

Dorchester County Public Schools

700 Glasgow Street

Cambridge, Maryland 21613

Race To The Top Application



Mr. Henry V. Wagner, Jr.

Superintendent

Dorchester County Public Schools

Race To The Top

EXECUTIVE SUMMARY – Section A (State Success Factors)

Dorchester County Public Schools (DCPS) is fully committed to supporting the Maryland State Department of Education (MSDE) in its application for Race To The Top. Of vital importance to our instructional mission is the expansion of our partnership with the Maryland State Department of Education. Maryland has secured competitive funding through the Race-To The Top Program. This program will advance the following general categories of statewide reform:

- Revise the PreK-12 Maryland State Curriculum, assessments, and accountability system based on the Common Core State Standards to assure that all graduates are college-and-career ready. The State Board in June 2010 endorsed the Common Core State Standards.
- Build a statewide technology infrastructure that links all data elements with analytic and instructional tools to monitor and promote student achievement.
- Redesign the model for preparation, development, retention, and evaluation of teachers and principals.
- Implement fully the innovative Breakthrough Center approach for transforming low-performing schools.

As the Maryland State Department of Education is developing formative assessments for the Common Core State Standards, Dorchester County Public Schools will make revisions to its existing benchmark assessments to assure alignment with the Common Core State Standards. These revisions will provide students and staff with a district formative assessment to utilize until the new Common Core State Assessments has been fully developed and implemented.

Dorchester County administrators and teachers will be involved in the Educator Instructional Improvement Academies sponsored by the Maryland State Department of Education to offer insight as the new assessments are developed. Administrators and teachers who participate in the Academies will bring back the information learned to build capacity within Dorchester County schools.

In this era of increased accountability, data provides the necessary information needed to inform the creation, execution, and evaluation of all of Dorchester County Public Schools' instructional programs and eventually the appraisal of all certificated staff. The addition of a Data Analyst will increase DCPS' ability to critically analyze student achievement data and provide the necessary interventions to support struggling learners. The Classroom-Focused Improvement Process (CFIP) allows teachers immediate feedback on student performance to adjust instruction accordingly. Various data points allow differentiated professional development to be provided based on administrators' and teachers' varying needs. As educators, it is essential to take ownership of data. Ultimately, administrators' and teachers' evaluations will be based, in part, on student data in full cooperation with the formula established by the Maryland State Department of Education (50% - Teacher Skills and Knowledge and 50% - Student Learning and Growth).

Highly-effective classroom teachers are the vital ingredient to igniting a love of learning among students. Well-trained classroom teachers help impart a rigorous curriculum which affords students an opportunity to experience learning while being able to critically analyze and synthesize content. Effective teacher induction programs equip highly-qualified classroom teachers to deliver instruction that meaningfully engages students and allows them to make real-world connections with the information being taught. New teachers benefit immensely from

induction programs to acclimate them to a school district and teacher mentors who are distinguished as master teachers. The orientation process, coupled with a master teacher, provides the necessary support to those new to the teaching profession and assists districts with retaining new teachers.

Master teachers are a critical element to turning around low achieving schools. Ongoing professional development is a must for continuous improvement to insure that students benefit from an enriched curriculum that extends learning beyond a superficial level. Also, to address the achievement challenges among elementary schools, administrators are collaborating with the Breakthrough Center to do an audit of the interventions in place to support struggling students. Researched-based effective interventions will be identified and implemented to support students who are not achieving. SpringBoard will be implemented at Maces Lane Middle School and North Dorchester Middle School. SpringBoard will provide accelerated learning for students in preparation for collegiate studies. Dual enrollment courses will be increased to provide students with an opportunity to experience college courses before graduating high school. SpringBoard's implementation in both comprehensive middle schools is strategic to serve as a pipeline to college. Once students enter high school after experiencing SpringBoard, counselors will encourage enrollment in advanced placement and dual enrollment courses. The goal is to increase the number of students matriculating to institutions of higher learning.

The new Dorchester Career and Technology Center (DCTC), costing approximately \$33 million dollars, will be opening the fall of 2011 with the addition of eight new programs (Interactive Media Production, Computer Assisted Drafting and Design, Careers in Cosmetology, Homeland Security and Emergency Preparedness, Fire Fighter I/ EMT, Teacher Academy of Maryland/Childcare and Early Childhood Education, IT Networking Academy

(CISCO), and Digital/Industrial Electronics). The Science Technology Engineering and Math (STEM) Supervisor will also be working with other curriculum supervisors to develop blended instruction to incorporate STEM activities as early as the elementary school. Middle and high school students will be provided opportunities to explore career options through the DCTC programmatic offerings. Guidance counselors will work with students in the scheduling process to inform students of the many career options offered through completing a program at DCTC. Articulated agreements are being pursued to strengthen the DCTC program offerings and strengthen collaboration with institutions of higher education.

Feedback was sought for Dorchester County's Scope of Work through the Superintendent's Advisory Council. The Superintendent's Advisory Council consists of leaders from local municipalities, county government, retired educators, school personnel, Chesapeake College, local health agencies, mental health agencies, Dorchester County Chamber of Commerce, Dorchester County Ministerial Association, Dorchester County National Association for the Advancement of Colored People (NAACP), and Parent Teacher Association. The Superintendent's Advisory Council created a list of assets and challenges to be considered within the scope of work. A partial list of the identified challenges includes: high school graduates being college/work force ready, low Maryland State Assessment scores, teacher retention, lack of programs to attract minority teachers, low reading levels, appropriate learning for students at all levels, teaching higher thinking and problem solving skills, and insufficient funding to support advanced placement courses. Additionally, the school board members, principals, and curriculum supervisors provided input for the scope of work.

In conclusion, student learning is paramount to the work that is done in Dorchester County Public Schools to raise levels of achievement of all Dorchester County students in

reading, language arts, and mathematics. At the elementary level, students need additional interventions to strengthen noted deficits in reading and mathematics. The goal is to provide all students with increased opportunities to learn with an appropriate degree of academic rigor. Significant job-embedded, one-on-one professional development to both instructional leaders and classroom teachers is a priority to achieve the mission and goals of Race To The Top. Ultimately, necessary adjustments will be made to the Dorchester County Bridge to Excellence Master Plan.

Any indirect costs associated with this grant will remain 2.89% for the duration of the grant. In the event this cost decreases, the amount will be added services to students. All recurring costs associated noted within the Scope of Work will be included within the local budget for continuation at the end of the Race To The Top grant.

Action Plan: Section A

LEA: Dorchester County

Date: November 1, 2010

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

Goal(s):

- **To support the Maryland State Department of Education as it transitions to the Common Core State Standards.**
- **To raise levels of achievement of all Dorchester County students in reading, language arts, and mathematics.**
- **To enhance student readiness for college and workforce eligibility.**
- **Redesign the teacher and principal evaluation program to reflect student achievement along with other established measures of effectiveness.**
- **Provide on-going professional development to administrators and teachers on the alignment of curriculum, instruction, and assessment.**

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			N
2. Develop, update teacher and principal observation and evaluation instruments	(A)(2)		Immediately	Henry Wagner, Superintendent, Gary McCabe, Asst. Superintendent for Administration, Lorenzo Hughes,	<ul style="list-style-type: none"> • Evaluation instruments produced and utilized 	N

				Asst. Supt. for Instruction Dr. James Orr, Supervisor of Human Selected Principals and Teachers and Union representatives		
<i>Optional Activities:</i>						
1. Develop district-wide benchmarks that align with the Core Common Standards	(B)(3)		Sept. 2011 – Aug. 2013	Theresa Connors, English Supervisor Michael Johnson, Math Supervisor Dr. Gwen Handy, History Supervisor Patricia Vickers, Science Supervisor	District benchmarks Aligned benchmark blue prints Peer Review	N
<i>Additional Required Activities:</i>						
1. Educator Instructional Improvement Academies			July 2011 – July 2013	Selected administrators and teachers	<ul style="list-style-type: none"> • Agendas • Common Core State Standards curriculum, assessments, benchmarks 	N
2. Induction Academies			July 2011 – July 2013	Selected administrators and teachers	<ul style="list-style-type: none"> • Lesson plans • Teacher observations • Retention rate 	N

B. Standards and Assessments

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

Of vital importance during the 2010-2011 school year to our instructional mission is the expansion of our partnership with the Maryland State Department of Education. Maryland has secured competitive funding through the Race-To The Top Program. This program will advance the following general categories of statewide reform:

- Revise the PreK-12 Maryland State Curriculum, assessments, and accountability system based on the Common Core State Standards to assure that all graduates are college-and-career ready. The State Board in June 2010 endorsed the Common Core State Standards.
- Build a statewide technology infrastructure that links all data elements with analytic and instructional tools to monitor and promote student achievement.
- Redesign the model for preparation, development, retention, and evaluation of teachers and principals.
- Implement fully the innovative Breakthrough Center approach for transforming low-performing schools.

The Breakthrough Center approach is especially meaningful to Dorchester County Public Schools because the system has entered into a Breakthrough Center Partnership for the 2010-2011 school year. This partnership will have three main components:

- Developing and implementing a district-wide continuous improvement model based on the Keys To Excellence model.

- Defining instructional leadership and establishing district-wide professional development priorities.
- Creating a Professional Learning Community (PLC) to improve our interventions/remediations for children whose achievement is below proficient.

For all of the above reasons, Dorchester County Public Schools fully supports the transition to enhanced standards and high quality assessments. A cadre of teachers, administrators from each school, and content supervisors has been identified for the Educator Instructional Improvement Academies. Representatives will be full participants in regional opportunities and will work diligently and collaboratively towards the development of the Maryland State Department of Education On-line Instructional Tool Kit. Additionally, designated representatives will assist in building capacity in the district by providing professional development to central office administrators, principals, and teachers on the Common Core State Standards and assessments.

As the Maryland State Department of Education is developing formative assessments for the Common Core State Standards, Dorchester County Public Schools will make revisions to its existing benchmark assessments to assure alignment with the Common Core State Standards. Furthermore, a county-wide vertical articulation team will establish ongoing conversations resulting in a seamless articulation of the instructional program. The team will also include representatives from institutions of higher education to inform the work to complete throughout the Prek-12 program. This vertical conversation will feature regular examinations of student work to augment the insights gained from the standards and assessments.

It should also be noted that Dorchester County Public Schools is now under the leadership of a new superintendent who is committed to involving the entire community in the

vital task of improving Dorchester County Public Schools. To this end, work has already begun on the following initiatives:

- Establishing a Superintendent's Advisory Council consisting of business, government, community, and faith-based leaders.
- Conducting a quarterly Superintendent's Community Forum for the general public.
- Creating a Superintendent's Roundtable consisting of representatives from schools and central offices to offer monthly opportunities to discuss district issues.
- Publishing Superintendent's monthly newsletters and regular press releases.

Dorchester County Public Schools will use these mechanisms to enlighten community stakeholder groups about the Common Core State Standards, the emerging assessment program, and their implications for student achievement.

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

Action Plan: Section B

LEA: **Dorchester County**

Date: **November 1, 2010**

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

Goal(s):

- **Provide professional development to curriculum supervisors, principals, and teachers on the Common Core State Standards and the accompanying assessments.**
- **Review existing district benchmark assessments to determine alignment with the Common Core State Standards.**
- **Publicize the Common Core State Standards and inform various constituencies about how Dorchester County Public Schools will implement the standards and assessments.**
- **Align the delivery of instruction to these standards.**

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. Train PD Coaches, Principals and Teachers on the new assessments	(B)(3)	1	Fall 2011	Henry Wagner, Superintendent, Lorenzo Hughes, Asst. Supt. for Instruction, Theresa Connors, English Supervisor	<ul style="list-style-type: none"> • Appraisal Process/Teacher Observations & Evaluations • Scopes & Sequences 	N

				Michael Johnson, Math Supervisor Dr. Gwen Handy, Social Studies Supervisor Patricia Vickers, Science Supervisor		
2. Train PD Coaches, Principals and Teachers on the use of the core standards	(B)(3)	1	Fall 2011	Henry Wagner, Superintendent, Lorenzo Hughes, Asst. Supt. for Instruction, Theresa Connors, English Supervisor Michael Johnson, Math Supervisor Dr. Gwen Handy, Social Studies Supervisor Patricia Vickers, Science Supervisor	<ul style="list-style-type: none"> • Appraisal Process/Teacher Observations & Evaluations • Scopes & Sequences 	N
3. Communicate standards & assessments to all Stakeholder Groups: Parents; Students; Staff; Board of Education; Community; Superintendent's Advisory Council, Community Forum and Roundtable; and subsequent Task Forces	(B)(3)		Fall, 2010 On-going	Henry Wagner, Superintendent, Lorenzo Hughes, Asst. Supt. for Instruction, Theresa Connors, English Supervisor Michael Johnson, Math Supervisor Dr. Gwen Handy, Social Studies Supervisor Patricia Vickers, Science Supervisor	<ul style="list-style-type: none"> • Agendas • Sign-In Sheets • Minutes • Programs of Study • DCPS Calendar Handbook • DCPS Website 	N

				Principals		
4. Provide professional development on the MSDE Online Instructional Tool Kit.	(B)(3)	1	Summer 2011, on-going	Theresa Connors, English Supervisor Michael Johnson, Math Supervisor Dr. Gwen Handy, Social Studies Supervisor Patricia Vickers, Science Supervisor	<ul style="list-style-type: none"> • Lesson Plans • Classroom observations 	N
5. Implement SpringBoard at Maces Lane Middle School and North Dorchester Middle Schools.	(B)(3)	5	Fall 2011 – ongoing (professional development may begin in the spring in preparation for the fall)	Lorenzo Hughes, Asst. Supt. for Instruction, Theresa Connors, English Supervisor Michael Johnson, Math Supervisor Dr. Jim VanSciver, Principal, MLMS Vaughn Evans, Principal, NDMS Teachers	<ul style="list-style-type: none"> • Lesson Plans • Formative/Summative Assessments 	Y
6. Increase the number of students in dual enrollment courses at Chesapeake College.	(B)(3)	6	Fall 2011 – ongoing (Guidance Counselors will begin identifying students during course registration in the spring)	Lorenzo Hughes, Asst. Supt. for Instruction David Bromwell, Principal, CSDHS Lynn Webber, Principal, NDHS Guidance Counselors Dean of Admissions, Chesapeake College	<ul style="list-style-type: none"> • Completed dual enrollment application • Course syllabus • Student's schedule 	Y

C. Data Systems to Support Instruction

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

In this era of increased accountability, data provides the necessary information needed to inform the creation, execution, and evaluation of all of Dorchester County Public Schools' instructional programs and eventually all certificated staff. Indeed, effective analysis and utilization of data is imperative to informing instruction in each and every classroom on a daily basis. Currently, Dorchester County Public Schools uses Performance Matters as its data warehouse for assessments. PowerSchool is used as the data warehouse for student schedules, grades, and attendance. State wide assessment data are also put into PowerSchool. Pentamation is the software system the Human Resources Department utilizes to maintain teacher certification. Race To The Top funds will be used to upgrade Performance Matters to include FASTe (Formative Assessment System for Teacher effectiveness). FASTe is a summative evaluation of teacher effectiveness. According to FASTe literature, it incorporates all data relevant to student learning and effective instruction (high stakes test results, local formative and summative results, teacher and leader mastery of accomplished practices, professional development outcomes, classroom observation, socioeconomics and race, contextual surveys, and more.)

In order to make the necessary upgrades of our data systems to improve instruction, we are committed to establishing on-line, real-time scanning capacity at each of our schools – either through the existing copier system or through the purchase of data scanning devices. Schools now send their benchmarks to the central office to be scanned and then information is loaded into Performance Matters. The addition of data scanning devices in each school will decrease the

present turnaround time for benchmark scoring and the subsequent return to classroom teachers. The timeliness of this feedback will, therefore, allow earlier necessary data-driven adjustments to instructional planning.

Additional computers and hardware will be needed to accommodate students for on line testing.

In order to provide a laser-like focus on this more-timely data, Dorchester County Public Schools intends to hire a Data Analyst skilled in psychometrics. The primary role of the Data Analyst will be to manipulate the data warehouse and create meaningful reports for central office administrators and supervisors, school based administrators and instructional coaches, and teachers. Principals will be required to establish data walls within their schools and to create frequent opportunities for collaborative data discussion and analysis. At the beginning of each school year, the Data Analyst will provide each school with a School Demographic Report which captures pre-selected data points (MSA scores, HSA scores, SRI scores, AP Scores, PSAT scores, SAT scores, attendance rates, graduation rates, dropout rates, etc.). A portion of the principal's evaluation will be based on positively impacting these data. The Data Analyst will also assume a facilitative role in working with central office administration, school administration, professional development coaches, and teachers to provide ongoing updates on data and provide professional development in interpreting and analyzing data. A concerted effort will be put forth for central office administrators, principals, professional development coaches, and teachers to create individualized data reports for their respective students. The Data Analyst position will free up central office administrators and principals from trying to gather data and interpret data for teachers – thereby enabling them to focus on the planning, execution, and evaluation of instruction. Finally, the Data Analyst will assist the Superintendent and Assistant

Superintendents in providing information for the local Board of Education to make decisions (i.e.: program acquisitions, intervention programs, personnel decisions, etc.). Funding for the Data Analyst position will be filled through attrition and will be funded locally once the Race To The Top funds have ended.

Also, the Classroom-Focused Improvement Process (CFIP) will be explored for implementation within Dorchester County Public Schools. The Classroom-Focused Improvement Process is a six-step process for increasing student achievement that is planned and carried out by teachers meeting in grade level, content, or vertical teams as a part of their regular lesson planning cycle. In addition to working with the Breakthrough Center, the Classroom-Focused Improvement Process will be yet another tool in providing a laser-like focus on high quality student achievement.

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.

Action Plan: Section C

LEA: **Dorchester County**

Date: **November 1, 2010**

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

Goal(s):

- **Increase the use of various forms of data to inform instructional decisions.**
- **Establish and maintain data walls in each school which will serve as the basis for data discussions and to identify students who need interventions.**
- **Insure adequate hardware and software capacities at each school and at systemic levels.**

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. Use electronic data systems to measure student achievement in order to adjust instruction and assess teacher effectiveness. <i>(FASTe – Formative Assessment System for Teacher effectiveness; Performance Matters enhancement)</i>	(C)(3)(i-iii) (D)(2)(i)	2	Jan. 2011 – on-going	Data Analyst, Theresa Connors, English Supervisor Michael Johnson, Math Supervisor Dr. Gwen Handy, Social Studies Supervisor Patricia Vickers, Science Supervisor Principals	<ul style="list-style-type: none"> • Data Discussions (faculty meetings, collaborative planning) • School demographic reports 	N

2. Upgrade and augment hardware including the addition of instructional data scanning devices on-site at each school	C(3)(i-iii)	2	2011-on-going	LeAnn McWilliams, MIS Supervisor Data Analyst and Principals	<ul style="list-style-type: none"> • Instructional data scanners in each school 	N
3. Conduct professional development on the use of data	C(3)(i-iii) (D)(5)(i & ii)		2011 – on-going	Theresa Connors, English Supervisor Michael Johnson, Math Supervisor Dr. Gwen Handy, Social Studies Supervisor Patricia Vickers, Science Supervisor, Principals	<ul style="list-style-type: none"> • Agenda • Minutes • Appraisal Process/Teacher Observations & Evaluations 	N
4. Hire Data Analyst	C(3)(i-iii) (D)(2)(i)	2	December 2010	Dr. James Orr, Supervisor of Human Resources Lorenzo Hughes Asst. Supt. For Instruction	<ul style="list-style-type: none"> • Data reports 	Y
5. Use Data to inform instruction	(B)(3)		Nov. 2010 – on-going	Henry Wagner, Superintendent, Lorenzo Hughes, Asst. Supt. for Instruction, Theresa Connors, English Supervisor Michael Johnson, Math Supervisor Dr. Gwen Handy, Social Studies Supervisor Patricia Vickers, Science Supervisor Principals	<ul style="list-style-type: none"> • Various Data Points • Assessment Scores • Appraisal Process/Teacher Observations & Evaluations 	N

D. Great Teachers and Leaders

- (D)(2) Improving teacher and principal effectiveness based on performance:
 - (i) Measure student growth
 - (ii) Design and implement evaluation systems
 - (iii) Establish a rigorous evaluation process
 - (iv)(a) Use evaluations to inform professional development
 - (iv)(b) Use evaluations to inform promotion, retention, and compensation for the equitable distribution of teachers and principals in the lowest-achieving schools
 - (iv)(c) Use evaluations to inform tenure and/or full certification
 - (iv)(d) Use evaluations to inform removal
- (D)(3) Ensuring equitable distribution of effective teachers and principals:
 - (i) High-poverty and/or high-minority schools
 - (ii) Hard-to-staff subjects and specialty areas
- (D)(5) Providing effective support to teachers and principals:
 - (i) Quality professional development
 - (ii) Measure effectiveness of professional development

State Superintendent Dr. Nancy Grasmick often states that she has never seen an exemplary school that was not led by an outstanding principal. The Breakthrough Center is currently working with Dorchester County Public Schools' supervisors and principals on purposeful observations. Extensive professional development is underway and will continue with the objective of enhancing the work of supervisors and principals with teachers to ensure that students are learning. The evaluation tools will be an integral part of informing the identification of both highly-effective teachers/principals and removing those teachers/principals who are performing poorly. Highly effective teachers and principals will be assigned to the most challenging and lowest performing school to serve as a catalyst for school improvement.

In order to promote the successful completion of these plans for instructional leadership and professional development, a joint Breakthrough Center planning committee consisting of Dorchester County Public Schools and Maryland State Department Education personnel has been formed. This planning committee is designing and presenting the necessary professional development at monthly Administrative Council meetings. Additionally, a professional learning

community consisting of MSDE personnel, supervisors from the Division of Instructional Services, the principals of the Cambridge cluster of schools, the assistant superintendent for instruction, and the superintendent will design a system-wide intervention model. This intervention model will capture the best items from current practice, along with innovation to enhance our efficiency and effectiveness. This three-tier model of intervention for student achievement will parallel the three-tier model of intervention we are developing to promote optimal behavioral decisions on the part of students. This specific alignment with key components of the Positive Behavior Incentive System model (PBIS) will maximize the opportunities for our children to achieve greater success as a result of their school experiences. Along with the Breakthrough Center, schools will develop professional development plans to identify specific needs. Educational consultants will be hired to work to address the professional development needs noted in each school's improvement plan.

Dorchester County Public Schools also recognizes the challenge of not having a diverse teaching or administrative staff. An increased effort will be placed on attending Teacher Recruitment Fairs at Historically Black Colleges and Universities in an attempt to attract and retain a highly qualified and diverse cadre of teachers to enhance DCPS' instructional program.

Currently, teachers new to the district participate in a New Teacher Induction Program when they are hired. These new teachers spend five days immediately prior to the opening of school with the New Teacher Mentor, Curriculum Supervisors, and Principals. Among the topics are the general expectations of the district with respect to instructional planning and the curriculum. Also, Harry Wong's *First Days of School* is used to assist with establishing rules and routines. Time is also provided for new teachers to set up their classrooms and begin to craft high quality lesson plans. Throughout the school year, new teachers are provided with bi-monthly follow-up sessions of three hours in duration. Discussion topics for these follow up sessions are carefully determined based on feedback received from the new teachers,

principals, supervisors, and the mentor teacher. Also, all schools are staffed with professional development coaches who provide necessary assistance to new teachers.

Dorchester County Public School staff will also be required to complete The Education That Is Multicultural and Student Achievement.

As a guide for the professional development provided to both principals and teachers, the Maryland Instructional Leadership Framework and the Maryland Teacher Professional Development Standards are referenced. Educational consultants will be retained to provide professional development on various topics.

Section D: Great Teachers and Leaders

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

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

Action Plan: Section D

LEA: **Dorchester County**

Date: **November 1, 2010**

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

Goal(s):

- **Attract and retain a highly-qualified and diverse cadre of teachers to enhance Dorchester County Public Schools’ instructional programs.**
- **Provide quality induction programs that maximize new teachers’ opportunities to become highly effective.**
- **Provide on-going professional development to ensure that progressive pedagogic practices are being implemented throughout the instructional process.**
- **Provide an Education That Is Multicultural course to all Dorchester County Public School employees.**

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. Staff high-poverty/high-minority classrooms/schools with excellent teachers.	(D)(2)(ii) (D)(3)(i - ii) (D)(5)(i - ii)		March 2011 – on-going	Dr. James Orr, Supervisor of Human Resources, Principals	<ul style="list-style-type: none"> • Certification • Employment Contracts 	N

2. Require all staff to successfully complete a course in multi-cultural education	(D)(5)(i)		Feb 2011	All DCPS Staff	<ul style="list-style-type: none"> • Course attendance sheets • Completion certificates 	N
3. Engage the Breakthrough Center to develop a county-wide continuous model	(D)(5), (E)(2)		2011	MSDE Breakthrough Center, Henry Wagner, Superintendent, Lorenzo Hughes, Asst. Supt. for Instruction	<ul style="list-style-type: none"> • Agendas • Observations/Evaluations • Performance Data 	N
4. Continue the professional development partnership for administration and teachers with various educational consultants	(D)(5)(i)	3	Current & on-going	MSDE Breakthrough Center, Henry Wagner, Superintendent, Lorenzo Hughes, Asst. Supt. for Instruction	<ul style="list-style-type: none"> • Classroom observations • Professional Development Plan 	Y

E. Turning Around the Lowest-Achieving Schools

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

None of Dorchester County Public Schools is designated as persistently low-performing; however, according to the Maryland State Report Card, the district has schools which did not meet adequate yearly progress at the elementary, middle, and high school levels. For the Maryland School Assessments, Dorchester's elementary schools scored below the state average in most grades for reading and math. Hurlock, Maple and Sandy Hill Elementary Schools did not make adequate yearly progress and are in varying stages of either alert or school improvement status. Additionally, each of the aforementioned elementary schools is designated as a Title I school. Mace's Lane Middle School is in Alternative Governance as a result of consistently not attaining adequate yearly progress, though some gains have been made in recent years. North Dorchester Middle School is in need of local attention as a result of not making adequate yearly progress last year; North Dorchester High School did not make adequate yearly progress last year as a result of African American reading scores and graduation rate.

As stated earlier, an administrative professional learning community has been formed as a component of our Breakthrough Center partnership. The Professional Learning Community includes the superintendent, assistant superintendents, curriculum supervisors, principals, and professional development coaches. Dr. Robert Glascock, Ms. Ann Glazer, and Mr. Paul Dunford (Breakthrough Center) have facilitated the Professional Learning Community and one of the items being discussed is auditing the types of interventions currently in place within the school district. One important initial insight from the discussions is that there are minimal interventions in place to support students who are experiencing academic difficulty. Researched-based interventions are being identified - particularly at the elementary schools. Principals are also

visiting elementary schools in other districts that have experienced success in reading and mathematics assessments.

To accelerate the learning at both middle schools, SpringBoard will be implemented. College Board representatives will provide the necessary professional development to ensure that Springboard is implemented with fidelity. To accelerate the learning at the high schools, additional opportunities for students to take dual enrollment courses will be provided. Students will be encouraged to experience college courses before graduating from high school. Money for SpringBoard and dual enrollment will be put in the local budget once Race To The Top funds have ended. Grants will also be sought.

In conclusion, the Breakthrough Center partnership will enable DCPS to provide significant, job-embedded, one-on-one professional development to both instructional leaders and classroom teachers. Furthermore, the Professional Learning Community will craft a set of interventions that will provide “just-in-time” remediation for children at the elementary, middle, and high school levels.

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.

Action Plan: Section E

LEA: **Dorchester County**

Date: **November 1, 2010**

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

Goal(s):

- **Identify master teachers and assign them to the lowest achieving schools.**
- **Identify researched-based effective interventions for students who are not achieving at high levels.**
- **Establish school and county wide vertical teams to facilitate instructional conversations to support seamless transitions as students matriculate through Dorchester County Public Schools.**

Section E: Turning Around Lowest-Achieving Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(E)(2)					
1. Staff the lowest-achieving schools with the most highly qualified teachers and administrators	(E)(2)		2011- on-going	Henry Wagner, Superintendent, Dr. James Orr, Supervisor of Human Resources, Principals	<ul style="list-style-type: none"> • Teacher certification • Performance Evaluations 	N
2. Distribute staffing based on needs of students /class size	(E)(2)		2011- on-going	Henry Wagner, Superintendent, Dr. James Orr, Supervisor of Human Resources, Principals	<ul style="list-style-type: none"> • Student enrollment reports 	N
3. Develop a county-wide			Spring 2011-	Henry Wagner,	<ul style="list-style-type: none"> • Teacher utilization 	N

annual staffing plan			on-going	Superintendent, Dr. James Orr, Supervisor of Human Resources, Principals	<ul style="list-style-type: none"> reports via student course requests • Student enrollment reports 	
4. Provide PD based on research following present information, opportunity to practice; consultant observation, consultant feedback on application of knowledge/skill taught approach	(E)(2)	3	Fall 2010- on-going	Henry Wagner, Superintendent, Lorenzo Hughes, Asst. Supt. for Instruction, Theresa Connors, English Supervisor Michael Johnson, Math Supervisor Dr. Gwen Handy, Social Studies Supervisor Patricia Vickers, Science Supervisor, MSDE Breakthrough Center, Principals	<ul style="list-style-type: none"> • Teacher observations 	N
5. Introduce system-wide K-12 interventions to meet needs of students (i.e. reading and behavior strategies)	(E)(2)	4	Fall 2010- on-going	Henry Wagner, Superintendent, Lorenzo Hughes, Asst. Supt. for Instruction, Theresa Connors, English Supervisor Michael Johnson, Math Supervisor Dr. Gwen Handy, Social Studies Supervisor Patricia Vickers, Science Supervisor, MSDE Breakthrough Center, Principals	<ul style="list-style-type: none"> • Increased academic achievement on assessments 	Y
6. Provide materials to support programs and interventions	(E)(2)	4	Jan. 2011- on-going	Theresa Connors, English Supervisor Michael Johnson, Math Supervisor	<ul style="list-style-type: none"> • Increased academic achievement on assessments 	Y

				Dr. Gwen Handy, Social Studies Supervisor Patricia Vickers, Science Supervisor Principals		
7. Furnish vertical teaming opportunities	(E)(2)		Fall 2011- on-going	Theresa Connors, English Supervisor Michael Johnson, Math Supervisor Dr. Gwen Handy, Social Studies Supervisor Patricia Vickers, Science Supervisor Principals	<ul style="list-style-type: none"> • Agendas • Team Minutes 	N
8. Implement Positive Behavior Intervention Strategies (PBIS) in designated schools.	(E)(2)	7	July 2011 - ongoing	James Bell, Supervisor of Student Services Principals	<ul style="list-style-type: none"> • Discipline data 	Y

Section F: General

Narrative: The narrative for Section F will describe any optional activities that it wishes to address with its funds from Race to the Top. For the purposes of this Action Plan, activities related to Section F of the State application or any of the “Priorities” may be addressed. *(Maximum of 3 pages of narrative)*

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

Action Plan: Section F

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

Goal(s):

Section F: General	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (No)</i>						
<i>Optional Activities:</i>						
1.						
2.						
3.						
4.						
5.						

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

A handwritten signature in black ink, appearing to read "Henry V. Wagner, Jr.", written in a cursive style.

Date: November 15, 2010

Print Name: Henry V. Wagner, Jr., Superintendent

Attachment A
Grant Awards by LEA

Attachment B

Budget (C-1-25)

Include all of the budgeting forms and directions they will need

(C-1-25 forms and Project Level Budget Forms)