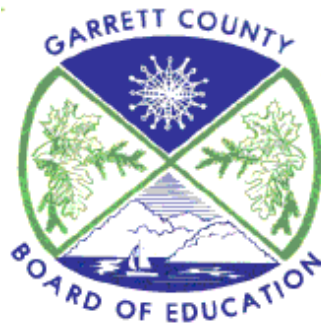# Garrett County Schools

Race to the Top
Scope of Work Plan

November 17, 2010

Section A. Executive Summary of Final Scope of Work

A. State Success Factors
   From Good to Great
Garrett County Schools continues to provide a quality education to its students thus enhancing their opportunities for the future. The vision statement for our public school system is 'achievement for each student…..meeting the challenges.'   This vision is supported by our mission to educate all students to their fullest potential in a safe, nurturing environment with high standards and where learning is a priority. This has been the focus of the leadership team for over the past decade under the guidance of Dr. Wendell Teets, Superintendent. Since the inception of the No Child Left Behind requirement to make adequate yearly progress (AYP), Garrett County Schools have been successful in achieving this yearly, as a district or in all schools. As a result of our success under this program no school has gone into improvement.   We are very proud of this accomplishment and we attribute our success in this regard to a dedicated staff working together with parents and community in support of each student. Garrett County's commitment to the advancement of its students is further demonstrated by our County Commission who extends to each graduate the opportunity to attend Garrett College with free tuition for 2 years.
Although we feel that we are a good school system we need to move to great so that our students can be competitive in a global economy. Therefore, commitment to the ambitious initiatives of Race to the Top is a logical next step. To this end, Garrett County Schools commits to:
   Cooperating with national and statewide evaluation
   1. Transition to enhanced standards and high quality assessments
   2. Utilize data to improve instruction
   3. Improving teacher and principal effectiveness
   4. Turning around the lowest achieving schools

The stakeholders that provided input regarding our plan in reference to this initiative were the Advisory Council on Education, Administrators and Supervisors, the leadership management team, staff development committee and a group of teachers representing PK-12. This varied group included teachers, parents, college personnel, business members, agency personnel, and civic leaders that helped provide us a perspective of examining our needs as a system to address the aforementioned.

The needs of the system were identified as needing:
   • Staff development on the Common Core

- Adequate equipment for teachers to access our data system and thus use the data to drive instruction
- State of the art computers for students to expand their access to on-line courses & remediation opportunities & access opportunities for acceleration including distance learning opportunities
- Support to design evaluation systems that include a measure for student growth
- Support for teachers regarding educating special needs students

Based on these needs the following goals were delineated:
- Provide staff development for teachers and administrators to transition to the Common Core addressing state curriculum gaps, alignment with new assessments, and lesson design.
- Provide teachers computers to be able to analyze data from student management system, to develop engaging data driven lessons and to develop student improvement plans to improve instruction for all students.
- Provide state of the art computer labs at the middle and high school levels to allow students to participate in on-line courses, distance learning opportunities and remediation and acceleration courses to assist students in working to their potential.
- Utilize technology to connect high schools and middle schools to maximize distance learning opportunities within and out of the county to be provided by highly qualified teachers.
- Provide for train the trainer model staff development by having middle school, high school, and county technology resource teacher(s) attend Power School University to maximize the potential of our student data system for all teachers and administrators.
- 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 effective professional development for teachers and principals on the evaluation process
- Collaborate with Garrett College to provide a class for MSDE/ college credit to prepare the middle school math teachers to teach the Common Core based on the recent gap analysis and their elementary certification.
- Provide effective staff development and support for teachers and principals on modifications, strategies, IEP implementation, inclusion, and special education law in all schools.

Garrett County is very dedicated to our involvement in STEM initiatives. We were one of the leaders in Maryland initiating the LEGO summer camps that lead to the LEGO robotics teams and then to the FIRST Robotics Competition (FRC) high school team. This is a county initiative with both high schools having team members including girls, some of whom have gone on to engineering fields at MIT, Cornell, and Case Western. These programs have afforded our students opportunities to compete at the World Championships and to work with renowned NASA engineers. Our community is invested in supporting our teams by our local engineering firms

serving as mentors for our students. This collaboration has been a wonderful opportunity for our students and the community. The FIRST teams in Garrett County continue to be a catalyst for STEM activities in Garrett County. In this regard we are now having 'Engineers in the Classroom' to provide student hands on experiences in the area of Algebra, physics, chemistry, integrated algebra, and calculus from the practical point of view of everyday life. Another STEM initiative affords our fifth grade students to participate in a school-wide STEM assembly for all third through fifth grade students which will be followed up with fifth grade students completing the "hands-on" Micro-Orienteering activity with students from the FLL team. Other activities will include opportunities for our students in grades 6-8 with "Bernoulli's Playground: A Rapid Study of Fluids" unit of study at grade six; "A Vectoring We Will Go" unit of study at grade seven will leverage an existing outdoor orienteering course at ASCI; and an interdisciplinary STEM activity centered on the development of an electric car will be completed at grade eight in an attempt to increase student interest and awareness prior to entering the Project Lead the Way curriculum at the high school. A staff development is scheduled for teachers addressing encouraging girls in STEM and strategies for vertical teaming as a result of the research of Joshua Aronson. As a result of these efforts we believe that the student's involvement in hands on learning opportunities will increase student achievement in science as well as other areas.

Although Garrett County has been successful in making AYP the area of special education continues to be a concern.   Our focus will be to continue the practices that have made us successful in increasing student achievement while continuing to work on strategies to help close the achievement gap particularly for special education students. Although our special education students make increases we do not achieve at the AMO, therefore, our focus will be to implement the following strategies in an attempt to close the achievement gap.

- At each grade level, in every content area, specific academic vocabulary has been identified for the students to know and use by the end of each school year. The academic vocabulary is directly taught by instructional personnel. Various research-based academic vocabulary strategies are introduced and emphasized through professional development so that the direct teaching of content vocabulary can be taught on a county-wide level. This initiative is based on the work of Beck and Marzano. For the upcoming school year, the following four steps will be addressed: 1.) Focus countywide academic vocabulary instruction on using vocabulary in context – PK-12. 2.) Use the words in direct instruction of reading with the implementation of instruction monitored during county-based "walk-throughs", principals' "walk-abouts", and teacher observations. 3.) Distribute vocabulary brochures to all students and their families. 4.) Provide staff development to stress teacher instructional vocabulary.
- County formative assessments have been revised and/or developed to closely align reading instruction with the Maryland State Curriculum and MSA. Student strengths and weaknesses will continue to be identified with intervention strategies implemented.

- The Strategic Instructional Model (SIM), from the University of Kansas, will continue to be an emphasis in the middle school. SIM strategies will accentuate reading and writing programs of the students in middle school. The Paragraph Writing Strategy has now been incorporated in all content area classes in the middle schools. By this means, students will be encouraged to use the writing skills taught in language arts in other subject areas with encouragement and guidance from all teachers. Another SIM strategy, Fundamentals in Sentence Writing, is implemented county-wide to fifth grade by language arts teachers. This strategy will enable students to write well-developed sentences and provide a smooth transition into middle school writing.
- At the elementary level the ICT team works with teachers and students in the language arts area, particularly with the writing process and academic vocabulary, as well as other subject areas as appropriate, to identify students and teaching styles to assist in the classroom
- Comprehension of Literary Text will be a focus of Vertical Teaming (elementary and middle schools). Areas of concentration will be with gender differences and Ruby Payne's work on the number of age-appropriate academic vocabulary words that will lead to an increase in comprehension of literary text.
- Academic Intervention Programs have been established in the elementary and middle schools to work with students whose reading skills are low. Middle school students attend an after-school intervention program.
- Restructure of the special education program to support inclusion in the regular classroom.
- Utilization of the following programs, "Study Island", "SRA Corrective Reading", and "SRA Reading Success" to assist special education and at-risk students.
- Utilization of the MSDE approved state grant to purchase and use the "Voyager Journey" program for reading support with special education and at-risk students.
- Initiate professional development regarding Universal Design for Learning (UDL) with regard to the principles, strategies for classroom practices, use of technology to support UDL, applying UDL to curriculum planning, and development of a plan for continuous integration of the UDL principles.

The aforementioned are part of our current Comprehensive Master Plan update that addresses increasing student achievement and closing the achievement gap. Beginning with the 2011-12 school year, the Race to the Top Final Scope of Work Plans will be integrated into our annual update. Also, Garrett County Schools will cooperate with the national and statewide evaluations of RTTT.

As is obvious from this discussion, Garrett County is an excellent school system that is currently involved in many initiatives that posture it for moving from good to great as we embark on the RTTT reform.

Action Plan: Section A

LEA: ___GARRETT COUNTY_____ Date: _10-28-10_____ Year of the Grant (circle one)   1   2   3   4

Goal(s):

      Garrett County Schools will cooperate with national and statewide evaluation.

Section A: State Success Factors	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (No)						
Additional Required Activities:						
1. Cooperate with national and statewide evaluation	(A)(2)		12/01/10 – Expiration of Grant	Sue Waggoner, Executive Director of Instruction; Lynn Bell, Director of Secondary; Barbara Baker, Director of Elementary; Penny Proudfoot, Staff Development Coordinator	Support the national and statewide evaluation Provide information as requested	N
Optional Activities:						
1.						
2.						
3.						

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B. Standards and Assessments
(B) (3)
Garrett County Schools will support the transition to enhanced standards and high quality assessments

While Garrett County Schools have been very successful in achieving AYP over the years, when the Memorandum of Understanding to support the state endeavor to seek Race to the Top funding was adopted by the Garrett County Board of Education, we agreed to use the Common Core and the subsequent assessments to prepare our students to be competitive in the global economy.

Garrett County Schools support the multistate consortium- Partnership for Assessment of Readiness for College and Career (PARCC) - concept of which Maryland is a part due to the innovative design where summative information can be used for decision making. The design calls for a preponderance of items and tasks that call for constructed responses by students to reflect their full range of knowledge and skills in the Common Core.

The design of administering assessments throughout the school year, performance-based through course assessments plus an end-of-year machine-scored test seems like the perfect combination for a true measure for students.

Until the state formative assessments are developed, Garrett County will continue to use our local formatives, however, once the state documents are available they will be utilized. A plan for transition will be developed when more information is available.

To support the transition to enhanced standards and high quality assessments, Garrett County Schools will begin by providing staff development on the common core for administrators in June, 2011. Staff Development for teachers will begin in August, 2011, that addresses the common core, the state curriculum alignment and gaps, the development of a transition plan, and curriculum maps.

Once the assessments have been developed and subsequent formatives have been developed by the state, Garrett County Schools will provide staff development for teachers and administrators that will then expand to the development of benchmark assessments for our local district.

To assist teachers in the use of the common core a uniform lesson plan format will be developed with drop-down screens to assure alignment of the curriculum to the daily lesson plan. Then a uniform student improvement plan format will be developed to assist teachers in meeting the needs of each student. These tools will help assist teachers in their planning and program delivery. All staff development initiatives beyond those designated as funded by RTTT funds will be supported by local staff development funds.

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: _GARRETT COUNTY_____ Date: __10-29-10_____ Year of the Grant (circle one)   **1**   **2**   3   4

Goal(s): Provide staff development for teachers and administrators to transition to the Common Core addressing state curriculum gaps, alignment with new assessments, and lesson design.

Section B: Standards and Assessments	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) *Activities to Implement MOU Requirements*	(B)(3)					
1. Provide staff development for administrators on the Common Core addressing the state curriculum gaps.	(B) (3)	1	6/2011, On-going	Sue Waggoner, Executive Director of Instruction	100% of principals will be trained on the Common Core and specific guidance as to the transition plan regarding the curriculum gaps with our current state curriculum will b provided.	N
2. Provide staff development for teachers on the Common Core addressing the state curriculum alignment and gaps, development of a transition plan and curriculum maps.	(B) (3)	1	8/2011, on-going	Sue Waggoner, Executive Director of Instruction;	All teachers PK-12 in the areas of English/language arts, math, science, social studies, and technical subjects will receive training on the state curriculum and initiate the transition	N

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				Lynn Bell, Director of Secondary; Barbara Baker, Director of Elementary; Penny Proudfoot, Staff Development Coordinator	plan for the full implementation of the Common Core.	
3. Provide staff development for teachers and administrators on the alignment of the common core and the new assessments and development of benchmark assessments.	(B) (3)	1	8/2012	Sue Waggoner, Executive Director of Instruction; Lynn Bell, Director of Secondary; Barbara Baker, Director of Elementary; Penny Proudfoot, Staff Development Coordinator	All principals and teachers PK-12 in the areas of English/language arts, math, science, social studies, and technical subjects will receive training on the alignment of the common core with the new assessments and the development of benchmark assessments.	N
4. Provide staff development for teachers on the uniform lesson plan format and student improvement plans.	(B)(3)	1	10/2012	Sue Waggoner, Executive Director of Instruction; Lynn Bell, Director of	All principals and teachers will receive training on the uniform lesson plan format and the student improvement plan. Administrators will monitor the use of the uniform plans to improve	N

				Secondary; Barbara Baker, Director of Elementary; Penny Proudfoot, Staff Development Coordinator	alignment to the curriculum and student performance.	
Optional Activities:						
1. Pilot lesson plan and student improvement plans at all levels.	(B)(3)		3/2012	Sue Waggoner, Executive Director of Instruction; Lynn Bell, Director of Secondary; Barbara Baker, Director of Elementary; Penny Proudfoot, Staff Development Coordinator	A group of teachers at each grade span will pilot the use of the lesson plan and student improvement plan format. Based on the teacher lesson plan and student improvement response form revisions will be made prior to full implementation of the format.	N

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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 the data

Use of Local Instructional Improvement System
Garrett County Schools is entering our second year of utilizing the Power School Student Management System. Our CIMS student management system was not user friendly and needed upgraded. As a result of the ARRA funds we were able to upgrade to this program that has many tools to help teachers use data to drive instruction and to communicate with parents.   We have only begun to understand the capabilities that the system can afford our students and staff. As a result we feel that it is very important for our technology resource teachers especially at the county, middle and high school levels to participate in additional training to maximize our system. Therefore, we want to provide a train-the-trainer model of staff development by having our technology resource teachers participate in Power School University yearly to maximize the potential of our student data system for all teachers and administrators.

Computers for Teachers
As indicated by the 2010 Maryland Technology Survey, all Garrett County teachers have access to computers for use in their classrooms. Teachers use this technology to inform their instructional planning, create lesson plans and instructional materials, deliver instruction through the use of interactive white boards, wikis, and websites, communicate with staff, parents, and students, and maintain and report student grades. The age and configuration of this equipment vary from school to school and classroom to classroom. At present, approximately sixty-one percent of Garrett County teachers have a notebook or laptop computer assigned to them of various ages and capabilities. The remaining thirty-nine percent of teachers are using desktop computers to perform these activities, again, these computers having various ages and capabilities. Garrett County's school system has been able to provide their teachers with these computers through donations of recycled equipment and various local, state, and federal funding mechanisms such as EETT (Ed Tech) grants.

Computers by Age and Type
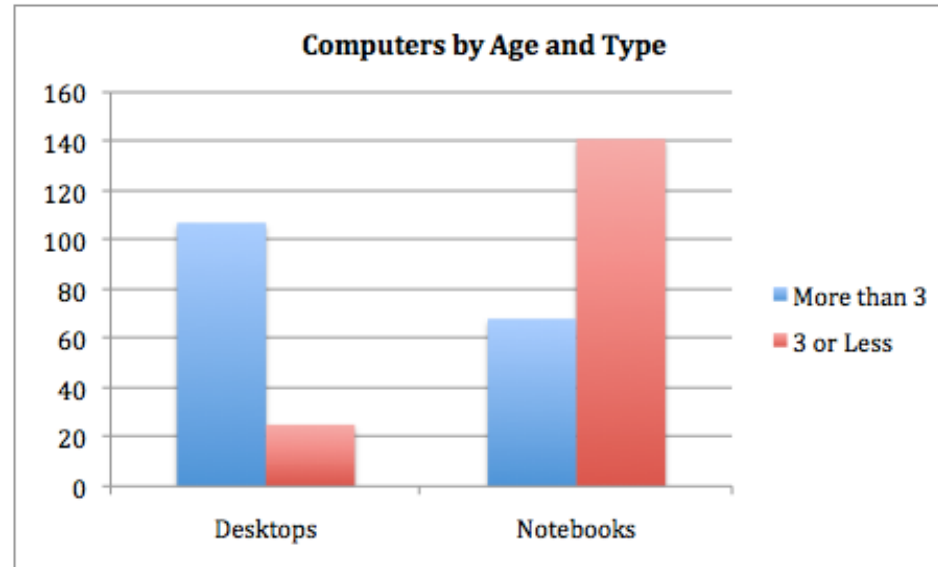
Garrett County proposes to use Race to the Top funding to provide up-to-date computers for use by their teachers at a rate of approximately $95,000 per year over four years. Teachers will be assigned new equipment based on age and capacity of computers that are currently assigned to them. In addition to the activities mentioned above, teachers will use this technology to further inform and align their instruction with new state and federal standards as they become available.

Computers for Students
At present Garrett County does not have the infrastructure to support a 1:1 student to notebook (laptop) initiative. To access technology at schools, students must rely on stationary computer labs at each of the county's schools. The computer labs at each of the county's schools are made up of recycled computers. Elementary labs consist of donated eMac computers capable of internet access and use of productivity tools such as Microsoft Office. These computers have proved themselves sufficient to support instruction at the elementary level. Computer labs at the secondary level also consist of recycled and donated equipment and our need of equipment upgrades. Students at the secondary level are required to use technology at a much higher level than elementary students including use of web 2.0 tools such as blogs and wikis, participation in online classes and other distance learning applications, access to HSA content modules, and completion of online formative assessments. Teachers can use data collected and scored from online formative assessments to further inform their instruction – underscoring the need to provide teachers with up-to-date computers as proposed earlier in this narrative.
Curriculum Management System

To support instructional planning, Garrett County will be implementing a curriculum management system using a combination of tools such as Moodle and FileMaker Pro. These tools will be available to teachers to access local Program of Studies as well as new state and federal curriculum standards in order to align instruction in a appropriate manner. Specifically, Race to The Top funding will be used to purchase FileMaker Pro licenses so that local developers can build stand-alone applications to enable teachers to develop lesson plans ensuring alignment with standards as well as use of district-wide instructional strategies. Moodle, a free learning management system, will be used to allow teachers to share content created to align with new standards with each other complimenting the FileMaker Pro application that will be developed. To properly implement this component, it is essential that teachers have up-to-date computers as proposed earlier in this narrative.

Connections
We have limited distance learning opportunities with Garrett College and by connecting our middle and high schools to each other we could maximize use of our staff especially during this time of declining student enrollment. This would afford us the opportunity to use distance learning to provide courses taught by highly qualified teachers between schools i.e. world languages. As a result of the connections through the teleconferencing communication system to not only each school but other distance learning opportunities the possibilities are limitless with regard to opportunities for students for acceleration and remediation. This connection could provide teachers a plethora of resources to enhance their lessons. Another application would be to afford the PLCs access to pertinent staff development or for a variety of staff development opportunities for teachers throughout the county. We believe that this would be a very beneficial addition to our system.

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: _____GARRETT COUNTY_____ Date: __10-28-10_____ Year of the Grant (circle one)   1   2   3   4

Goal(s):

- **Provide teachers computers to be able to use to analyze data from student management system, to develop engaging data driven lessons and to develop student improvement plans to improve instruction for all students.**
- **Provide state of the art computer labs at the middle and high school levels to allow students to participate in on-line courses, distance learning opportunities and remediation and acceleration courses to assist students in working to their potential.**
- **Utilize technology to connect high schools and middle schools to maximize distance learning opportunities within and out of the county to be provided by highly qualified teachers.**
- **Provide for train-the-trainer model staff development by having middle school, high school, and county technology resource teacher(s) attend Power School University to maximize the potential of our student data system for all teachers and administrators.**

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) *Activities to Implement MOU Requirements*	(C)(3)(i-iii)					
1. Provide teachers computers and training on how to analyze data from the student management system.	(C)(3)(i & ii)	2	1/2011 to 8/2013	Chuck Trautwein, County Computer Resource Teacher; Jim Morris, Coordinator	Teachers will demonstrate how to analyze data from the student management system by completing a set of practice exercises.	N

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				Research, Evaluation, & Information		
2. Develop a uniform lesson plan format and student improvement plan format.	(C) (3) (i)	2	10/2011	Sue Waggoner, Executive Director of Instruction; Lynn Bell, Director of Secondary Education; Barbara Baker, Director of Elementary Education; Penny Proudfoot, Coordinator of Staff Development & Curriculum; Chuck Trautwein, County Resource Teacher; and Principals w/ teacher representatives from each level	All principals and teachers will receive training on the uniform lesson plan format and the student improvement plan. Administrators will monitor the use of the uniform plans to improve alignment to the curriculum and student performance.	
2. Provide teachers staff development on how to develop engaging data driven lessons.	(C)(3)(ii)		8/2011	Sue Waggoner, Executive Director of Instruction; Chuck Trautwein, County Computer Resource Teacher;	Teachers will develop lesson plans that will be juried to be placed on the teacher resource webpage.	N

				Jim Morris, Coordinator Research, Evaluation, & Information; Penny Proudfoot, Coordinator of Staff Development & Curriculum		
3. Provide teachers staff development on the development of student improvement plans.	(C)(3)(ii)		9/2012	Sue Waggoner, Executive Director of Instruction; Lynn Bell, Director Secondary Education; Barbara Baker, Director of Elementary; Penny Proudfoot, Coordinator of Staff Development & Curriculum; Jim Morris, Coordinator Research, Evaluation, & Information	Administrators will monitor the development, implementation and revision of student improvement plans. Each teacher will develop at least one student improvement plan that will be critiqued by the leadership team to help establish uniformity in implementation.	N
4. Install state of the art computer labs at the middle and high school level.	(C)(3)(ii)	3	8/2011-8/2013	Dale Kimble, Coordinator Data Processing;	A state of the art computer lab will be set-up and functioning in each middle and high school.	N

				Chuck Trautwein, County Computer Resource Teacher		
5. Provide teachers staff development on distance learning and on-line courses available for students.	(C)(3)(ii)		9/2012	Lynn Bell, Director of Secondary Education; Penny Proudfoot, Coordinator of Staff Development &Curriculum	Teachers will be familiar with the Directory of Resources available for distance learning and on-line courses. Teachers will demonstrate the use of the equipment used to provide distance learning classes and how to log-on to on-line courses.	N
6. Develop classes for use between middle and high schools based on the expertise of teachers especially in the area of world languages.	(C)(3)(i)		10/2011-10/2013	Sue Waggoner, Executive Director of Instruction; Lynn Bell, Director of Secondary Education; Penny Proudfoot, Coordinator of Staff Development & Curriculum	Teachers will complete a class description and syllabi for each class that can be used between middle and high schools. World language teachers will develop the format for the classes to be piloted between the middle and high schools.	N
7. Install equipment to connect the high schools and middle schools to maximize the distance learning opportunities for students and staff.	(C)(3)(i)	3	10/2012	Dale Kimble, Coordinator Data Processing; Chuck Trautwein, County Computer Resource Teacher; Rick Dolan, Media/ Computer	A Distance Learning Schematic will designate how the equipment will be installed to afford the maximum opportunities for distance learning. The equipment will be installed at all sites.	N

				Technician		
8. Send middle, high, and county resource teachers to Power School University for a train the trainer model of staff development.	(C)(3)(ii)	2	6/2011 – 6/2013	Sue Waggoner, Executive Director of Instruction; Chuck Trautwein, County Computer Technology Teacher; Penny Proudfoot, Coordinator of Staff Development	TRT's will upgrade their knowledge of the Power School program. As a result of participation in Power School University, the train-the-trainer model will provide pertinent training for each school. A training schedule will be posted on the Professional Development Web page.	N
9. Provide staff development training on Power School, Power Teacher, and Inform to teachers in a variety of models, i.e. whole group, small groups, and one-on-one on a monthly basis.	(C)(3)(ii)		8/2011-8/2013	Sue Waggoner, Executive Director of Instruction; Chuck Trautwein, County Computer Technology Teacher; Penny Proudfoot, Coordinator of Staff Development; Principals	A training schedule will delineate the variety of trainings and models. As a result of the training, teachers and administrators will be able to demonstrate their ability to access information using Power School, Power Teacher, and Inform. Principals will have teachers demonstrate their ability to navigate the system management system.	N
10. Garrett County Schools will be available and accessible to the researchers to provide data as requested to comply with the RTTT.	(C)(3) (iii)		12/01/10- Expiration of Grant	Sue Waggoner, Executive Director of Instruction; Dale Kimble, Coordinator Data Processing; Jim Morris, Coordinator Research,	Data will be provided upon request.	N

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				Evaluation & Information		
Optional Activities:						

D. Great Teachers and Leaders

(D)(1) High Quality Pathways
Garrett County School District will support MSDE's efforts regarding alternative pathways for teachers and principals.

(D)(2) Improving teacher and principal effectiveness based on performance:
Garrett County School District will embrace the State definition of student growth once it is adopted by the State Board of Education.

While student growth gains will comprise 50 percent of the teacher and principal evaluation frameworks, 30 percent of the evaluation will be based on the final approved regulation of the Maryland State Board of Education anticipated in early 2011. For the remaining 20 percent of student growth, we are committed to working with our teachers' and principals' bargaining units to arrive at mutually agreeable measures of student growth linked to our local goals and priorities.

For the remaining 50 percent of the teacher evaluation framework, we will work with our bargaining unit to determine the weight, format, and means for evaluation. The elements for this 50% will include planning and preparation; classroom environment; instruction; professional responsibilities; and additional agreed upon domains. For principals, half of the 50 percent will be based on the eight outcomes in the Maryland Instruction Leadership Framework, and we will work out the percentages for all 8 outcomes with our principals' bargaining unit. In addition, we will arrive at other mutually agreed upon domains for the remaining 25 percent with our principals' bargaining unit based on our local goals and priorities. In the event that we cannot reach agreement on an evaluation framework with either our teachers' or principals' bargaining unit, we will use the State default model.

Garrett County School District will also work with its bargaining units 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 those conversations.

Beginning in the summer of 2011, Garrett County Schools will participate in the State's Teacher Induction Academies by sending our Teacher Induction Program Coordinator and as many mentors as the State budget will cover. By July 2011, Garrett County 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 seminar series. Currently our district is using part-time mentors to support new teachers. Once the new evaluation system is in place, we will use mentors who are rated Highly Effective. Our Coordinator of Professional 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 information from the evaluation to provide professional development targeted to the needs of the novice teachers 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, Garrett County Schools will also use a similar mentoring approach to support any teacher who is rated Ineffective for two years in a row and who have been put on a second-class certificate.   Although we have a mentor program for principals, we are interested in participating in the principal mentor-certificating program proposed in MSDE's plan in its Race to the Top application.

Finally, 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, once those rated Ineffective have had ample support and opportunity for improvement. The process for making these decisions will be mutually agreed to with our bargaining units.

(D)(3) Ensuring equitable distribution of effective teachers and principals:
Once the new evaluation system is in place, we plan to use it to improve how we assign principals and teachers to schools. Garrett County Schools understand that key to improving our lowest-achieving schools is having Effective principals and teachers serve those students. Presently, we do not, and have not, had any schools in improvement but we understand as the AMO keeps increasing we will probably, based upon our special education subgroup. As a result, we are committed to placing only those principals and teachers who have been rated Effective or Highly Effective in those schools.

We also recognize that building capacity in our district is critical, therefore, once the new evaluation system is in place, we will pilot a program where central office staff will provide monthly professional development sessions focused on building instructional leadership skills and aligned to the content of the Educator Instructional Improvement Academies for the team (3-5) members who are selected from the school. This process will increase their effectiveness to assume either teacher leader or administrative positions and align the school-level professional development with the State and LEA goals The school will benefit as these future leaders will serve as members of the instructional leadership team and help to build the capacity of the staff.

(D)(4) Improving the Effectiveness of Teacher and Principal Preparation Programs
Garrett County Schools will support MSDE's efforts at improving teacher and principal preparation programs.

(D)(5) Providing effective support to teachers and principals:
Garrett County Schools will participate in the Educator Instructional Improvement Academies and the Induction Program Academies. We will also send principals from our lowest-achieving schools to MSDE's Priority Schools Academy. We will continue to send our newest principals to the Maryland Principals' Academy, and we will participate in the Aspiring Leaders Academy sponsored by MSDE. Additionally, our Executive Officers will participate in the regional professional development opportunities through the Executive Officers Network.

Garrett County Schools' professional development plan focuses on increasing rigor in the classroom. Based on an analysis of student data and teacher observation, we will select the lowest achieving elementary and middle schools that need more intensive support. In order to supplement the district-wide professional development, central office staff will facilitate the collaborative planning process (lesson planning, lesson

implementation, debriefing/analysis of student work) on a weekly basis in each school. Grades three through eight language arts and mathematics teachers, special education teachers, and the school's principal will participate. The intended outcomes of this additional support are as follows:

- To increase the rigor of the classroom instruction
- To build the capacity of the school leadership teams to provide job-embedded professional development to increase student achievement

This effort will be aligned explicitly to the content of the Educator Instructional Improvement Academies. Central office staff will conduct informal classroom observations with the school administrators once per quarter to evaluate the teachers' implementation of the professional development. Until the State provides an item bank of formative assessments, our local formatives will serve as a means to evaluate student achievement. Data from the observations and assessments will be used to evaluate the professional development initiative and to target areas needing further professional development

Finally, Garrett County Schools will participate in MSDE's evaluation of professional development as part of its Race to the Top application. All staff development opportunities not funded with RTTT funds will be provided by local staff development funds. Garrett County is dedicated to the full implementation of the Race to the Top initiatives and has established that as a priority for our local staff development plan.

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: <u>GARRETT COUNTY</u>　　　　**Date:** <u>10-27-10</u>　　　　**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 effective professional development for teachers and principals on the evaluation process**
- **Collaborate with Garrett College to provide a class for MSDE/ college credit to prepare the middle school math teachers to teach the Common Core based on the recent gap analysis and their elementary certification.**

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) Activities to Implement MOU Requirements	(D)(2)(i – iv) (D)(3)(i - ii) (D)(5)(i - ii)					
1. Using the State Framework revise teacher and principal evaluations or adopt the State model.	(D)(2)		1/2011-6/2012	Sue Waggoner, Executive Director of Instruction Keith Harvey, Director of Human Resources	Teacher and principal evaluations align to the State Framework	N

2. Train principals on the use of the new teacher evaluation and explain the new principal evaluation procedures to principals.	(D)(2)		7/2012-9/2012	Sue Waggoner, Executive Director of Instruction; Lynn Bell, Director of Secondary Education; Barbara Baker, Director of Elementary Education; Keith Harvey, Director of Human Resources	Observational measures of principals demonstrating effective evaluations of principals	N
3. Implement the teacher and principal evaluations	(D)(2)		9/2012, ongoing	Sue Waggoner, Executive Director of Instruction; Lynn Bell, Director of Secondary Education; Barbara Baker, Director of Elementary Education; Keith Harvey, Director of Human Resources	Review principals' evaluations of teachers for proper implementation Review executive officers' evaluations of principals for proper implementation	N
4. Develop procedures and implement those procedures for using evaluations to inform decisions regarding	(D)(2)		7/2011-6/2012 (develop)	Wendell Teets, Superintendent; Sue Waggoner,	Agreed upon set of procedures and developed	N

| | | | | Executive Director of Instruction;

Lynn Bell, Director of Secondary Education;

Barbara Baker, Director of Elementary Education;

Keith Harvey, Director of Human Resources | Use of procedures by district staff | |
|---|---|---|---|---|---|---|
| • 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 teachers and principals to the lowest-achieving schools | | | | | | |
| 5. Develop procedures and use those procedures to assign principals and teachers who have been rated Satisfactory/Effective or Highly Effective in our lowest achieving schools | (D)(3) | | 10/2011-1/2012 (develop)

3/2011, ongoing (implement) | Sue Waggoner, Executive Director of Instruction;

Lynn Bell, Director of Secondary Education;

Barbara Baker, Director of Elementary Education;

Keith Harvey, Director of Human Resources | Data on teacher evaluation ratings compared across all schools in LEA | N |
| 6. Identify the lowest-achieving elementary and middle schools to participate in the collaborative planning process | (D)(5) | | 3/2012-5/2012 | Jim Morris, Coordinator of Research, Evaluation, &Information | List of Schools | N |

				Sue Waggoner, Executive Director of Instruction Barbara Baker, Director of Elementary Education		
7. 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	Sue Waggoner, Executive Director of Instruction, Barbara Baker, Director of Elementary Education Principals	Teachers' instruction reflects the Common Core State Curriculum. Student benchmarks show student growth on target to reach State goals	
Additional Required Activities:						
1. Revise and implement the induction program for new teachers	(D)(2)		9/2012-5/2011 8/2011, ongoing	Penny Proudfoot, Coordinator of Staff Development and Curriculum	Syllabus 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	(D)(2)		1/2011-3/2011 3/2011-	Keith Harvey Director of Human Resources Penny Proudfoot,	Develop written procedures that align to COMAR 13A.07.01 Hire the mentors for the 2011-2012 school year	Y

			6/2011	Coordinator of Staff Development and Curriculum		
3. Have mentors participate in the Educator Instructional Improvement Academies	(D)(2)		2011-2013 (face-to-face) 2014 (online), ongoing	Keith Harvey, Director of Human Resources Penny Proudfoot, Coordinator of Staff Development and Curriculum	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)(2)		7/2011	Penny Proudfoot, Coordinator of Staff Development and Curriculum Principals	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)(2)		7/2011, ongoing	Penny Proudfoot, Coordinator of Staff Development and Curriculum Keith Harvey, Director of Human Resources Principals	Observe mentors working with and providing feedback to teachers to determine their effectiveness in enhancing teachers' performance Data on teachers on 2nd class certificate meeting teacher effectiveness metrics in their evaluation	N
6. Participate in MSDE's Educator Instructional Improvement and Induction Academies for teachers, Priority Schools and	(D)(5)		7/2011, ongoing	Sue Waggoner, Executive Director of Instruction	Appropriate designated staff will attend all MSDE sessions	Y

Maryland Principals' Academies for appropriate principals, Aspiring Leaders' Academy, and Executive Officer professional development opportunities				Penny Proudfoot, Coordinator of Staff Development and Curriculum		
7. Collaborate with Garrett College to provide a class for MSDE/ college credit to prepare the middle school math teachers to teach the Common Core based on the recent gap analysis.	(D) (5)	4	10/2011-5/2012	Sue Waggoner, Executive Director of Instruction; Penny Proudfoot, Coordinator of Staff Development and Curriculum	Written feedback from the teachers regarding the effectiveness of the class.	N
Optional Activities:						
1. Develop a computerized format based on the new evaluation system utilizing the filemaker pro or other computer program to assist administrators in completing their evaluations.	(D)(2)		1/2011-6/2012	Sue Waggoner, Executive Director of Instruction; Chuck Trautwein, County Technology Resource Teacher; Keith Harvey, Director of Human Resources	Computerized Principal and Teacher format for Evaluations	N

E. Turning around the Lowest-Achieving Schools

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

Although Garrett County Schools have been successful in achieving AYP annually, as a county or in all schools our area of need is the subgroup of special education. As is apparent from the following chart we have made tremendous gains but have far to go to assure that our special needs students are successful.

Special Education Sub-Group

Maryland School Assessment **MSA**	Proficient 2005	Proficient 2010
Elementary Reading (Grade 3-5)	43.9%	72.9%
Elementary Math (Grade 3-5)	47.7%	62.7%
Middle School Reading (Grade 6-8)	37.9%	88.8%
Middle School Math (Grade 6-8)	24.2%	59.8%

High School Assessment **HSA**	Passing 2005	Passing 2008
Biology	19.6%	38.6%
Algebra / Data Analysis	14.4%	24.1%
Government	27.3%	45.1%
English II	10.3%	18.3%

To continue to strive for excellence and reduce the achievement gap we must continue to improve in this area. Although we have focused over the years on this subgroup with the AMO every increasing and the rigorous demands of the common core it is definitely still an area of need.

Although we have provided extensive staff development in this area it continues to be our priority. We plan to use RTTT dollars to contract with two consultants to provide support in the classroom for teachers on modifications, strategies, IEP implementation, data analysis and inclusion. This support will be in the form of working with individual teachers in their classrooms to working with the entire staff to improve our quality of services to all of our students but with an emphasis on addressing the needs of our special education students. We will also continue to provide staff development on the special education law and provide updates to administrators and teachers through the use of our special education and local funds.

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: ___GARRETT COUNTY_____ Date: ___10-28-10_____ Year of the Grant (circle one)   1   2   3   4

Goal(s):
- **Provide effective staff development and support for teachers and principals on modifications, strategies, IEP implementation, inclusion, and special education law in all schools.**

Section E: Turning Around Lowest-Achieving Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) Activities to Implement MOU Requirements	(E)(2)					
1. Provide staff development for principals on revisiting special education law and provide updates.	(E)(2)		8/2011	Jennifer Kotulak, Supervisor of Special Education; Penny Proudfoot, Coordinator of Staff Development & Curriculum	Special Education Law Update Manual Written feedback from the principals regarding special education law.	N
2. Provide staff development and support for teachers on modifications, strategies, IEP implementation, and inclusion.	(E) (2)		10/2011	Jennifer Kotulak, Supervisor of Special Education; Penny Proudfoot, Coordinator of Staff	Special Education Resource Guide Written feedback from teachers on modifications and strategies	N

				Development & Curriculum		
3. Provide staff development on the SIM (Strategic Intervention Model) strategies, inclusion in lesson plans and team meetings to meet the needs of at-risk students.	(E) (2)		8/2012	Penny Proudfoot, Coordinator of Staff Development & Curriculum; Sue Waggoner, Executive Director of Instruction	SIM strategies notebook Principals will review lesson plans for SIM strategies.	N
4. Provide staff development on differentiating instruction to meet the needs of at-risk students.	(E) (2)		8/2012	Barbara Baker, Director of Secondary Education, Penny Proudfoot, Coordinator of Staff Development & Curriculum.	Differentiating Instruction Resource Guide Classroom observations to monitor differentiating instruction.	N
5. Contract with two education consultants to focus providing/ support for teachers on modifications, strategies, IEP implementation, and inclusion.	(E) (2)	5	7/2011- 6/2012	Sue Waggoner, Executive Director of Instruction; Jennifer Kotulak, Supervisor of Special Education	Log of services provided Written feedback from teachers regarding support provided by consultants.	N
Optional Activities:						
1.						
2.						

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

_Wendell Teets, Superintendent_____ Date: ____11-3-10_____
Print Name

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)