budget and Finance
 - Division of Instruction
 - Research and Assessment
- School administration- Principals and vice principals
- Members of the Education Association of Charles County
- Parent groups: Minority Achievement Committee and Parent Advisory Committee

Standards and Assessments: In order to support Maryland's ambitious instructional initiatives, Charles County Public Schools will have staff lend their experience and expertise to:

- Aligning the State Curriculum with the Common Core Standards;
- Identifying digital resources and activities that support the development of the Common Core State Curriculum and the Online Instructional Toolkit;
- Participating in all MSDE professional development opportunities on the Instructional Improvement System in order to assist teachers in developing lessons and differentiated instruction;
- Collaborating with the state in each developmental phase of a state-wide STEM curriculum and resources;
- Participating in the Educator Instructional Improvement Academies and providing master teachers to support MSDE core curriculum training needs;
- Assisting on state committees to provide expertise in the new assessment design along with CCPS formative and interim assessment tools.

Charles County Public Schools has outlined an effective process for engaging all of its stakeholders—educators, parents, and community members—in discussions about the system’s transition to the Common Core Curriculum.

CCPS’s 2011-2012 Master Plan Section (1.D.i) will include the specific RTTT project activities as outlined above. These project activities will be embedded in the various content specific action plans as appropriate and based on the changes required due to the adoption of the Common Core Standards.

Data and Technology Infrastructure: The continual development of a robust Data Warehouse for Charles County Public Schools is a priority. The current Data Warehouse allows teachers, administrators and central office staff to view student data based on the Maryland State Curriculum and Core Learning Goals. The Data Warehouse has the ability to report the status of a student, a teacher, a school and county. Student reports are based on the results of formative assessments that are tied to Maryland State Curriculum or Core Learning Goals. The Data Warehouse is used as a longitudinal tool that houses historical and current data on students to which all decision-makers have access. This data includes quarterly county assessments, state assessments, diagnostic assessments and national assessments. Teachers have the ability to plan and implement differentiated lessons based on information from the Data Warehouse.

Enhancement of the Data Warehouse will be valuable in improving instruction and continuing progress toward closing the achievement gap for all students. It will provide a seamless process of linking our data to resources, curriculum, and daily instruction. The student portal will allow students to take ownership of their achievement and keep parents informed.

CCPS’s 2011-2012 Master Plan Section (1.D.i) will include the specific RTTT project activities as outlined in Section C. These project activities will reflect our plan for updating the student data system to accommodate the transition to assessments and instructional resources related to the Common Core Standards.

Great Teachers and Leaders: Charles County Public Schools will embrace the student growth model for evaluation once it is adopted by the State Board of Education. The adoption of this model will fully support our movement toward eliminating the achievement gap. Charles County Public Schools is also participating in a pilot evaluation system in January 2011. Charles County Public Schools will work on the evaluation framework with the bargaining unit representing teachers and principals.

Charles County Public Schools is committed to participating in the State’s Teacher Induction Academies. We strongly believe the academy experience will enhance teacher preparedness and overall instructional effectiveness, thereby, increase student achievement and eliminate the gap that exists between subgroups. By 2011, Charles County Public Schools will comply with COMAR 13A.07.01 in relation to the induction program for teachers, the mentoring program, orientation and new teacher seminars. The current mentor program will be revised and will be compliant with the COMAR regulations.

Charles County Public Schools will begin to work with our bargaining unit for changes in compensation models that differentiate salary for effective and highly effective teachers and principals. Tenure decisions will be made via the evaluation. Evaluations will also be used to place teachers and principals who are rated satisfactory or better in low performing schools.

Charles County Public Schools will participate in the Education Instructional Improvement Academies and MSDE's Priority Schools Academy. Support for teachers and principals is essential. Principal mentoring is in place now and will continue as a support for new principals.

CCPS's 2011-2012 Master Plan Section (1.D.vi)) will include the specific RTTT project activities as outlined in Section D. These project activities will reflect our plan for implementing the state RTTT teacher and principal evaluation system. Likewise, it will reflect our full participation in staff development opportunities for principals and teachers.

Turning Around Low-Achieving Schools: Maryland State Department of Education has identified 16 persistently lowest-achieving schools to be improved in this reform effort; however, Charles County Public Schools currently does not have any schools identified.

In the past, various CCPS schools have been identified for local attention due to failure to make Adequate Yearly Progress (AYP). Charles County Public Schools has determined that any school that does not make AYP for two years will be identified as a Low Performing School. Identified schools will remain on the CCPS Low Performing Schools list until they have made AYP for two consecutive years.

Highly effective administrators and core content teachers will have an opportunity to apply for comparable positions in CCPS low performing schools for which they will receive a stipend equal to 25% of the salary base. This incentive will remain as long as the school moves successfully toward making and sustaining adequate yearly progress and the availability of local funding. The bargaining unit negotiations will be critical in this project.

CCPS's 2011-2012 Master Plan Section (1.D.iii) will include the specific RTTT project activity as outlined in Section D that relates to our low performing schools. This activity will reflect our plan for supporting CCPS schools that do not make AYP for two consecutive years.

Action Plan: Section A

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

Goal(s): To address each of the following components:

- Charles County Public Schools vision for reform aligned to the State’s Race to the Top (RTTT) Program
- CCPS identified needs and goals
- Stakeholder involvement
- Proposed strategies for increasing student achievement and closing the achievement gap
- Integration of the Final Scope of Work as part of its LEA Comprehensive Master Plan submission beginning with the 2011-2012 school year
- CCPS cooperation with national and statewide evaluations of RTTT

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	Cliff Eichel, Director of Research and Assessment	Full participation and cooperation with national and state evaluators	N

Section B. Standards and Assessments

Participation in Common Core Standards Consortium: Charles County Public Schools (CCPS) acknowledges and supports Maryland’s acclaimed national leadership in the area of standards-based reform. We further recognize the Common Core State Standards as an important development in this reform. As a result, CCPS supports Maryland’s plan to adopt the Common Core State Standards and will take the necessary steps to make these standards accessible to all CCPS administrators, teachers, parents, and students. Therefore, CCPS fully supports Maryland’s efforts in participating in the Common Core Standards Consortium.

Timetable for Standards Adoption: Charles County Public Schools fully supports Maryland’s timetable for standards adoption as set forth under Maryland Education Code Ann.§2-205(h) which gives the State Board authority to adopt standards for all public schools in Maryland. CCPS enthusiastically participated in MSDE content briefing opportunities in English language arts, mathematics, and STEM. CCPS appreciated the opportunities to offer comments and feedback regarding the adoption of the Common Core Standards.

Developing and Implementing Common, High-Quality Assessments: As a state leader in the use of summative, interim, and formative assessment data to inform instruction, CCPS fully accepts Maryland’s *no exceptions, no excuses* policy to have students graduate from high school, students who are college and career ready. Likewise, Charles County Public Schools will support Maryland’s development of a comprehensive assessment system that not only advances student, educator, school, and district accountability, but supports highly effective classroom instruction for all students.

As a result of the implementation of these common, high-quality assessments, CCPS teachers will be able to access interim and formative assessments through the Online Instructional Toolkit. CCPS is also committed to the use of the multistate consortium – the Partnership for Assessment of Readiness for College and Career (PARCC). PARCC’s plan to administer assessments when key skills and concepts are taught will accommodate CCPS’s tradition of timely data reporting for instructional decision making.

Supporting the Transition to Enhanced Standards and High-Quality Assessments: CCPS is adopting the world-class expectations embodied in the Common Core State Standards so that all CCPS high school graduates are ready for college and career. However, we understand the adoption is only the first step with the standards as the foundation. We are also committed to the development of the support systems needed to assure the success of all students with a particular focus on those traditionally underserved. CCPS is dedicated to establishing and funding effective strategies to this end. CCPS supports the state’s expectation that the standards must be: (1) translated into challenging and engaging curriculum, lesson plans, classroom projects, and homework assignments; (2) delivered by effective instructors in schools that are managed by effective principals; and (3) supported by a technology infrastructure and longitudinal data system that can identify achievement gaps among students and help educators intervene in a timely way to close those gaps. Race to the Top will help CCPS to reexamine these aspects of its instructional system.

CCPS continues to make significant progress toward the elimination of our achievement gap.

MSA Elementary Reading and Math

Year	Reading	Math
2003	25.7	27.0
2010	9.7	13.2

MSA Middle School Reading and Math

Year	Reading	Math
2003	24.9	28.2
2010	12.2	18.9

The inclusion and implementation of the strategies described in Maryland’s plan will confirm Charles County’s continued success in closing and successfully eliminating its achievement gap in the near future. The school district’s aspirations toward exceeding national and international standards drive our goal to graduate college and career ready students, regardless of gender, socioeconomic status, or ethnicity.

Aligned State Curriculum: CCPS staff successfully aligned our district’s essential curriculum with the Maryland State Curriculum and readily served on numerous state committees. Our staff’s expertise and knowledge during that process was highly acclaimed. To date, our Content Specialists and Directors have served on various standards review committees. We look forward to future opportunities to support curriculum work and Online Toolkit development.

To guarantee that our educators are thoroughly informed about the transition to the Common Core Standards, CCPS staff will be fully involved and supportive of the year-long, statewide process to revise the State Curriculum. To begin this process we will send twenty-one Division of Instruction staff to various MSDE Common Core briefings. The CCPS Assistant Superintendent of Instruction will also participate in all meetings designed to determine a consistent format for Maryland’s PreK-12 curricular framework and the appropriate inclusion of technology.

An Effective Process for Engaging Stakeholders: Charles County Public Schools has a history of involving stakeholders in all major initiatives such as the transition to the Maryland State Curriculum in 2003, the annual Bridge to Excellence Master Plan update, various curriculum updates and changes, as well as textbook selections. CCPS has three major stakeholder groups with scheduled monthly meetings: Minority Achievement Committee, Parent Advisory Committee, and the Special Education Citizens Advisory Committee. Additionally, we use our CCPS web site, television station, School Improvement Planning representatives, Parent Teacher Organizations/Associations, and newsletters to inform a variety of stakeholders.

CCPS consistent commitment will continue as we embark on the system’s adoption and implementation of the Common Core State Curriculum. Race to the Top (RTTT) stakeholder meetings have begun and will continue throughout the entire transition. CCPS RTTT Scope of Work and implementation will be a major focus at the April 2, 2011, CCPS Academic Fair for parent and community groups.

Online Instructional Toolkit: In 2008, Charles County Public Schools embarked on an ambitious endeavor to revise and reformat our curricula and provide online access through a password protected intranet that is also available to teachers from home. The new format of the curriculum provides teachers with differentiated lesson plans, multimedia resources, and SMART activities. The intent is to provide curriculum that is a “living document” used before, during, and after instruction. In addition to the online curriculum, CCPS staff use the MSDE Online Instructional Toolkit found at www.mdk12.org. Therefore, we believe the Online Instructional Toolkit, with all of the proposed components, will build on what is presently available in CCPS.

Teachers also have access to a wide variety of digital library resources with vendors selected to represent all grade levels and subject areas at <http://www2.ccboe.com/library>. Twenty-five CCPS staff will contribute their experience and expertise in identifying digital resources and activities that support the development of the Common Core State Curriculum and the Online Instructional Toolkit.

Committed to strengthening classroom instruction and having all CCPS students leave high school ready for college and career, CCPS staff will participate in all MSDE professional development opportunities on

the Instructional Improvement System that will assist teachers in developing lessons and differentiating instruction. CCPS will provide professional development on the Instructional Improvement System at the school, grade, and content levels to ensure the use of the nine-step process as an integral practice at the classroom level.

STEM Curriculum: Three CCPS STEM staff members will actively collaborate with the state in each developmental phase of state-wide STEM curriculum and resources. CCPS content supervisors will also actively participate in the developmental phases of the joint establishment of a World Language and STEM pipeline. CCPS will continue its commitment to Gateway to Technology and Project Lead the Way.

Charles County Public Schools will utilize its teaching staff and students in the creation, implementation, and assessment of challenging career/technical/STEM programs of study. St. Charles High School, currently in construction, is committed to the full integration of Career Technical Education courses and STEM education.

CCPS will continue to develop dual enrollment, internships, co-op, and STEM lab experiences for our high school students. CCPS is dedicated to providing these opportunities to all students.

High School Graduation Requirements: Charles County Public Schools embraces Governor O'Malley's College Success Task Force. The four recommendations linking high school course requirements with assessment results will assist with monitoring whether CCPS students are on track to meet the college- and career-ready proficiency levels.

Professional Development: For several years, Charles County Public Schools employed instructional leadership teams whose main purpose is to support instruction at the school and classroom level. Currently, each elementary and middle school has a reading, math, and gifted team member. At the high schools, there is one resource teacher at each school. In 2008, CCPS also provided every teacher in every school with access to PD360, an on-demand library of professional teacher development resources. As a result of these endeavors, our support of Maryland's PD vision is fully accepted.

By 2013, principals and three teacher leaders—a reading/English language arts, mathematics, and STEM expert—from each Charles County school will participate in the MSDE Educator Instructional Improvement Academies and follow-up trainings. In June, 2011, Charles County Public Schools will host the Southern Maryland Educator Instructional Improvement Academy. In addition, CCPS will identify 10 master teachers to support MSDE Common Core curriculum training needs.

High-Quality Assessments: Over the past several years, Charles County Public Schools has developed high-quality assessments to support classroom teachers and administrators in improving instruction at the classroom level and reducing achievement gaps. Our quarterly assessments given in reading/English language arts, mathematics, science and the high school core content areas provide teachers and administrators with reliable data that have a high correlation with the Maryland State Assessments (MSA) and the High School Assessments (HSA).

In support of MSDE's priorities, five CCPS staff members will serve on state committees to provide expertise in the new assessment design along with CCPS formative and interim assessment tools. In addition, they will provide on-going professional development opportunities for CCPS staff to guarantee that all our teachers and administrators are fully informed at all stages of the new assessment design. In regards to delivering assessments, CCPS has staff at every building to provide the needed support to teachers with online assessments. Finally, we will be ready to implement the new assessments no later than 2014-15.

Action Plan: Section B

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

Goal(s): Support the transition to enhance standards and high-quality assessments.

- Support the development and implementation of the Common Core State Standards and high quality assessments.
- Develop a transition plan to involve CCPS stakeholders
- Provide effective professional development for teachers and principals
- Support the development and implementation of the PreK-12 STEM curriculum

Section B: Standards and Assessments	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(B)(3)					
1. Inform principals about the Educator Instructional Improvement Academy and identify the three participating school coaches (reading/language arts, math, STEM)	(B)(3)		11/2010	Ronald Cunningham, Deputy Superintendent Judy Estep, Assistant Superintendent of Instruction	Principals and teachers will be fully informed with MSDE academy information	N
2. Prepare to host the Southern MD Regional Academy at North Point High School	(B)(3)		10/2010-6/2011	Judy Estep, Assistant Superintendent of Instruction and MSDE	Successful completion of the event to accommodate the academy requirements	N
3. Participate in Common Core Standards State briefings	(B)(3)	1	10/2010-6/2013	Judy Estep, Assistant Superintendent of Instruction Content Specialists, Master Teachers,	Participation record based on MSDE requests and CCPS staff attendance	N

				Instructional Specialists, Instructional Resource Teachers		
4. Host various stakeholder forums	(B)(3)		10/2010-6/2013	Ronald Cunningham, Deputy Superintendent, Keith Hettel, Assistant Superintendent for Human Resources, Judy Estep, Assistant Superintendent of Instruction Paul Balides, Instruction and Budget	Actual completion of the forums with agendas and sign-in sheets; RTTT Common Core Standards information posted on web site	N
5. Select staff to participate in committees developing the CCS online toolkit	(B)(3)	1	3/2011-6/2013	Judy Estep Content Specialists, Master Teachers, Instructional Specialists, Instructional Resource Teachers	Staff participation will be documented	N
6. Select staff to participate in STEM briefings and curriculum development	(B)(3)	4	6/2011-6/2013	Scott Hangey, Director of Science Instruction and Program Development, Monique Wilson, STEM Coord.	Staff participation will be documented	N

7. Identify master teachers to support MSDE CCS training needs.	(B)(3)	1	5/2011-6/2013	Ronald Cunningham, Deputy Superintendent Judy Estep, Assistant Superintendent of Instruction	Staff participation will be documented	N
8. Select staff to participate on committees to develop high quality assessments	(B)(3)	1	6/2011-6/2013	Judy Estep, Assistant Superintendent of Instruction	Staff participation will be documented	N

Section C. Data Systems to Support Instruction

Statewide Longitudinal Data Systems: Charles County Public Schools embraces the state initiative of a longitudinal data system.

Assessing and Using State Data: Charles County Public Schools embraces the state initiative of assessing and using state data.

Using Data to Improve Instruction

Use of Local Instructional Improvement Systems: The continual development of a robust Data Warehouse for Charles County Public Schools is a priority. The current Data Warehouse allows teachers, administrators and central office staff to view student data based on the Maryland State Curriculum and Core Learning Goals. The Data Warehouse has the ability to report the status of a student, a teacher, a school and a county. Student reports are based on the results of formative assessments that are tied to Maryland State Curriculum or Core Learning Goals. The Data Warehouse is used as a longitudinal tool that houses historical and current data on students to which all decision-makers have access. This data includes quarterly county assessments, state assessment, diagnostic assessments, and national assessments. Teachers have the ability to plan and implement differentiated lessons based on information from the Data Warehouse

The Charles County Public Schools Data Warehouse allows administrative staff within a school to view individual student results, as well as teacher results and school results. The Data Warehouse encourages the teachers, the schools and the county to address challenges of student performance, allowing all stakeholders to address the achievement gap that exists within different subgroups. Due to the availability of this data, Instructional Leadership Teams (ILT) can individualize professional development opportunities for staff members based on students' needs and assessment scores which are linked to curriculum. If a specific challenge exists within a course, grade level or teacher's class, the Data Warehouse has the ability to report this information so that appropriate staff development can address it. Central Office staff has the same capability, and can also look at a county view of student data. Based on that data, Central Office staff can plan appropriate county-wide in-services which allow teachers to improve instruction based on the needs revealed by student data.

Charles County Public Schools recognizes the Data Warehouse has limitations. We believe in order to improve instruction for our students, a seamless process to link our data to the resources, curriculum, and daily instruction is essential. In order to handle the new applications and improvements described below a new server will need to be purchased to be able to handle the expected increase in use and data. This server will be used in conjunction with the servers we now use to run our data warehouse. The Data Warehouse must be linked to additional resources to provide individual instructional support to students and inform parents. There are four main components that need to be added to the current Data Warehouse: student reporting tool, teacher portal, student portal, and parent portal. In addition, appropriate staff development needs to occur.

In order for the teachers, including STEM teachers, to address the weaknesses and strengths of the students, other components of the Data Warehouse need to be added. A reporting tool that can individually address the strengths and challenges of student achievement based on formative assessment is necessary. This tool would allow for interventions and/or enrichment activities for each student. An individual report for each student will be compiled to help individualize student instruction and differentiate when necessary.

Once the teachers are able to view individual student reports and determine which standards reveal strengths and challenges, the addition of another useful component of the Data Warehouse is necessary. A portal for teachers where activities, resources, and test items from the Core Standards are housed will be used to help facilitate learning for students. Based on the strengths and challenges of the student, the teacher will be able to access resources for each Core Standard for students. Using these resources, the teacher can address specific standards for each student and reassess when necessary to determine mastery of the information. With the new evaluation that measures student growth at the local level, our county assessments could be used to determine mastery. With this enhancement, teachers will have a more precise way of tracking student growth.

A student portal beginning with students entering grade 6, is another component necessary to improving our current Data Warehouse. In order for students to take ownership of their achievement, they must help develop their own instructional plan. They need to be able to monitor their own progress and have access to the online resources as well as their own data. As students begin to take ownership of their own achievement, they have the ability to lead parent-teacher data conferences.

STEM teachers and students will also have access to Maryland's rich inventory of STEM resources and delivery of online programs and services.

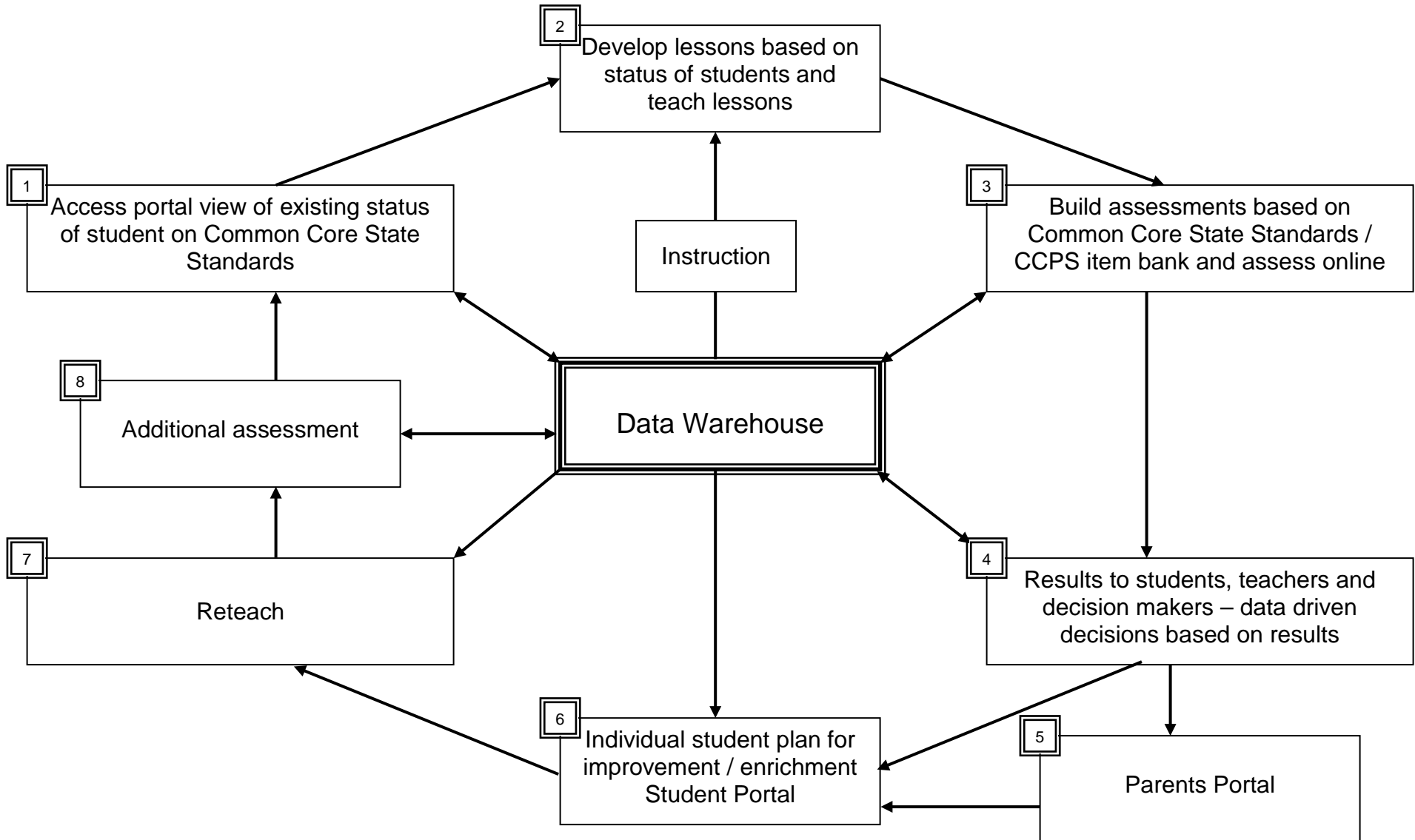
In order for this plan to be successful, additional laptops will need to be purchased so that more students will be able to participate in online testing. Data from these formative assessments will contribute to our Instructional Improvement Plan. Students will also use these laptops to access scores through the student portal which will allow them to participate in their own instructional plan. Students will be able to view their formative assessment results that will include a diagnostic profile indicating strengths and weaknesses. Using the laptops and accessing the student portal, this will link their assessment scores to resources including the toolkit. In addition students will be able to monitor their Instructional Improvement Plan online.

Another important component that needs to be added to the existing Data Warehouse is a portal for parents. Parents need to view student data and see how their children are mastering Core Standards. Parents can identify specifically the strengths and challenges of their children which can help greatly with the communication of student progress between home and school. Increasing parental involvement leads to higher academic achievement for our students. It is our goal to increase parental involvement through the use of a portal for parents.

(C)(3)(ii) Professional Development on Use of Data: With the addition of these new components of the Data Warehouse, we will work with Staff Development to implement appropriate staff training on how to use and analyze data to drive instruction. Once these additional components to Data Warehouse are added, a cadre of data experts at each school will be trained to analyze data and to facilitate training of school staff in the CCPS Instructional Improvement System (currently the Data Warehouse). It is imperative that teachers are taught skills that will help them utilize their own students' data to make appropriate instructional decisions. Additional training will be provided for new teachers. Teacher leaders/mentors will be assigned to new teachers and will help facilitate new staff teaching the Core Standards and utilizing data to make instructional decisions. Training will be provided for the student and parent portal.

Availability and Accessibility of Data to Researchers: Charles County Public Schools welcomes the state initiative of providing availability and accessibility of data to researchers.

Technology Driven Charles County Public Schools Instructional Improvement Plan



Action Plan: Section C

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

Goal(s): To use data to improve instruction by:

- Enhancing the current data warehouse.
- Providing professional development to staff on the enhanced data warehouse.

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(C)(3)(i-iii)					
1. Planning of initial enhancements	(C)(3)(i)		12/2010 – 1/2013	Judy Estep, Assistant Superintendent of Instruction Cliff Eichel, Director of Research and Assessment Drew Jepsky, Director of Instructional Assessments	Agenda, Sign-In Sheets, Meeting Minutes Final list of enhancements	N
2. Develop a reporting tool that will individually summarize and address the strengths and challenges of each student and develop the three portals	(C)(3)(i)	2	12/2010 – 6/2014	Cliff Eichel, Director of Research and Assessment Drew Jepsky, Director of Instructional Assessments	Successful implementation of Data Warehouse and portals	N

3. Train teachers on the new enhancements to the DW and further train identified data experts in each school that will assist all other teachers in the school to analyze data	(C)(3)(ii)	2	12/2010 – 6/2014	Cliff Eichel, Director of Research and Assessment Drew Jepsky, Director of Instructional Assessments Office of Staff Development	Staff participation will be documented	N
4. Purchase additional computers	(C)(3)(iii)	2	12/2010 – 6/2014	BJ Devkota, Director of Technology/CIO	Students will use laptops to engage in their instructional programs	N

Section D. Great Teachers and Leaders

High Quality Pathways: Charles County Schools will support MSDE's efforts regarding pathways for teachers and principals.

Improving Teacher and Principal Effectiveness Based on Performance: Charles County Schools will embrace the State definition of student growth once it is adopted by the State Board of Education.

Student growth gains will comprise 50% of the teacher and principal evaluation frameworks. 30% of the evaluation will be based on the final approved regulation of the Maryland State Board of Education anticipated in early 2011. The remaining 20% of student growth will be linked to local goals set through a joint committee with Charles County Public Schools representatives and the Education Association of Charles County representatives. These bargaining units will include both teachers and administrators. It is our goal to mutually agree on measures of student growth linked to our local goals and priorities.

For the remaining 50% of the teacher evaluation framework, we will work with our bargaining unit to determine the weight, format and means for evaluation. The elements in this 50% comprise the areas of planning and preparation, classroom environment, instruction, professional responsibilities, and any additional mutually agreed domains. For principals, half of the 50% will be based on the eight outcomes in the Maryland Instructional Framework. The percentage for each of the eight outcomes will have to be worked through the joint committee assigned to this task. The remaining 25% will comprise domains that are based on our local goals and priorities. In the event that we cannot reach agreement on an evaluation framework with the teacher/principal work group, the evaluation system will default to the State default model.

Charles County Schools will also work with its bargaining unit to agree on a process for implementing annual evaluations of teachers and principals that includes timely and constructive feedback, using the individual teacher's student growth metric as the underlying basis for the process.

Beginning in the summer of 2011, Charles County Public Schools will participate in the State's Teacher Induction Academies by sending our representative who will coordinate the teacher induction program in the county along with as many mentors as the State will allocate to the county. By July 2011, Charles County Public Schools will revise our induction program for new teachers based on COMAR 13A.07.01, which will result in revisions to our mentor program, orientation, and new teacher seminars. Currently our system is using mentors who are teachers, current employees and retired teachers to support our new teachers.

Beginning in the 2011-2012 school year, we will continue to employ fourteen teacher mentors. These individuals regarded as Outstanding on our current evaluation system and highly regarded by their principals and peers will continue to serve as additional full-time mentors for approximately 150 new teachers. Once the new evaluation system is in place, we will hire mentors who are rated Highly Effective. Nine positions will be funded with general funds and five with Title II A funds.

Our Office of Staff Development will provide monthly training for mentors focusing on subject matter content, effective instructional strategies, and appropriate mentoring techniques. Successful fulfillment will be measured by utilizing the novice teacher's evaluation results (including student growth), administrative input, documentation of support provided, and a survey completed by the novice teacher. The administration from the novice teacher's school and personnel from the Central Office

will use this information from the evaluation to provide professional development both in the seminar and through their individual mentors. We will comply with all the requirements of COMAR 13A.07.01 regulation as we revise our mentor program.

Once the new evaluation system is in place, Charles County Schools will use a similar mentor approach to support any teacher who is rated ineffective for two years in a row and who has been placed on a second-class certificate. We currently have a mentor program for principals and will participate in the principal mentor-certificating program proposed by MSDE in the Race to the Top application.

It is Charles County Public Schools' intent to begin development with our bargaining unit's new compensation models that would differentiate salary for effective and highly effective teachers and principals. The school system's leadership will study the Performance Compensation Workgroup recommendations. This compensation model may also involve differentiated pay for those teachers and administrators who agree to be placed in our lowest-achieving schools. Another area of special incentives will include the recruitment and retention of STEM, special education, and ESOL teachers to these schools.

Lastly, teacher and principal evaluations will be used to make tenure decisions as well as to inform placement, individual professional development plans, promotion, and removal decisions. This will be incorporated after staff rated ineffective has had sufficient support and time to improve.

Ensuring Equitable Distribution of Effective Teachers and Principals: Once the evaluation system is in effect, Charles County Public Schools plans to use the evaluation system to make decisions about where to assign principals and teachers. When Charles County Public Schools designates our low performing schools, only satisfactory or better teachers and principals will be allowed to transfer to these schools. Exceptions will be made for teachers that show exceptional promise in their field of study. Low performing schools will be identified by those not meeting AYP for two (2) consecutive years.

To facilitate equitable STEM instruction and opportunity, current elementary science teacher positions will be changed to elementary STEM resource teacher positions. To provide high quality instructional support in reading, math, and gifted education, current instructional leadership team positions will be changed to instructional coaches for reading, math, and gifted education.

Improving the Effectiveness of Teacher and Principal Preparation Programs: Charles County Public Schools will support MSDE's efforts at improving teacher and principal preparation programs.

Providing Effective Support to Teachers and Principals: Charles County Public Schools will participate in the Educator Instructional Improvement Academies and the Induction Program Academies. In addition, CCPS STEM teaching staff and content supervisors will fully collaborate in the development, implementation, and the evaluation of the elementary, middle and high school Educator Instructional Improvement Academies. CCPS will also assign central office personnel to work on a weekly basis with all schools who attend the Educator Instructional Improvement Academy to implement the collaborative planning process. The newest principals will be sent to the Maryland Principal's Academy and will participate in the Aspiring Leaders Academy sponsored by MSDE. Additionally, our executive staff will participate in the regional professional development opportunities through the Executive Officers Network.

The Office of School Administration and Operations focuses on accountable school leadership and provides support to principals as follows: the Deputy Superintendent of Schools evaluates all principals in Charles County Public Schools. The evaluation includes a review of each principal's goals and objectives, a formal mid-year school visit and conference to analyze the status of goals and objectives, and a year-end conference to review performance. Principals' professional development activities include attendance at professional conferences, both locally and nationally, and are part of the evaluation process.

Assistants in the Office of School Administration and Operations serve as the administrators assigned by the Deputy Superintendent of Schools to provide guidance and support to all principals in the areas of overall school management, fiscal responsibility, staff/personnel matters, parental concerns, facility, and transportation issues. New principals are also provided mentors (highly effective principals of high performing schools) during the first year of their principalship. This office also provides training and support for all principals at monthly meetings, and all new school administrators at separate monthly meetings. Topics at these meetings cover instructional topics, student services, safety and security, fiscal responsibilities, school law, and other current MSDE and LEA initiatives.

The Office of School Administration holds an annual leadership institute prior to the opening of school each year. This three day comprehensive conference features a keynote address by the Superintendent of Schools reviewing the school system accomplishments and achievements from the past year and setting the direction for the new year and the future. Additionally, a nationally recognized educator is invited to speak about current trends in education. The speakers are followed by seminars addressing new LEA instructional initiatives, education law, school management, fiscal management, personnel, facilities management, management tools using current technology and equipment, and other pertinent topics related to "Accountable School Leadership," the overall theme of the institute. Current technology includes the use of the LEA's Data Warehouse to retrieve and disaggregate student performance data and teachers' instructional effectiveness.

For both the monthly meetings and the annual institute, we invite our highly effective principals to share their expertise, knowledge, strategies, and skills as exceptional school leaders.

Finally, Charles County Public Schools will participate in MSDE's evaluation of professional development as part of its Race to the Top application.

Action Plan: Section D

LEA: Charles County Public Schools

Date: November 3, 2010

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

Goal(s):

- Implement an evaluation system that complies with the State Framework
- Implement a mentoring system that complies with regulations of the Comprehensive Teacher Induction Program
- Provide an incentive for Highly Effective staff to work in a low-achieving school

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(D)(2)(i – iv) (D)(3)(i - ii) (D)(5)(i - ii)					
1. Using the State Framework, revise teacher and principal evaluations or adopt the State default model	(D)(2)		10/2010 - 06/2012	Keith Hettel, Assistant Superintendent of Human Resources EACC (bargaining unit)	Teacher and principal evaluations align to the State Framework Note that Charles County Public Schools is a pilot system and has begun pilot evaluation planning	N
2. Train principals and vice principals on the use of the new teacher evaluation and explain the new principal evaluation procedures to principals	(D)(2)		7/2012 - 9/2012	Ronald Cunningham, Deputy Superintendent Keith Hettel, Assistant Superintendent of Human Resources	Principals demonstrating the use of the evaluation tool effectively. This will be observed by Human Resources and the Office of School Administration	N
3. Implementation of the teacher and principal evaluations	(D)(2)		8/2012, ongoing	James Richmond, Superintendent Ronald Cunningham, Deputy Superintendent Keith Hettel, Assistant Superintendent of Human Resources	Review of completed principal's evaluations of teachers for proper implementation	N

				Deputy Superintendent (principal evaluation)	Review Deputy Superintendent's evaluations of principals for proper implementation	N
4. Develop procedures and implement those procedures for using evaluations to inform decisions regarding <ul style="list-style-type: none"> • tenure • placement • individual professional development plans • promotion • removal • differentiated compensation to Effective or Highly Effective teachers and principals working in our lowest-achieving schools • assigning teacher and principals to the lowest-achieving schools 	(D)(2)		7/2011-6/2012 (develop)	Ronald Cunningham, Deputy Superintendent Keith Hettel, Assistant Superintendent of Human Resources Division of Human Resources Staff	Agreed upon set of procedures are developed Use of procedures by Charles County Public Schools' staff	N
5. Develop and use procedures to assign principals and teachers who have been rated Satisfactory/Effective or Highly Effective in our low performing schools	(D)(3)		10/2011-1/2012 (develop) 3/2011 ongoing (implement)	Ronald Cunningham, Deputy Superintendent Keith Hettel, Assistant Superintendent of Human Resources	Data on teacher evaluation ratings compared across all schools in LEA	N
6. To facilitate equitable STEM instruction and opportunity, current elementary science teacher positions will be changed to elementary STEM resource teacher positions. To provide high quality instructional support in reading, math, and gifted education, current instructional leadership team positions will be changed to instructional coaches for reading, math, and gifted education.	(D)(3)ii		01/2011-6/2011	Keith Hettel, Assistant Superintendent of Human Resources Judy Estep, Assistant Superintendent of Instruction	Successful transition to instructional support changes	N

7. Identify the low performing elementary and middle schools to participate in the collaborative planning process	(D)(5)		3/2012-5/2012	Ronald Cunningham, Deputy Superintendent Judy Estep, Assistant Superintendent of Instruction Cliff Eichel, Director of Research and Assessment	Maryland School Assessment Data	N
8. Assign central office personnel to work with 4 staff members who attend the Educator Instructional Improvement Academies to implement the collaborative planning process on a weekly basis in the identified schools	(D)(5)		7/2012, ongoing	Ronald Cunningham, Deputy Superintendent Judy Estep, Assistant Superintendent of Instruction	Teachers' instruction reflects the Common Core State Curriculum. Student benchmarks show student growth on target to reach State goals	
<i>Additional Required Activities:</i>						
1. Revise and implement the induction program for new teachers	(D)(5)	3	5/2011 - 9/2012 8/2011, ongoing	Judy Estep, Assistant Superintendent of Instruction Division of Instruction Staff Keith Hettel, Assistant Superintendent of Human Resources Division of Human Resources Staff	Overview for the induction program Written feedback from new teachers regarding the effectiveness of the training New teacher evaluations New teacher retention data	
2. Revise the current teacher mentor program and update the job description for mentors	(D)(5)		6/2011-7/2011	Judy Estep, Assistant Superintendent of Instruction Division of Instruction Staff	Develop written procedures that align to COMAR 13A.07.01 Hire the mentors for the 2011-2012 school year	Y Current partial funding
3. Have mentors participate in the Educator Instructional Improvement Academies	(D)(5)	3	2011-2013 (face-to-face) 2014 (online) ongoing	Judy Estep, Assistant Superintendent of Instruction Division of Instruction Staff	Observe mentors working with teachers to determine their understanding of the academy content Review new teacher evaluations	N

4. Provide monthly training for mentors	(D)(5)	3	7/2011	Judy Estep, Assistant Superintendent of Instruction Division of Instruction Staff	Written feedback from mentors regarding the effectiveness of the training Observe mentors working with and providing feedback to teachers to determine their effectiveness in enhancing teachers' performance	N
5. Assign mentors to work with the new teachers and teachers on a second-class certificate	(D)(5)	3	7/2011, ongoing	Judy Estep, Assistant Superintendent of Instruction Division of Instruction Staff Keith Hettel, Assistant Superintendent of Human Resources Division of Human Resources Staff	Observe mentors working with and providing feedback to teachers to determine their effectiveness in enhancing teachers' performance Data on teachers on 2 nd class certificate meeting teacher effectiveness metrics in their evaluation	Y Current partial funding
6. Participate in MSDE's Educator Instructional Improvement and Induction Academies for teachers, Priority Schools and Maryland Principals' Academies for appropriate principals, Aspiring Leaders' Academy, and Executive Officer professional development opportunities	(D)(5)	3	7/2011, ongoing	Ronald Cunningham, Deputy Superintendent Judy Estep, Assistant Superintendent of Instruction	Appropriate designated staff will attend all MSDE sessions	Y Current funding
<i>Optional Activity:</i>						
1. Select lowest performing schools, as per county guidelines. Transfer principal(s) to determined number of schools. Also transfer: <ul style="list-style-type: none"> (1) vice principal, (up to 5) core subject teachers, (up to 2) instructional facilitators offer stipend equal to 25% of the principal and teacher base salary 	(D)(3)	3	1/2013 – 6/2014	James Richmond, Superintendent Ronald Cunningham, Deputy Superintendent Keith Hettel, Assistant Superintendent of Human Resources	Identify low performing schools as per Charles County Public Schools guidelines Successfully negotiate salary enhancing with bargaining unit Yearly progress met as per state/county assessments	Y To build into compensation structure through negotiations

<ul style="list-style-type: none"> • Negotiate salary enhancement with employee unit • Must have Superintendent's final approval 						
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- Provide effective professional development for teachers and principals

Section E. Turning Around Lowest Achieving Schools: Maryland State Department of Education has identified 16 persistently lowest-achieving schools to be improved in this reform effort; however, Charles County Public Schools currently does not have any schools identified.

In the past, various CCPS schools have been identified for local attention due to failure to make Adequate Yearly Progress (AYP). Charles County Public Schools has determined that any school that does not make AYP for two years will be identified as a Low Performing School. Identified schools will remain on the CCPS Low Performing Schools list until they have made AYP for two consecutive years.

In years of 3 and 4 of the Race to the Top, administrators and core content teachers will have an opportunity to apply for comparable positions in CCPS low performing schools, and they will receive a 25% salary increase. Race to the Top funds will be used to provide stipends to support the lowest performing schools. This incentive will remain in place as long as the school moves successfully toward making and sustaining Adequate Yearly Progress.

After the grant has ended, the funding will be built into the general fund under salaries, subject to negotiations.

Currently CCPS has six schools that did not make AYP for the 2010 school year:

- One middle school in school improvement year 2
- One middle school in school improvement year 1
- One middle school in local attention
- Three elementary schools in local attention

In addition to a variety of reform strategies, all six schools are being monitored using the data acquisition methods below:

- Use of the Performance Series online assessment for additional data analysis
- A state mandated climate survey and implementation of two to three outcomes from the climate survey to be included in their school improvement plan
- Ongoing data meeting with the Department of Research and Assessment Director and staff
- Instructional meetings regarding the instructional program and school improvement plan with the Assistant Superintendent of Instruction

Assign exemplary administrative and teaching staff, based on the 25% salary increase provision to low performing schools. These schools will also be required to address the following in their school improvement plans:

- High academic expectations for all students
- Identification of root causes
- On-going instructional data collection and analysis based on desired outcomes

In addition, CCPS will provide a variety of STEM enrichment opportunities at low-performing schools.

Action Plan: Section E

LEA: Charles County Public Schools Date: October 20, 2010 Year of the Grant (circle one) 1 2 3 4

Goal(s): Turning around the lowest performing schools.

Section E: Turning Around the Lowest –Achieving Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(E)(2)(i) (E)(2)(ii)					
1. Identify low performing schools using CCPS criteria	(E)(2)(i) (E)(2)(ii)		Summer 2013- Annually	Ronald Cunningham, Deputy Superintendent Judy Estep, Assistant Superintendent of Instruction Cliff Eichel, Director of Research and Assessment	Timely identification of low performing schools	N
2. Assign exemplary principals and staff based on 25% provision process	(E)(2)(i) (E)(2)(ii)		Summer 2013- Annually	Ronald Cunningham, Deputy Superintendent Keith Hettel, Assistant Superintendent of Human Resources	Timely assignment of administrative and teacher changes	N
3. Develop school improvement plan that reflects identified root causes and reform needs	(E)(2)(i) (E)(2)(ii)		Summer 2013- Annually	Principal Staff Stakeholders Ronald Cunningham, Deputy Superintendent Judy Estep, Assistant Superintendent of Instruction	School Improvement Plan approval	
4. Provide a variety of STEM enrichment opportunities to low performing school staff and students	(E)(2)(ii)		11/2010- 06/2014	Judy Estep, Assistant Superintendent of Instruction Scott Hangey, Director	Staff and student STEM participation	N

				of Science Instruction and Program Development		
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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

Print Name: James E. Richmond

Date: 11-15-10