

HARFORD COUNTY PUBLIC SCHOOLS

FINAL SCOPE OF WORK PLAN

Part I: Narrative and Action Plans

Harford County Public Schools

Section A: State Success Factors

(A) (1) HCPS commitment to participate in Maryland's education reform agenda.

Harford County Public Schools (HCPS) is a diverse jurisdiction serving approximately 39,000 students in 32 elementary schools, nine middle schools, nine high schools, one technical/vocational high school, a school for students with disabilities, and an alternative education school. Schools located in the central and western areas of Harford County are surrounded by rural and suburban communities, while schools in the eastern section are situated in more densely populated neighborhoods. It is projected that the HCPS population will expand over the next five years, as the county's residents are estimated to increase in excess of 10% through the Department of Defense Base Realignment and Closure (BRAC) process at Aberdeen Proving Ground.

Acknowledging that Harford County is changing and understanding that we have students with diverse needs, HCPS is ready to embrace the reform agenda outlined in Maryland's *Race to the Top* (RTTT) application. Like Maryland, HCPS will become a world-class leader in education. To that end, a wide range of stakeholders, including the Executive Directors of School Performance, the Director of Information Technology, Office of Compensatory Education, the Manager of Human Resources, the Supervisors of Assessment and Accountability, and the Coordinators of Intervention and Leadership and Professional Development, were involved in the development of the RTTT Scope of Work. On October 18, 2010, the Superintendent and members of the HCPS Leadership Team updated the Board of Education and community members in attendance on the HCPS Scope of Work. Also involved in the development of the application were Principals, Content Supervisors, and school-based staff.

The Harford County Board of Education (BOE) is accelerating efforts and making necessary changes to the current way of doing business, and has approved a Strategic Plan that aligns with Maryland's RTTT goals. Specifically, HCPS believes all students can meet high standards, and we will hold ourselves and all students to those standards. To that end, HCPS commits to the following elements of the State's reform plan as described in the *American Recovery and Reinvestment Act* (ARRA):

- Supporting the transition to enhanced standards and high-quality assessments;
- Using data to improve instruction;
- Supporting great teachers and great leaders; and
- Turning around HCPS lowest-achieving schools.

HCPS Student Progress: The mission of HCPS is to promote excellence in instructional leadership and teaching and to provide facilities and instructional materials that support learning for the 21st century. The Harford County BOE will support this mission by fostering a climate for deliberate change and monitoring progress through measurable indicators.

For the past decade, progress toward this mission is evident. As described in the *Bridge to Excellence Harford County Master Plan 2010 Update*, many Harford County students are demonstrating academic success. For example:

- Ninety percent (90%) of elementary school students scored proficient or advanced on the 2010 Reading Maryland School Assessment (MSA). This is an increase from 2009 and is above the Annual Measurable Objective (AMO) of 81.2 %.
- Eighty-seven percent (87%) of middle school students scored proficient or advanced on the 2010 Reading MSA. This is an increase from 2009 and is above the 2010 AMO of 80.8%.

- Eighty-nine percent (89%) of elementary school students scored proficient or advanced on the 2010 Mathematics MSA. This is an increase from 2009 and is above the 2010 AMO of 79.4%.
- Seventy-seven percent (77%) of middle school students scored proficient or advanced on the 2010 Mathematics MSA. This is an increase from 2009 and is above the 2010 AMO of 71.4%.
- Eighty-eight percent (88%) of students graduated in 2010. This is an increase from 2009 and is above the AMO of 85.5%, and outpaces the state average of 86.6%.

Furthermore, in order to support the “pipeline” of students ready for STEM careers, HCPS is developing a coordinated, integrated, comprehensive K-12 STEM Education Strategy. Local leaders of industry, government, community, and subject content experts are in the process of developing recommendations that will change STEM education in Harford County. These recommendations will align with the State’s more rigorous common core standards. The result of this planning process will be to ensure more students are better prepared for post-secondary STEM careers.

HCPS Challenges: Although many students achieve academic success, HCPS is dedicated to ensuring that ALL students are successful. RTTT allows for intentional efforts to address some of the most concerning challenges identified in the *Bridge to Excellence Harford County Master Plan 2010 Update*:

- Students with disabilities are continually challenged to achieve proficiency on MSA. Students with disabilities did not meet the AMO in at least one subject in the 14 schools that failed to achieve Adequate Yearly Progress (AYP) during the 2009-2010 school year.
- Students receiving free and reduced meals and African-American students continue to score well below the Harford County proficiency percent in MSA Reading and Mathematics, as well as the Algebra/Data Analysis High School Assessment (HSA).
- Job-embedded professional development for teachers with respect to educational technology, continual funding shortfalls to maintain existing implemented technologies, and an aging infrastructure which cannot meet the growing demand of online and multi-media instructional resources remain a challenge.

(A) (1) (iii) (a - d) Increasing student achievement; decreasing achievement gaps; increasing graduation rates and increasing college enrollment.

Goal 1 of the *Harford County BOE Strategic Plan* is to prepare every student for success in post-secondary education and a career. This goal aligns with the RTTT goals identified in this section of the State’s application. By school year 2020, HCPS will:

- Increase student achievement from current rates to 100% proficient in English/Language Arts and Mathematics.
- Increase the graduation rate. The baseline for 2009-2010 is 88%.
- Increase the percent of graduates who register as full or part-time post-secondary students. The baseline for 2008-2009 is 64%.
- Increase the number of students earning college credit at institutions of higher learning prior to graduation. The baseline will be determined in 2011-2012.
- Increase the number of college credit courses offered in HCPS including Advanced Placement (AP), International Baccalaureate (IB) and online. The AP/IB courses baseline for year 2010-2011 is 250 across all high schools.
- Increase the number of graduates who meet the MSDE University System of Maryland Completer. The baseline for 2009-2010 is 48%.
- Meet or exceed the national average for critical reading, mathematics, and writing scores on the SAT or the ACT. SAT scores baseline for the year of 2009-2010 are math 523, critical reading 507 and writing 483. The ACT composite score baseline for the year 2009-2010 is 23.

(A) (2) HCPS capacity and projects to support student achievement.

For the 2010-2011 school year, HCPS administration was reconfigured under the leadership of the Superintendent, Dr. Robert Tomback. Mr. William Lawrence, the Associate Superintendent for Curriculum, Instruction and Assessment, now oversees the Offices of Accountability, Content Supervisors, Professional Development, Special Education, and Student Services, as well as the Executive Directors of Elementary, Middle, and High School Performance. This organizational structure supports an efficient decision-making process regarding RTTT oversight and implementation. In addition, the HCPS leadership team chaired by the Superintendent meets weekly to address any inter-departmental concerns or issues and receives updates regarding RTTT initiatives.

In order to monitor HCPS progress toward achieving the goals as outlined in the RTTT application, Dr. Susan Brown has been appointed as HCPS Project Manager. Dr. Brown began service to Harford County students as a middle school mathematics teacher, progressing to a mathematics department chair, teacher mentor and, most recently, as the Coordinator of all HCPS interventions. Dr. Brown sits on the HCPS leadership team and will dedicate 75% of her current work to oversee RTTT. HCPS will hire personnel to absorb her current responsibilities regarding intervention services through the operating budget.

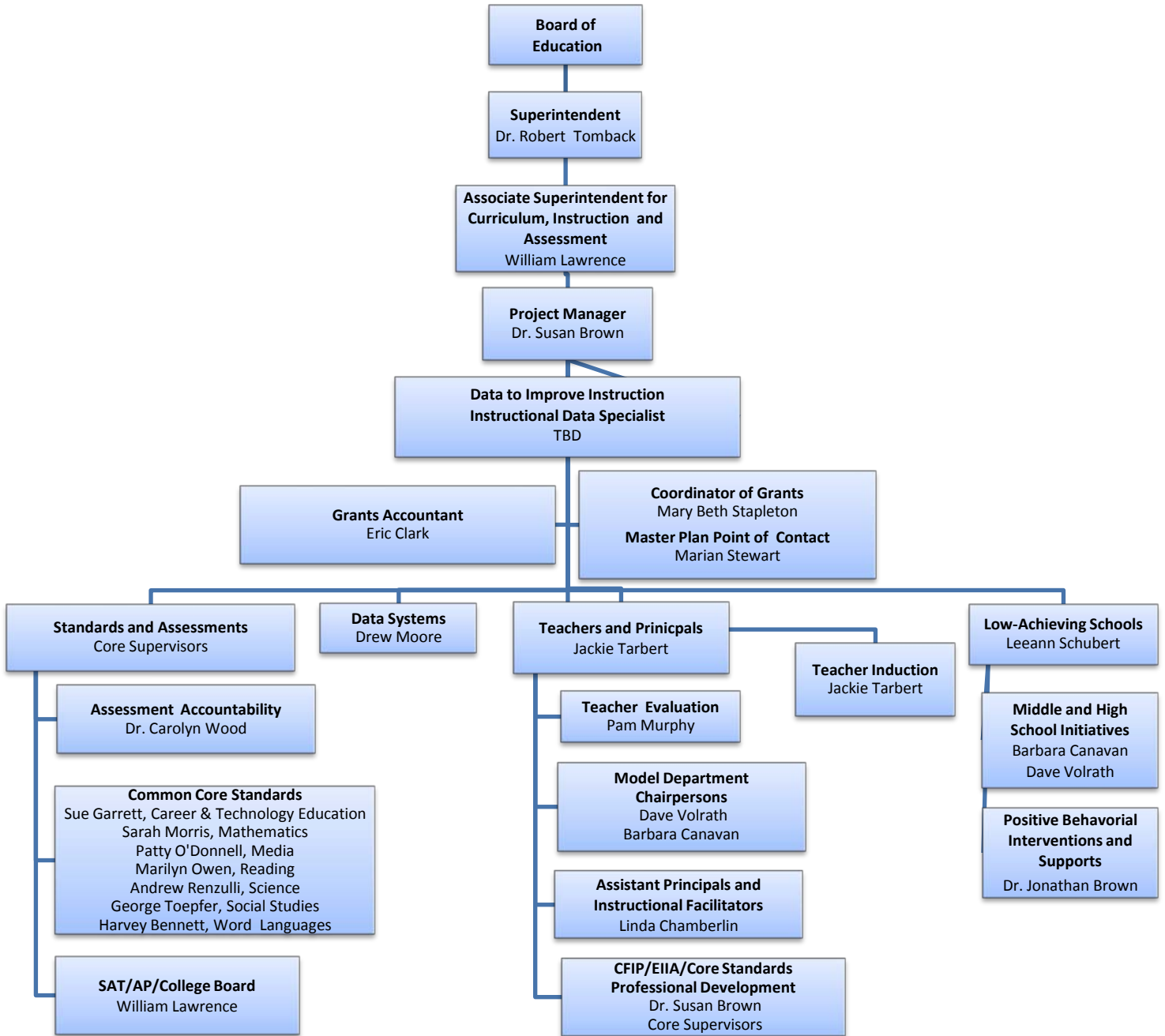
In the recent submission of the *Bridge to Excellence Harford County Master Plan 2010 Update*, HCPS outlined practices and strategies designed with the intended effect of improving student performance and eliminating achievement gaps. Dr. Brown will oversee the HCPS implementation of the State’s reform plan, as she reports directly to the Associate Superintendent for Curriculum, Instruction, and Assessment. The specific projects, outlined in the following table, will support strategies identified in the *Master Plan 2010 Update*, including those designed to eliminate student achievement gaps.

<p><u>Section B: High Quality Standards and Assessments</u></p>	<ul style="list-style-type: none"> ✓ Identify school-based teams to participate in Educational Instructional Improvement Academies (EIIA) in order to ensure transition to high quality standards and assessments and improve instructional practices. ✓ Assist the Executive Director of High School Performance in overseeing the work of the Math and Science model department chairpersons who will be hired to assist in the transition to high quality standards and assessments in the classroom, specifically to support STEM. ✓ Oversee work with College Board initiatives to increase the number of Advanced Placement courses offered as well as increase the number of students taking SAT/ACT.
<p><u>Section C: Data Systems to Support Instruction</u></p>	<ul style="list-style-type: none"> ✓ Support Office of Technology and Information Services (OTIS) on gap analysis and transition to the Instructional Improvement System including purchasing and using eSchoolPlus software and hardware. ✓ Oversee the scope of work of the Instructional Data Specialist who will be hired to provide a bridge between OTIS, Content Supervisors, Office of Assessment Accountability and use of Performance Matters, ensuring that all teachers are able to use the Instructional Improvement System.
<p><u>Section D: Great Teachers and Great Leaders</u></p>	<ul style="list-style-type: none"> ✓ Support the Department of Human Resources as they follow guidance of the MSDE Council on Educator Effectiveness recommendations regarding teacher effectiveness. ✓ Support the efforts of the Coordinator of Teacher Induction who will work under the supervision of the Coordinator of Professional Development to ensure high-quality teacher academies. ✓ Oversee the identification of school-based teams for the EIIA and work with Coordinator of Professional Development to ensure all teachers access the EIIA by 2014. ✓ Oversee the hiring of a .4 FTE secretary to support the Coordinator of Teacher

	Induction and the EIIA Coordinator of Professional and Leadership Development.
<u>Section E: Turning Around Lowest Achieving Schools</u>	✓ Support the HCPS Coordinator of School Improvement in working with Executive Directors of the Secondary School Initiative to oversee school improvement for low achieving schools.

The Coordinator of Grants, the Grants Accountant, and the HCPS Master Plan Bridge to Excellence point of contact will support Dr. Brown to ensure all current and future funding streams and expenditures are aligned with RTTT goals and Scope of Work, including the *Master Plan 2011 Update*. Dr. Brown will also work in conjunction with the state’s evaluator. Finally, Dr. Brown will closely monitor the implementation of the K-12 STEM Education Strategy to ensure that progress is achieved and aligned with all RTTT initiatives. A chart reflecting HCPS internal RTTT communication and oversight is as follows:

Communication Chart



Section A: State Success Factors

Action Plan: Section A

LEA: Harford County Public Schools Date: 10/29/2010

Goal(s):

Increase student achievement from current rates to 100% proficient in English/Language Arts and Mathematics.

- Increase the graduation rate. The baseline for 2009-2010 is 88%.
- Increase the percent of graduates who register as full or part-time post-secondary students. The baseline for 2008-2009 is 64%.
- Increase the number of students earning college credit at institutions of higher learning prior to graduation. The baseline will be determined in 2011-2012.
- Increase the number of college credit courses offered in HCPS including AP, IB and online. The AP/IB courses baseline for year 2010-2011 is 250 across all high schools.
- Increase the number of graduates who meet the MSDE University System of Maryland Completer. The baseline for 2009-2010 is 48%.
- Meet or exceed the national average for critical reading, mathematics, and writing scores on the SAT or the ACT. SAT scores baseline for the year of 2009-2010 are math 523, critical reading 507 and writing 483. The ACT composite score baseline for the year 2009-2010 is 23.

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	Susan Brown, Race to the Top Project Manager Carolyn Wood, Supervisor of Accountability	National and statewide evaluation completed	N
<i>Optional Activities:</i>						
1. Project Manager, under the direction of the Associate Superintendent, will oversee progress in all four assurance area goals and	(A) (2)	1	12/1/10 – Expiration of Grant	William Lawrence, Associate Superintendent for Curriculum, Instruction and Assessment	Personnel identified as points of contact for each assurance area Agreed upon set of	N

<p>projects for the duration of the grant. Please see each action plan for project descriptions and timelines</p>				<p>Susan Brown, RTTT Project Manager</p>	<p>process measures designed to track progress in all four assurance areas activities. Examples: meeting minutes, RTTT fidelity checklist developed including action steps for each area, professional development agendas.</p>	
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Harford County Public Schools

Section B: Standards and Assessments

(B) (3) Supporting transition higher standards and assessments.

Harford County Public Schools (HCPS) has been committed to working with the Maryland State Department of Education (MSDE) in the alignment of curriculum, instruction, and assessment with regard to the Maryland Content Standards and the State Curriculum to ensure academic rigor for all students (*Bridge to Excellence Harford County Master Plan 2010 Update*, Operational Objective 2.2 a) since 2003. In the past, HCPS has devoted time and resources regarding the development and implementation of the State Curriculum, as well as the vital instructional tools currently located on the Online Instructional Toolkit through multiple professional development opportunities with teachers. As the state standards are made available, HCPS will once again commit staff resources and expertise to MSDE efforts to ensure world class standards and engaging curriculum is offered in every Maryland classroom.

HCPS Participation in Aligning State Curriculum: HCPS content supervisors and master teachers are currently working with MSDE on the Gap Analysis alignment between the State Curriculum and the Common Core Standards. This curriculum development will be ready for adoption by the State Board of Education by June 2011, and it will be essential for HCPS administrators and supervisors to ensure all teachers fully embrace the State Curriculum. The activities outlining how HCPS will transition to these high quality standards and assessments are described in section (D) (5).

Online Instructional Toolkit: Understanding the Online Instructional Toolkit will be an important component of the Instructional Improvement System. The *Race to the Top* (RTTT) Project Manager, Dr. Susan Brown, will work in conjunction with the Coordinator of Professional and Leadership Development and content area supervisors to guarantee that all teachers have access to this resource as outlined in section (D) (5).

Supporting Instruction with an Instructional Improvement System: HCPS is committed to improving classroom instruction so all students are ready to succeed in both college and career. Recognizing the core of Maryland's education reform efforts center around technology systems, processes and resources, HCPS will embrace the nine-step Instructional Improvement System. HCPS recently provided professional development for all HCPS teachers on the use of the Performance Matters data management system as an instructional tool. Dr. Brown will build on this foundation and work with MSDE and HCPS leadership to identify the most appropriate school-based teams to participate in all available MSDE professional development regarding the statewide technology infrastructure, the Longitudinal Data System, and the Online Instructional Toolkit. Details of this plan are described in section (D) (5).

STEM Curriculum: As discussed in Section A, HCPS is in the process of investigating how Science, Technology, Engineering and Mathematics (STEM) education is provided to students. The Harford County Board of Education, the Superintendent, industry partners, parents, and school-based leadership agree to increase the number of HCPS students fully prepared to pursue successful STEM related careers. To that end, HCPS is in the process of developing a K-12 STEM Education Strategy that infuses the work accomplished at the State regarding interdisciplinary STEM-based curriculum. HCPS will work to identify specific curricular

connections and opportunities and change current course offerings as needed. The Model Mathematics and Science Department Chairpersons (as described in Section (D) (5)) will oversee much of this work to ensure the use of STEM standards and project-based lessons.

World Languages Pipeline: Maryland’s competitive edge in an increasingly flat world depends on the preparation of graduates who are highly skilled in STEM and proficient in languages other than English. HCPS will support MSDE efforts regarding the World Languages Pipeline.

High School Graduation Requirements: HCPS requires current students to obtain four mathematics credits as part of their high school graduation requirements. Furthermore, HCPS agrees to adopt the college and career readiness assessments, work with MSDE to develop an agreed upon growth model for college and career readiness and include college and career ready and STEM endorsements on the high school diploma.

HCPS will also contract with College Board to increase the strategies currently offered in our schools regarding college preparedness, including parental outreach, SAT/ACT preparation and successful student completion of AP exams.

Professional Development: As described in section (D) (5), HCPS will participate in all professional development in order to ensure all teachers are trained and knowledgeable about the Common Core Standards, the Online Instructional Toolkit, assessments, and the Instructional Improvement System. This work will include ensuring teacher access to online professional development opportunities, as well as hosting the MSDE Educator Instructional Improvement Academies (EIIA).

High-quality Assessments: Currently, all HCPS curricula include formative and summative assessments that are expected to be administered by teachers to measure student achievement. District assessments may be scored by the classroom teacher or scored electronically, as overseen by the Office of Curriculum, Instruction, and Assessment. Data obtained from assessments are utilized by classroom teachers to identify learning needs of each student and instruction is subsequently differentiated to address those needs.

Professional development for administrators and school-based staff has focused on increasing teacher efficacy and capacity to analyze data and adjust instructional practices to meet the needs of students. Over the past two years, professional development has focused on understanding and implementing the Classroom-Focused Improvement Protocol (CFIP), an MSDE sponsored initiative, in conjunction with Performance Matters. Performance Matters provides the tool, CFIP provides a process, and curriculum benchmark assessments provide the data for teachers’ and administrators’ use to make decisions regarding instruction.

As the high-quality assessments are provided by the state, HCPS will work to ensure teachers use the formative assessment data as part of the Instructional Improvement System. The availability of high-quality assessments also provides teachers with the essential tools to address the needs of students with disabilities and other subgroups of students. Teachers and administrators will continue to refine their expertise in the area of data analysis for the purpose of data-driven instructional decision making. Teachers’ ability to effectively use their students’ formative assessment results will be considered a high priority in determining on-going professional development and instructional modification.

Section B: Standards and Assessments

Action Plan: Section B

LEA: Harford County Public Schools Date: 10/29/2010

Goal(s):

- Ensure that HCPS stakeholders understand and support the transition to Common Core State Standards and Curriculum.
- Provide professional development for all HCPS educators in the new common core state standards, the revised state curriculum and assessment system and effective differentiated and instructional practices.
- Ensure that HCPS educators and stakeholders understand new summative assessments developed by MSDE.
- Ensure that HCPS educators can access, understand and use formative assessment tools in concert with the state’s Instructional Improvement System.

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. Share information on the Common Core standards with all HCPS stakeholders including Board of Education, administrators and supervisors, principals and school-based staff in order to build support and understanding of the MSDE guided transition to enhanced curriculum and assessment	(B)(3)		12/2010-6/2011	Robert Tomback, Superintendent of Harford County Public Schools William Lawrence, Associate Superintendent Susan Brown, RTTT Project Manager	Board of Education notes, meeting agendas	N
<i>Additional Required Activities</i>						
1. Identify the most appropriate school-based	(B) (3)		12/2010-6/2011	William Lawrence, Associate Superintendent	Board of Education notes, Educational	N

<p>teams to participate in all available MSDE professional development regarding the new statewide technology infrastructure, the Longitudinal Data System, and the Online Instructional Toolkit. All activities connected to EIIA are described in Section (D) (5)</p>				<p>Susan Brown, RTTT Project Manager</p>	<p>Leadership meeting agendas</p>	
<p>2. Identify professional development days throughout the school year to train teachers on the Instructional Improvement System including the Common Core Standards and enhanced assessments</p>	<p>(B) (3)</p>		<p>3/2011 – 6/2012</p>	<p>William Lawrence, Associate Superintendent</p> <p>Susan Brown, RTTT Project Manager</p> <p>Jackie Tarbert, Coordinator of Professional and Leadership Development</p>	<p>Professional Development days identified on school calendar</p> <p>Written feedback from teachers regarding effectiveness of training</p>	<p>N</p>
<p>3. Continue to provide training for teachers and administrators in Classroom-Focused Improvement Protocol (CFIP) in conjunction with Performance Matters professional development. As high-quality assessments are provided by the state, HCPS will work to</p>	<p>(B) (3)</p>		<p>1/2010-6/2014</p>	<p>William Lawrence, Associate Superintendent</p> <p>Susan Brown, RTTT Project Manager</p>	<p>Observe administrators working with teams of teachers using CFIP in conjunction with Performance Matters and new formative assessments (when available)</p>	<p>N</p>

ensure teachers use valid and reliable formative assessment data as part of the Instructional Improvement System						
4. Participate in Educator Instructional Improvement Academies and ensure teachers increase teacher capacity to implement and effectively use the formative assessment tools developed as part of Maryland's assessment system.	(B)(3)		Summer 2011 – 6/2014	William Lawrence, Associate Superintendent Susan Brown, RTTT Project Manager Carolyn Wood, Supervisor of Assessment Accountability	Protocol developed to monitor teacher use of formative assessment tools	N
5. Participate in EIIA and ensure teachers' understanding of new summative assessment tools.	(B)(3)		Summer 2011-6/2014	William Lawrence, Associate Superintendent Susan Brown, RTTT Project Manager Carolyn Wood, Supervisor of Assessment Accountability	Written teacher feedback on understanding of new summative assessment tools	N
<i>Optional Activities:</i>						
1. HCPS Core Content Supervisors participate in MSDE work group to create grade-specific expectations aligned to the Common Core State Standards	(B) (3)		10/2010-6/2011	William Lawrence, Associate Superintendent Susan Brown, RTTT Project Manager HCPS Core Content Supervisors	Common Core standards adopted	N

2. Model Mathematics and Science Department Chairpersons hired and trained to assist in implementation of the HCPS school- based delivery of enhanced STEM standards and high quality assessments	(B)(3)	2	12/2010 – ongoing	William Lawrence, Associate Superintendent David Volrath, Executive Director of High School Performance	Teachers' instruction reflects use of new STEM Common Core Standards and curriculum	Y
3. Align HCPS K-12 STEM Education Strategy to include activities based on implementation of revised state Common Core STEM standards.	(B) (3)		12/2010-1/2011	William Lawrence, Associate Superintendent Susan Brown, RTTT Project Manager STEM Advisory Board and Working Group members	K-12 STEM Education Strategy	N
4. Develop plan and activities to partner with the College Board to expand programs designed to increase student achievement and college readiness.		3	12/2010-6/2014	William Lawrence, Associate Superintendent Susan Brown, RTTT Project Manager David Volrath, Executive Director of High School Performance	Increased number of students receiving college credits	N

Harford County Public Schools

Section C: Using Data to Improve Instruction

(C) (3) (i) Use of local instructional improvement systems.

Recognizing that the state's high-quality Instructional Improvement System is the focus of Maryland's reform agenda, Harford County Public Schools (HCPS) is ready to commit resources and personnel to guarantee the implementation of this system in classrooms. Maryland's current vision for this system places the teacher at its center and HCPS will work to ensure teachers' access to the nine-step process as described in Section (C) (3) of the state's *Race to the Top* (RTTT) plan for strengthening classroom instruction. The Instructional Improvement System will expand the progress HCPS teachers have made in providing differentiated instruction in classrooms and will provide them additional support as they work to increase achievement for all students.

In order to fully implement the Instructional Improvement System, and to ensure teachers are able to access timely data and resources, HCPS will work with MSDE to assess current gaps within data systems. The Director of Information Technology, Mr. Andrew Moore, will assign staff to work with MSDE to coordinate the implementation of data management in determining existing infrastructure needs and detail the educational technology solutions in order for HCPS teachers to use the Instructional Improvement System. In addition, HCPS will purchase eSchoolPlus, a Student Information System (SIS), in the second year of the grant. This system is a version upgrade to HCPS existing "end of life" SIS which has no enhancement track to accommodate the data collection required by current and future state/federal reporting.

It is essential that HCPS central office have the capacity to provide technical support and assistance to teachers in the use of the Instructional Improvement System. Currently, the Office of Assessment and Accountability provides assistance to teachers as they work to use Performance Matters, the HCPS current instructional database management and assessment system. HCPS does not have staffing to provide the technical assistance that will be required as teachers begin to access the system. RTTT funds will allow HCPS to hire an Instructional Data Specialist who will report directly to the RTTT Project Manager, Dr. Susan Brown. This tech support person will work with the Office of Technology, Content Supervisors, the Office of Assessment and Accountability (including Performance Matters) and will be assigned to assist teachers as HCPS works to transition to the Instructional Improvement System. This position will provide quarterly updates on teachers' successes and challenges with the use of the Instructional Improvement System and will work with leadership to provide solutions as needed.

Section (C) (3) (ii) Professional development on use of data.

Dr. Brown will coordinate HCPS participation in the Educator Instructional Improvement Academies (EIIA). Dr. Brown will work with HCPS leadership to identify administrators, school-based coaches, and teacher leaders who will be charged with ensuring all teachers use the Instructional Improvement System to include the Longitudinal Data System, the Common Core Standards and high quality assessments, as well as the Online Instructional Toolkit (see Section

(D) (5) for a complete description of the HCPS plan to participate in these academies). Once school-based teams have participated in the EIIA, HCPS will identify professional development days throughout the school year to ensure classroom teachers receive intensive professional development on the use of the Instructional Improvement System. These professional development activities will engage teachers in basic information regarding key aspects of the Instructional Improvement System (curriculum, assessments, data management, and online resources).

Dr. Brown will work with the Coordinator of Leadership and Professional Development to facilitate teachers' use of these tools in every school. The Instructional Improvement System will become part of school-based professional development activities as follow-up from the EIIA. The technology infrastructure will also allow teachers to participate in independent professional development.

HCPS has recently been successful in providing school-based professional development on the Classroom-Focused Improvement Process and the use of Performance Matters system-wide. Recent progress in teachers using data to inform instruction will provide the strong foundation needed for the Instructional Improvement System.

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

HCPS will make data available and accessible to researchers to evaluate the effectiveness of the Instructional Improvement System. MSDE will provide guidance and direction on protecting student personal data, and ensuring students' identifiable information is confidential.

Section C: Data Systems to Support Instruction

Action Plan: Section C

LEA: Harford County Public Schools Date: 10/29/2010

Goal(s):

- Build and/or enhance the technological infrastructure and data systems in HCPS implement an Instructional Improvement System designed to support classroom teachers and school based administrators in using data to improve instruction.
- Ensure HCPS professional development is focused on the State’s Instructional Improvement System (IIS) for current and prospective teachers.
- HCPS will work with MSDE to ensure the data from the IIS is available and accessible to researchers to evaluate IIS effectiveness.

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)</i> Activities to Implement MOU Requirements	(C) (3) (i-iii)					
1. Identify and address gaps in current HCPS data system and technological infrastructure, in coordination with MSDE, to support efforts in the successful development and eventual HCPS transition to the Instructional Improvement System (IIS)	(C) (3) (i)	4	1/2010-ongoing	Susan Brown, RTTT Project Manager Drew Moore, Director of Information Technology IDS position	HCPS data systems and infrastructure ready for new Instructional Improvement system	Y
2. Identify school-based teams to participate in	(C) (3) (ii)	1	12/2010-6/2011	William Lawrence,	School based teams identified	N

Educator Instructional Improvement Academies				Associate Superintendent Susan Brown, RTTT Project Manager Jackie Tarbert, Coordinator of Professional and Leadership Development		
3. Develop school-based professional development plan and identify professional development calendar days to ensure training on use of data is available in the IIS	(C) (3) (ii)	1	June 2011 - ongoing	Susan Brown, RTTT Project Manager Jackie Tarbert, Coordinator of Professional and Leadership Development	School year calendar published with EIA professional development follow up days	N
4. Participate in data requests to support research on effectiveness as determined by new MSDE governance process.	(C) (3) (iii)	1	Spring 2011-ongoing	Susan Brown, RTTT Project Manager Carolyn Wood, Supervisor Office of Accountability	Data provided to researchers	N
<i>Optional Activities:</i>						
1. Hire new Instructional Data Specialist (IDS) to provide immediate support for all HCPS teachers currently learning to analyze assessment data to inform instructional	(C) (3) (i)	4	12/2010-ongoing	Susan Brown, RTTT Project Manager Drew Moore, Director of	IDS hired	Y

practices				Information Technology Carolyn Wood, Supervisor Office of Accountability		
2. Along with the RTTT Project Manager, Instructional Data Specialist will help identify current system needs and technological infrastructure to support HCPS hosting of EII academies	(C) (3) (i)	4	12/2010-ongoing	Susan Brown, RTTT Project Manager Drew Moore, Director of Information Technology	Needs identified	Y
3. Provide timely and meaningful assistance to schools in support of their work using the IIS	(C) (3) (ii)	4	9/2011 -ongoing	Susan Brown, RTTT Project Manager Carolyn Wood, Supervisor Office of Accountability	Data management solutions resolved Teachers provide feedback regarding “customer service” provided and proficient use of new IIS	Y
4. Purchase eSchoolPlus student information system (SIS) hardware and software which will provide a system “upgrade” to HCPS current SIS	(C) (3) (ii)	5	9/2012-ongoing	Drew Moore, Director of Information Technology	eSchoolPlus SIS purchased, installed and used	Y

Harford County Public Schools

D. Great Teachers and Leaders

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

(i) Measure student growth. As mandated by the Maryland Education Reform Act of 2010, Harford County Public Schools (HCPS) will ensure the new performance evaluation system for teachers and principals is operational by September 2012. Based on the timeline provided, HCPS leadership, including the *Race to the Top* (RTTT) Project Manager, will closely follow the progress of the Maryland Model Performance Evaluation System throughout 2010-2011. Understanding that the proposed new regulations passed by the State Board of Education specify that student growth will count for 50% of teacher and principal evaluation, HCPS will work to ensure 30% of evaluations will be based on final approved statewide uniform measures from MSDE.

HCPS is committed to working with Harford County Education Association (HCEA) and the Association of Public School Administrators and Supervisors of Harford County (APSASHC) to identify the required 20% locally-agreed measures. HCPS has established a task force to begin working with our bargaining units to propose appropriate measures that are objective and comparable across classrooms.

(ii) Design and implement evaluation system. Upon final approval by MSDE of the statewide uniform measures, HCPS will begin working with HCEA to determine the additional 50% teacher skills and knowledge of the teacher evaluation framework, including the weight, format, and means for evaluation. HCPS will look to MSDE for technical assistance and model tools throughout this process.

HCPS will also work with APSASHC, bargaining unit for public school administrators, to identify measures for the 50% required instructional leadership domain. Specifically, HCPS agrees to work with the administrators to use the eight outcomes of the Maryland Instructional Leadership framework and identify additional domains based on our local priorities.

All of the above activities are contingent upon mutual agreement between HCPS and bargaining units.

(iii) Establish a rigorous evaluation process. As measures are identified to be used in teacher and principal evaluations, HCPS will work with bargaining units to determine a process for implementing these annually. Throughout the negotiations, it will be essential for HCPS leadership to identify a plan regarding the roles and responsibilities of content supervisors, department chairs and school-based administrative staff. Administrative capacity to oversee an annual evaluation for each teacher and principal in the system is limited. In order to ensure compliance with the annual evaluation requirement, HCPS key leadership personnel will begin working in the fall of 2011 to identify protocols and policies designed to support the implementation of the new evaluation framework during the 2012-2013 school year.

In addition, HCPS is currently hiring Model Department Chairpersons in high school Mathematics, English, Science and Social Studies. HCPS is requesting the Mathematics and Science Chairs be supported by *Race to the Top* funds, as they will play a key role in the creation and implementation of the HCPS STEM initiative and content delivery. The Model Chairperson will be assigned to work with four principals and core content supervisors to provide supplementary content specific evaluative services at four high schools. In addition to the high school assignment, the model department chairperson will collaborate with the Office of Professional Development in the development of programs to facilitate the preparation and transition of department chairpersons to their new role.

(iv) (a-d) Use evaluations to inform professional development, etc. HCPS will take direction from MSDE regarding best practices on how to use the new evaluation framework to improve principal and teacher effectiveness.

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

Based on a review of the data, HCPS is fortunate not to struggle with staffing issues in high-poverty, low-achieving schools. The Office of Compensatory Education has been diligent in ensuring 100% of staff at these schools are considered highly qualified. HCPS will continue to focus on ensuring that all teachers in high-poverty, low-achieving schools are deemed highly effective as we move from highly qualified teachers to highly effective teachers and principals.

Regarding special incentives to attract and retain hard to staff subjects, HCPS is currently undergoing a comprehensive STEM education planning process. Through this process, both internal and external stakeholders are reviewing current needs and data regarding hard to staff STEM subject areas and will be providing recommendations in January 2011.

(D)(4) Improving the Effectiveness of Teacher and Principal Preparation Programs:

HCPS will support MSDE's efforts at improving teacher and principal preparation programs.

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

New Teacher Induction: In January of 2011, HCPS will hire a Coordinator of Teacher Induction who will report to the Coordinator of Professional and Leadership Development. The Coordinator of Teacher Induction will be charged with: participating in the State's Induction Program Academies and sending HCPS mentors as allowable by the state; overseeing a comprehensive teacher induction program based on the model shared at the Teacher Induction Academies; supervise the continuation of the mentor teacher program; evaluate mentor teachers in collaboration with school administrators; collaborate with the Office of Education Services to assess school needs and to assign mentor teachers as appropriate; and serve as a liaison with MSDE.

From January-June 2011, the Coordinator of Teacher Induction will work with both the *Race to the Top* Project Manager and Coordinator of Professional and Leadership Development to revise and expand our induction program for new teachers based on COMAR 13A.07.01, as well as

lessons learned from the Teacher Induction Academy. As described in the High Quality Professional Development section of the *Bridge to Excellence Harford County Master Plan 2010 Update* plan, HCPS already provides extensive support to new teachers including: professional development orientation conference; three hour after school workshops throughout the year; opportunities to observe a model classroom and teacher; and job embedded professional development. The creation of the new position, Coordinator of Teacher Induction will enhance the work of the mentor teachers and will allow for additional supports provided for new teachers. Clerical support will also be provided for the Coordinator of Teacher Induction. It is the intent of HCPS to sustain the Coordinator of Teacher Induction position starting in the 2014-2015 school year.

HCPS is in compliance with COMAR as we have identified a cadre of full-time mentor teachers and adhere to the requirements established in Section .05, Mentoring Component of the Comprehensive Induction Program. We will continue to comply with all the requirements of the COMAR 13A.07.01 regulation as we work to expand our mentor program.

Educator Instructional Improvement Academies: As discussed in Section B, HCPS will participate in the Educator Instructional Improvement Academies (EIIA). Beginning in January 2011, the *Race to the Top* Project Manager, Dr. Susan Brown, will oversee the coordination and identification of school-based teams from all 53 schools to participate in the 2011 EIIA.

At the secondary level, school-based teams will consist of principals, assistant principals, a STEM representative, core content area teachers, media services, and career and technology supervisors. These teams will be identified in concert with the Executive Directors of Middle School and High School performance. As noted in section (D) (2) (iii), HCPS is hiring model department chairpersons in the content areas of high school Mathematics, English, Science, and Social Studies. Department chairpersons will be vital to ensuring school-based secondary personnel in tested content areas are proficient in the tools shared during the EIIA.

At the elementary school level, school-based teams will include the principal, reading and math specialists, and special education teacher. Assistant principals and instructional facilitators may also be included in the EIIA. These teams will be identified beginning in January 2011 by the Project Manager in collaboration with the rest of the leadership team including the Executive Director of Elementary School Performance.

As follow up from the EIIA, secondary school based teams will identify additional key staff unable to attend the academy and train them in the information presented. These staff will be core content teachers and/or special educators. Throughout all four years of the grant, all teachers will be trained in the new Instructional Improvement System. School-based teams will use the information provided in the EIIA to build on the professional development done system-wide using the Classroom-Focused Improvement Process (CFIP) model. HCPS is currently working to ensure all teachers and administrators use this six-step process as they meet in various work groups to discuss student achievement and school improvement initiatives. HCPS has trained all teachers, supervisory staff, and administrators on Performance Matters so they may access real-time student data as they work through CFIP and address individual student performance.

Finally, HCPS will participate in MSDE's evaluation of professional development as part of its Race to the Top application. HCPS will also 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.

Section D: Great Teachers and Leaders

Action Plan: Section D

LEA: Harford County Public Schools Date: 10/29/2010

Goal(s):

- Implement an evaluation system that complies with the State Framework.
- Ensure new teachers participate in new teacher induction program.
- Provide effective professional development for teachers and principals.

Section D: Great Teachers and Leaders	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(D) (2) (i-iv) (D) (3) (i-ii) (D) (5) (i-ii)					
1. Using the State Framework revise teacher and principal evaluations based on final approved statewide measures for student growth (30%) from MSDE	(D) (2) (i)		6/2012	William Lawrence, Associate Superintendent of Curriculum, Instruction and Assessment Assistant Superintendent of Human Resources Susan Brown, RTTT Project Manager	Teacher and principal evaluations align to the State Framework	N
2. Identify the required 20% locally-agreed student growth measures for evaluation framework	(D) (2) (i)		1/2011- 6/2012	William Lawrence, Associate Superintendent of Curriculum, Instruction and Assessment Assistant Superintendent of Human Resources (TBD)	Evaluation framework created and agreed upon	N

				Susan Brown, RTTT Project Manager		
3. Identify additional 50% teacher skills and 50% required instructional leadership domain for principals for evaluation framework using MSDE model tools	(D) (2) (ii)		1/2011- 6/2012	William Lawrence, Associate Superintendent of Curriculum, Instruction and Assessment Assistant Superintendent of Human Resources Susan Brown, RTTT Project Manager	Evaluation framework created and agreed upon	N
4. Identify protocols and policies designed to support the implementation of the new evaluation framework	(D) (2) (iii)		9/2011- 6/2012	William Lawrence, Associate Superintendent of Curriculum, Instruction and Assessment Assistant Superintendent of Human Resources	Agreed upon protocols and policies Use of evaluation framework by staff	N
5. Work with MSDE on how to use the new evaluation framework to improve principal and teacher effectiveness through professional development	(D) (2) (iv)		6/2012- ongoing	Susan Brown, RTTT Project Manager Jacqueline Tarbert, Coordinator of Professional and Leadership Development	Professional Development opportunities aligned with evaluation framework	N
6. Develop protocols to continue to ensure that all teachers in high-poverty, low-achieving schools are deemed highly effective as	(D) (3)		6/2011- 6/2014	William Lawrence, Associate Superintendent of Curriculum, Instruction and Assessment	Protocols developed	N

we move from highly qualified teachers to highly effective teachers and principals				Executive Directors of School Performance Susan Brown, RTTT Project Manager		
7. Identify school-based teams to participate in EIIA	(D)(5)		1/2011-6/2011; 1/2012-6/2012; 1/2013-6/2013	William Lawrence, Associate Superintendent of Curriculum, Instruction and Assessment Executive Directors of School Performance Susan Brown, RTTT Project Manager Jacqueline Tarbert, Coordinator of Professional and Leadership Development	School-based teams identified	N
8. Identify professional development throughout the school year as a follow up to EIIA, building on system-wide implementation of Classroom Focused Intervention and Supports (CFIP) and use of Performance Matters	(D) (5)	7	3/2011-ongoing	William Lawrence, Associate Superintendent of Curriculum, Instruction and Assessment Executive Directors of School Performance Susan Brown, RTTT Project Manager Jacqueline Tarbert, Coordinator of Professional and Leadership Development	Professional development days scheduled on calendar	N

<i>Additional Required Activities:</i>						
1. Hire Coordinator of Teacher Induction	(D) (5)	6	12/2010 - ongoing	William Lawrence, Associate Superintendent of Curriculum, Instruction and Assessment Executive Directors of School Performance Susan Brown, RTTT Project Manager Jacqueline Tarbert, Coordinator of Professional and Leadership Development	Highly qualified Coordinator of Teacher Induction hired	Y
2. Revise the induction program for new teachers	(D) (5)	6	1/2011- ongoing	Jacqueline Tarbert, Coordinator of Professional and Leadership Development Coordinator of Teacher Induction (TBD)	Syllabus for the induction program Written feedback from new teachers regarding the effectiveness of the training. New teacher evaluations New teacher retention data	Y
3. Participate in Teacher Induction Academy for LEA Coordinators.	(D) (5)	6	Summer 2011- ongoing	Coordinator of Teacher Induction (TBD)	HCPS teacher induction academy revised based on best practices presented at Teacher Induction Academy	Y
4. Implement a new teacher	(D) (5)	6	9/2012-	Jacqueline Tarbert,	Written feedback from	Y

induction program for new teachers			ongoing	Coordinator of Professional and Leadership Development Coordinator of Teacher Induction (TBD)	new teachers regarding the effectiveness of training	
5. Assess school needs regarding new teachers and assign current mentor teachers as appropriate	(D) (5)	6	1/2011-ongoing	William Lawrence, Associate Superintendent of Curriculum, Instruction and Assessment Executive Directors of School Performance Susan Brown, RTTT Project Manager	Mentors assigned based on school-based new teacher assignments	Y
6. Provide ongoing training for mentors throughout the school year and provide individualized support as needed	(D) (5)	6	1/2011-ongoing	Jacqueline Tarbert, Coordinator of Professional and Leadership Development Coordinator of Teacher Induction (TBD)	Written feedback from mentors regarding the effectiveness of training Observe mentors working with and providing feedback to teachers to determine their effectiveness in enhancing teachers' performance	Y
7. Assist Principals in evaluation of mentors	(D) (5)	6	1/2011 - ongoing	Coordinator of Teacher Induction (TBD)	Positive mentor evaluations	Y
8. Participate in MSDE's Educator Instructional Improvement and Induction	(D) (5)		7/2011-ongoing	William Lawrence, Associate Superintendent of Curriculum, Instruction	Appropriate designated staff will attend all MSDE sessions	N

Academies for teachers, Maryland Principals' Academies for appropriate principals, Aspiring Leaders' Academy, and Executive Officer professional development opportunities				and Assessment Executive Directors of School Performance Susan Brown, RTTT Project Manager		
<i>Optional Activities:</i>						
1. Have new Model Department Chairpersons work with school-based secondary personnel in tested content areas to ensure teachers are proficient in the tools shared during the EIIA, including new STEM standards	(D) (5)	2	9/2011-ongoing	Susan Brown, RTTT Project Manager Jacqueline Tarbert, Coordinator of Professional and Leadership Development David Volrath, Executive Director of Secondary School Performance	Written feedback from school-based secondary personnel regarding the value of Model Department Chairs	Y

Harford County Public Schools

E. Turning Around the Lowest-Achieving Schools:

In the Maryland State Department of Education’s (MSDE) *Race to the Top* (RTTT) application, MSDE identifies 16 persistently lowest-achieving schools with whom they will work to turn around student performance. Although Harford County Public Schools (HCPS) does not have any schools identified as persistently low-achieving, there are schools engaged in the local school improvement process. These schools, listed in the chart below, have been supported through both the operating budget and restricted funds to offer extended-day and year programs to students, to realign staff members, to administer the Teacher Capacity Needs Assessment (TCNA), and to provide professional development opportunities for faculty, staff and administrators.

Harford County Public Schools Tiered List of Schools in Improvement		
HCPS Focus	School Improvement Status	School
Tier 1	Restructuring Implementation	The Alternative Education Program at the Center for Educational Opportunity
Tier 2	Year 2	Aberdeen High School
		Edgewood High School
		Havre de Grace Middle School
		Aberdeen Middle School
	Year 1	North Harford Middle School
		Magnolia Elementary School (Title I)
William Paca Old Post Road Elementary School (Title I)		
Tier 3	Local Attention	Harford Technical High School
		Joppatowne High School
		Bel Air Middle School
		Magnolia Middle School
		Patterson Mill Middle School
		Bakerfield Elementary School
		Hickory Elementary School
		North Harford Elementary School
Tier 4		All other HCPS Schools

The Office of Compensatory Education has received Title I and School Improvement Funds to address the needs HCPS Title I elementary schools in improvement. In an effort to focus much needed resources to support secondary lowest-achieving schools, the RTTT Project Manager, Dr. Susan Brown, will work with the Executive Directors of Secondary School Performance, the Executive Director of Community Engagement and Cultural Proficiency, and the Coordinator of School Improvement to plan and implement secondary school improvement initiatives during year two of the Race to the Top grant.

Recognizing that there is a growing body of knowledge and best practices regarding effective school improvement practices, the HCPS Coordinator of School Improvement will use lessons learned through the State Breakthrough model and replicate those efforts in our secondary schools. Some of these activities may include Positive Behavioral Interventions and Supports (PBIS), Common Core Standards Initiative, Educational Instructional Improvement Academies (EIIA), Classroom-Focused Improvement Process (CFIP), Performance Matters, the new Instructional Improvement System, and Science, Technology, Engineering, and Mathematics (STEM). After reviewing School Improvement Plans during year one of the grant, activities will be implemented in year two.

Section E: Turning around the lowest achieving schools.

Action Plan: Section E

LEA: Harford County Public Schools Date: 10/29/2010

Goal(s):

- Increase student success in lowest achieving HCPS secondary schools.

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>						
<i>Optional Activities:</i>						
1. Conduct needs assessment of secondary schools in improvement through School Improvement Planning process and identify schools for targeted interventions and supports.	(E) (2)	8	1/2011-ongoing	Susan Brown, RTTT Project Manager Leeann Schubert, Coordinator of School Improvement Barbara Canavan, Executive Director for Middle School Performance David Volrath, Executive Director for High School Performance	Needs identified	Y
2. Develop plan to address identified needs. Work with MSDE to identify best	(E) (2)		1/2011 - 8/2011	Susan Brown, RTTT Project Manager	Plan developed and best practices strategies	N

practices through work with Breakthrough center.				<p>Leeann Schubert, Coordinator of School Improvement</p> <p>Barbara Canavan, Executive Director for Middle School Performance</p> <p>David Volrath, Executive Director for High School Performance</p>		
3. Implement best practice activities as part of school improvement plans.	(E) (2)	8	9/2011-ongoing	<p>Susan Brown, RTTT Project Manager</p> <p>Leeann Schubert, Coordinator of School Improvement</p> <p>Barbara Canavan, Executive Director for Middle School Performance</p> <p>David Volrath, Executive Director for High School Performance</p> <p>Secondary School Principals</p>	<p>Implementation of activities based on best practices.</p> <p>Increased student achievement in secondary schools including AYP and other indicators to be determined.</p>	Y

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

Robert M. Tomback, Ph.D.

Print Name:

Date:

10/28/18