

Howard County Public School System (HCPSS)

Section A: Executive Summary

Vision for Reform

The HCPSS is an excellent school system that is committed to becoming a world-class leader in the field of education. The system is a recognized source of local pride, consistently ranking among Maryland's top school districts based on student performance on state and national assessments. Howard County students score above the national averages on standardized tests and over 90% of graduates continue their education beyond high school. The system educates approximately 50,000 students in an environment that values excellence, customization of instruction, and parental/community involvement. Over the past ten years, the school system has grown rapidly and has become more diverse. Recent demographic data indicate that for the first time, the HCPSS is a majority minority school system. The student population is 49% white, 20% African American, 16% Asian, 8% Hispanic, 6% multiracial, under 1% Native American, and under 1% Hawaiian/Pacific Islander.

Under the leadership of Dr. Sydney L. Cousin, the HCPSS is committed to working collaboratively with the Howard County stakeholders and the Maryland State Department of Education (MSDE) to ensure the school system improves outcomes for all students. The state's commitment to 21st century skills and increased academic rigor is a commitment the system shares. The school system will work with MSDE and local institutions of higher education to increase the percentage of students who graduate college and career ready and the percentage of students who graduate prepared for and interested in STEM-career majors.

Identified Needs and Goals

While overall achievement is very good, work remains to be done. Key current student achievement data are presented in Tables 1 to 3 at the end of this narrative. The HCPSS will work to improve the achievement of all student groups, with an emphasis on the achievement of African American students, Hispanic students, students receiving FARMs, English Language Learners, and students receiving special education services.

The HCPSS plans to achieve the following by 2020:

1. One hundred percent of students are proficient in English/language arts and mathematics.
2. Ninety-five percent of students in each student group graduate from HCPSS high schools college and career ready.

Stakeholder Involvement

The HCPSS Scope of Work documents present a shared vision of school system stakeholders. From before the time the HCPSS decided to sign the Memorandum of Understanding, school system personnel have engaged a variety of stakeholders. Over twenty-five presentations have been shared with key stakeholders, including Board members, school-based staff, community advisory council members, bargaining unit representatives, and elected officials. The HCPSS District Planning Team reviewed proposed goals for this reform initiative and adopted the two targets listed above.

School system leaders are committed to ongoing dialogue with all stakeholders. This document was a collaborative effort between the HCPSS and the community, and school system leaders value the enhancements brought by an ongoing dialogue with stakeholders. Dialogue will continue as implementation moves forward, ensuring the collaboration and support of the Howard County community.

Strategies for Increasing Student Achievement and Closing the Achievement Gap

In concert with MSDE, HCPSS is putting forth a bold agenda of reform. The system will:

Rigorous Curriculum and Assessments

1. Work with the state to develop new curriculum that integrates STEM content, uses the framework of the Common Core State Standards, and customizes instruction so that all HCPSS students graduate from high school college and career ready.
2. Support development and implementation of new state assessments.
3. Provide intensive professional development on the new curriculum and assessments for all HCPSS administrative and instructional staff to prepare them to meet the needs of all HCPSS students.
4. Develop and implement a comprehensive communication plan for sharing information about higher standards and high quality assessments with all stakeholders.

Data Infrastructure

5. Ensure the HCPSS data infrastructure supports MSDE requirements.
6. Support staff use of the Instructional Improvement Process with Supporting Technology Subsystems.
7. Revise procedures about sharing data to support national and statewide evaluation of the Race to the Top initiative.

Great Teachers and Leaders

8. Work with HCPSS bargaining units to implement new teacher and administrator evaluation systems.
9. Enhance the effectiveness of staff members who mentor and develop new teachers.
10. Ensure the equitable distribution of highly effective teachers and leaders to HCPSS schools that have higher percentages of students who are not achieving at expected levels.
11. Provide varied and flexible professional development for all HCPSS administrative and instructional staff.

Support for Identified Schools

12. Work with principals and staff from schools that have higher percentages of students who are not achieving at expected levels to provide the resources and supports needed to improve student outcomes.

Integration of Scope of Work Into Comprehensive Master Plan

HCPSS will integrate all components of this Scope of Work into the *Bridge to Excellence Master Plan* submission beginning with the 2011-2012 school year. Currently, information on Maryland's Third Wave of Reform appears in the Executive Summary of the 2010 Annual Update to the Comprehensive Master Plan. In future years, detailed information on the HCPSS's Scope of Work will be integrated into Sections I.D, I.E, and I.F of the Master Plan.

Cooperation with National and Statewide Evaluation

The Superintendent will direct staff to modify procedures in HCPSS Policy 3030, Research Involving Employees and Students, to include data sharing agreements to support activities for approved research. The school system will participate in the national and statewide evaluation of the Race to the Top program.

Improvement Goals for MSA

Table 1: Percentage Proficient and Above in Reading

<i>Group</i>	<i>Elementary</i>			<i>Middle</i>		
	MD 2009 % Proficient and Above	HCPSS 2010 % Proficient and Above	2020 Goal	MD 2009 % Proficient and Above	HCPSS 2010 % Proficient and Above	2020 Goal
All	87	93	100	82	91	100
White	93	97	100	90	94	100
Af Am	80	84	100	72	83	100
Hispanic	81	85	100	74	81	100
Asian	94	95	100	93	95	100
Special Ed	70	64	100	51	56	100
ELLs	72	72	100	45	57	100
FARMs	79	80	100	69	74	100

Table 2: Percentage Proficient and Above in Mathematics

<i>Group</i>	<i>Elementary</i>			<i>Middle</i>		
	MD 2009 % Proficient and Above	HCPSS 2010 % Proficient and Above	2020 Goal	MD 2009 % Proficient and Above	HCPSS 2010 % Proficient and Above	2020 Goal
All	85	92	100	71	87	100
White	92	96	100	84	93	100
Af Am	76	81	100	54	71	100
Hispanic	80	81	100	62	79	100
Asian	95	96	100	92	96	100
Special Ed	58	64	100	39	52	100
ELLs	72	75	100	45	59	100
FARMs	76	76	100	54	63	100

Improvement Goals for HSA

Table 3: Percentage Passing All Four Exams

Group	MD 2009 % Passed Four Exams	HCPSS 2010 % Passed Four Exams	2014 Goal	2020 Goal
All	75	86%	***	95
White	76	92%	***	95
Af Am	56	68%	85	95
Hispanic	66	75%	85	95
Asian	88	92%	***	95
Special Ed	34	36%	85	95
ELLs	36	49%	85	95
FARMs	35	61%	85	95

*** Groups that exceed the goal are expected to improve by 3 percentage points.

Action Plan: Section A

LEA: Howard County Public Schools

Date: November 3, 2010

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

Goal(s):

- 100% of students are proficient in English language arts and mathematics.
- 95% of students in each student group graduate from the HCPSS high schools college and career ready.

Section A: State Success Factors	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (No) Additional Required Activities:</i>						
1. Cooperate with national and statewide evaluation.	(A)(2)		12/01/10 – Expiration of Grant	Jose Stevenson, Director, Student Assessment and Program Evaluation	The HCPSS data are included in state and national evaluations of Race To The Top (RTTT).	N
<i>Optional Activities:</i>						
1.						
2.						
3.						
4.						
5.						

Action Plan: Section B

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

Section B Goals:

- At least 80% of surveyed stakeholders indicate awareness of the transition to higher standards and enhanced assessments.
- HCPSS participates in 100% of the collaborative work groups for which MSDE extends an invitation
- 100% of HCPSS teachers and administrators participate in high-quality professional development on new curriculum and assessments.
- At least 80% of surveyed HCPSS teachers and administrators indicate satisfaction with the quality of new curriculum and assessments.

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. Build awareness of the CCSS and of STEM programs with: <ul style="list-style-type: none"> • Curriculum leaders • School leaders • Teachers • Related Service Providers • Parents and community • Students. 	(B)(3)		2010-14	Linda Wise, Chief Academic Officer David Bruzga, Arlene Harrison, Daniel Michaels, & Marion Miller, Administrative Directors Clarissa B. Evans, Executive Director, Secondary Curricular Programs Marie DeAngelis, Director, Elementary Curricular Programs Patricia A. Daley, Director, Special Education Diane Martin, Director, Student, Family, & Community Outreach Pamela Blackwell, Director, Student Services Juliann Dibble, Director, Professional & Organizational Development Patricia Caplan, Director, Public Information	Communications posted using the HCPSS’s public website, the HCPSS staff intranet, HCPSS TV (Cable Channels 95 and 42), and local print media Feedback regarding the effectiveness of communication collected at meetings, such as: <ul style="list-style-type: none"> • Leadership I and II Meetings • Elementary and secondary curriculum meetings • Instructional Team Leader meetings • Countywide teacher professional development days Evaluation tools (on a five-point scale) indicate awareness of the CCSS and STEM Programs	N

Section B: Standards and Assessments	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. Participate in MSDE updates to ensure ongoing communication and remain knowledgeable about state activities	(B)(3) (D)(5)		2010-11	Terry Alban, Chief Operating Officer Ray Brown, Chief Financial Officer Mamie Perkins, Chief of Staff Linda Wise, Chief Academic Officer	Updates are disseminated to appropriate stakeholders through <ul style="list-style-type: none"> • Leadership I and II meetings • Monthly Board of Education (BOE) updates • School Support Team (SST)* • Elementary and Secondary Curriculum Program Meetings (ECP/SCP) • Other key stakeholder meetings 	N
3. Provide assistance with the development and delivery of hybrid and online professional development offerings using content from MSDE's Educator Instructional Improvement Academies.	(B)(3) (C)(3)		2012-14	Juliann Dibble, Director, Professional & Organizational Development Andrew Raith, Director, Systems Development Clarissa B. Evans, Executive Director, Secondary Curricular Programs Marie DeAngelis, Director, Elementary Curricular Programs Patricia Daley, Director, Special Education Diane Martin, Director, Student, Family, & Community Outreach	District usage of hybrid and online professional development is tracked. Written feedback from academy participants on the effectiveness of professional development offerings is collected.	N

Section B: Standards and Assessments	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
4. Deliver and evaluate strategic professional development for teachers and related service providers in identified HCPSS schools focused on content determined by student-achievement data and teacher-effectiveness data.	(B)(3) (E)(2)		2011-14	<p>Linda Wise, Chief Academic Officer</p> <p>Juliann Dibble, Director, Professional & Organizational Development</p> <p>Clarissa B. Evans, Executive Director, Secondary Curricular Programs</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p> <p>Pamela Blackwell, Director, Student Services</p> <p>Diane Martin, Director, Student, Family, & Community Outreach</p>	<p>Student achievement data reflects improvement.</p> <p>Written feedback/evaluation from participants regarding the effectiveness of professional development is collected.</p>	N
5. Assess the HCPSS's current capacity to deliver all assessments using a technology platform, including how each school can implement universal assessment delivery using technology.	(B)(3)		2011-14	<p>Terry Alban, Chief Operating Officer</p> <p>Mike Borkoski, Technology Officer</p> <p>Andrew Raith, Director, Systems Development</p> <p>Jose Stevenson, Director, Student Assessment & Program Evaluation</p>	Computers and technology infrastructure are capable and ready for testing in each school.	N

Section B: Standards and Assessments	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
6. Ensure that administrators, teachers, and parents participate in MSDE sponsored first and second round meetings of content focus groups regarding new assessment system design to inform consortium discussions.	(B)(3) (D)(5)		Fall 2010, Summer 2011	David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller, Administrative Directors Clarissa Evans, Executive Director, Secondary Curricular Programs Marie DeAngelis, Director, Elementary Curricular Programs Pamela Blackwell, Director, Student Services Diane Martin, Director, Student, Family, & Community Outreach Jose Stevenson, Director, Student Assessment & Program Evaluation	A key personnel to attend meetings is identified. Attendance at meetings is recorded. Written feedback/evaluation from participants regarding the effectiveness of data is collected.	N
7. Ensure that HCPSS curriculum staff participate in the assessment design work conducted by multi-state consortia, including item development, pilot, and field test activities.	(B)(3) (D)(5)		2011, ongoing	Clarissa Evans, Executive Director, Secondary Curricular Programs Marie DeAngelis, Director, Elementary Curricular Programs Patricia Daley, Director, Special Education Diane Martin, Director, Student, Family, & Community Outreach	Participation in multi-state consortia activities is documented. District and teacher-created formative assessment materials are aligned with multi-state consortia products. Field test activities are conducted.	N

Section B: Standards and Assessments	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
8. Integrate/revise PreK-12 STEM-based curricula to align with the CCSS by collaborating with all content areas to ensure cross-curricular integration of STEM.	(B)(3)		2011-14	<p>Clarissa Evans, Executive Director, Secondary Curricular Programs</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p> <p>Diane Martin, Director, Student, Family, & Community Outreach</p>	<p>STEM-based curricula are aligned.</p> <p>Aligned STEM-based curricula are integrated with instruction.</p> <p>Aligned STEM-based curricula is posted and disseminated.</p> <p>Teacher's effective use of aligned STEM-based curricula is observed.</p>	N
9. Develop and implement an interdisciplinary STEM-based curriculum that includes the integration of engineering PreK-12.	(B)(3)	1	2011-14	<p>Clarissa Evans, Executive Director, Secondary Curricular Programs</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p> <p>Diane Martin, Director, Student, Family, & Community Outreach</p>	<p>STEM-based curriculum is adopted and implemented.</p> <p>Elements of the STEM-based curriculum are integrated into instructional programs.</p>	Y

Section B: Standards and Assessments	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
10. Design and provide professional development activities that focus on sharing knowledge of STEM curricula and providing strategies for talent spotting of all students and especially those in under-represented groups.	(B)(3)		2011-14	<p>Clarissa Evans, Executive Director, Secondary Curricular Programs</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p> <p>Diane Martin, Director, Student, Family, & Community Outreach</p> <p>Pamela Blackwell, Director, Student Services</p>	<p>Written feedback/evaluation from participants regarding the effectiveness of the professional development is collected.</p> <p>Teacher's effective use of aligned STEM-based curriculum is observed.</p> <p>Increased participation of all students in advanced level STEM courses including traditionally under-represented groups:</p> <ul style="list-style-type: none"> • African Americans, • English Language Learners • Students receiving Free and Reduced Meals (FARMs) • Hispanics • Females • Students with disabilities 	N
11. Research the feasibility of K-5 world language classes in Chinese, Arabic, Hindi and dual language English/Spanish in all elementary schools.	(B)(3)		2011-14	<p>Linda Wise, Chief Academic Officer</p> <p>Clarissa Evans, Executive Director, Secondary Curricular Programs</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Diane Martin, Director, Student, Family, & Community Outreach</p>	Board Report with recommendations is presented to the Superintendent and the Board of Education.	N

Section B: Standards and Assessments	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
12. Ensure that HCPSS educators participate in MSDE sponsored Educator Instructional Improvement Academies in Pre-12 reading/English language arts, mathematics, and STEM.	(B)(3) (D)(5)		By 2013	<p>David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller, Administrative Directors</p> <p>Clarissa B. Evans, Executive Director, Secondary Curricular Programs</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia A. Daley, Director, Special Education</p>	<p>Teacher leaders from each school are identified.</p> <p>Documentation of participation in each day of training is collected.</p> <p>Information to key stakeholders is presented.</p>	N
13. Align existing HCPSS electronic curriculum resources with those provided via the MSDE Educators' Portal, including the Online Instructional Toolkit.	(B)(3) (D)(5)		2011, ongoing	<p>Clarissa Evans, Executive Director, Secondary Curricular Programs</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia A. Daley, Director, Special Education</p> <p>Diane Martin, Director, Student, Family, & Community Outreach</p> <p>Pamela Blackwell, Director, Student Services</p>	<p>Student achievement data reflect improvement.</p> <p>HCPSS electronic curriculum resource usage is tracked.</p>	N
14. Align graduation requirements with state college and career-readiness standards and with standards for the STEM diploma endorsement.	(B)(3) (A)(1)		2011-14, ongoing	<p>Linda Wise, Chief Academic Officer</p> <p>Clarissa B. Evans, Executive Director, Secondary Curricular Programs</p>	<p>HCPSS Board of Education approves four years of high school mathematics requirement.</p> <p>Course offerings including STEM related curricular reflect alignment with PreK-12 college-and-career readiness requirements.</p>	N

Section B: Standards and Assessments	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p>15. Implement the growth model for college and career readiness and publish, according to the defined model, the percentage of students who graduate from high school college and career ready. Consider use of differentiated assessments which could include:</p> <ul style="list-style-type: none"> • Fine Arts Portfolios • Passport to the Future • Advanced Placement • PSAT • ACT/SAT • State Developed Assessments (e.g., MMSR, MSA, HSA) 	(B)(3) (A)(1)		By July 2012	<p>Linda Wise, Chief Academic Officer</p> <p>Terry Alban, Chief Operating Officer</p> <p>Clarissa B. Evans, Executive Director, Secondary Curricular Programs</p> <p>Jose Stevenson, Director, Student Assessment & Program Evaluation</p>	Processes and procedures in place are reviewed and revised to ensure proper implementation of the model.	N
<p>16. Pilot, field test, and use high quality formative assessment items that provide HCPSS teachers and related service providers with real-time data as part of the MSDE Instructional Improvement Systems.</p>	(B)(3) (C)(3) (D)(5)		2011-14	<p>Linda Wise, Chief Academic Officer</p> <p>Clarissa B. Evans, Executive Director, Secondary Curricular Programs</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Jose Stevenson, Director, Student Assessment & Program Evaluation</p>	<p>Teachers' effective use of formative assessment items is observed as reflected in observation tools.</p> <p>Ongoing student performance is improved as measured by data in the Instructional Improvement Systems.</p>	N

Section B: Standards and Assessments	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>Optional Activities:</i>						
1. Develop cross-curricular exemplars, including performance tasks designed to illustrate the application of English language arts and mathematics Common Core curriculum standards across history/social studies, science, technical subjects, health/physical education, world languages, and the fine arts curricula.	(B)(3)	2	2011-14	Clarissa Evans, Executive Director, Secondary Curricular Programs Marie DeAngelis, Director, Elementary Curricular Programs Patricia A. Daley, Director, Special Education	Exemplars are developed. Teachers' effective use of cross-curricular performance tasks is observed as reflected in observation tools.	N
2. Deliver and evaluate strategic professional development for teachers and related service providers across curricular areas in how to use and incorporate cross-curricular exemplars and performance tasks.	(B)(3)		2011-14	Clarissa Evans, Executive Director, Secondary Curricular Programs Marie DeAngelis, Director, Elementary Curricular Programs Patricia A. Daley, Director, Special Education Diane Martin, Director, Student, Family, & Community Outreach Pamela Blackwell, Director, Student Services	Written feedback from participants on the effectiveness of professional development offerings is collected.	N

Howard County Public School System (HCPSS)

Section B: Standards and Assessments

Section B (3): Transition to Higher Standards and Assessments

The HCPSS will provide the support teachers need to make a smooth transition to implementation of the curriculum that MSDE is developing. The system will provide varied and differentiated professional development to facilitate understanding of the Common Core State Standards and the philosophy and demands of the new curriculum and summative assessments. In addition, the HCPSS will work with MSDE to develop and implement formative assessments and the online toolkit, the Instructional Improvement Systems.

Standards

Teachers and other HCPSS educators will receive professional development on the Common Core State Standards in preparation for implementation of the state curriculum that MSDE is scheduled to complete in time for approval by the State Board of Education in June 2011. English and mathematics curriculum leaders have already begun awareness training on the Common Core State Standards with key instructional staff. Using internal and external resources, they will ensure that other curriculum staff, school-based leaders, classroom teachers, related service providers, students, parents, and the general community are knowledgeable about the components of the Common Core State Standards. Resources for sharing information will include the HCPSS's public website, the HCPSS staff intranet, HCPSS TV (Cable Channels 95 and 42), and local print media.

The HCPSS will continue efforts to increase the number of students who are well prepared to enter science, technology, engineering, and mathematics (STEM) careers. The system will collaborate with public and private sectors, the higher education system, and the Howard County community to develop a sustainable model to inspire, engage, and prepare students for higher education and/or careers in STEM-related fields. Continued emphasis will be placed on: (1) providing relevant and enriched curricula and programs for all PreK-12 students, (2) recruiting and retaining highly qualified STEM teachers, (3) providing cutting-edge professional development for teachers and related service providers, and (4) developing dynamic partnerships with business, higher education, parents, and community organizations.

During SY 2010-2011, curricular leaders will continue integrating and aligning STEM-related standards into curricula. In addition, staff will:

- Create a comprehensive plan for integrating engineering into the curriculum.
- Collaborate across content areas to create STEM project-based lessons.

Beginning SY 2011-2012, staff who attend the Educator Instructional Improvement Academies will provide professional development to their colleagues on the content and pedagogy they learned while attending the summer academies.

The system is committed to ensuring that HCPSS teachers are highly effective. In addition to supporting the implementation of new curricula, the school system will also support implementation of MSDE-developed formative and summative assessments.

Assessments

HCPSS leaders will ensure that stakeholders are knowledgeable and actively involved in assessment development as outlined by Maryland's Education Reform Plan.

During SY 2010–2011, administrators, teachers, related service providers, and parents/guardians will participate in MSDE Focus Groups for informing assessment development. In addition, staff is committed to active involvement in the assessment design multi-state consortia, item development, pilot and field testing.

Beginning SY 2011-2012, the HCPSS will assess the system’s capacity to deliver all state assessments using a technology platform, including how each school can implement universal assessment delivery.

College and Career Readiness

The HCPSS has identified the following characteristics as giving students an advantage when applying to college or seeking entry-level positions that lead to careers: meeting the HCPSS graduation requirements and choosing rigorous courses and electives, completing at least Algebra II and taking mathematics each year of high school, passing all four HSAs/mod HSAs or scoring proficient or advanced on the Alt-MSAs, earning 500 or higher on each SAT subtest or earning a composite score of 22 or higher on the ACT. The HCPSS will continue to use current college and career readiness indicators (see Attachment 1 at the end of this narrative) until the state’s model is developed and shared. Once the state model is available, the HCPSS will make adjustments to implement MSDE’s model for college and career readiness.

The HCPSS will prepare more students for advanced study and careers in STEM-related fields, by increasing STEM awareness and providing STEM curriculum modules at all levels. This will include purchasing *Engineering is Elementary* modules and phasing in their use at all elementary schools. The school system will inform parents and guardians of STEM opportunities available to their children and help parents identify an academic path that prepares their children for college and career readiness in STEM fields. System efforts will involve stakeholder groups such as the PTA, Early Childhood Learning Centers, advisory boards, and the HCPSS STEM Business and Education Coalition (STEMBEC).

Recurring Costs

The HCPSS will use operating funds to absorb the costs of refilling the consumables in the STEM *Engineering is Elementary* modules for the 40 elementary schools (grades PreK-5).

The HCPSS will continue to work with STEMBEC to provide internships, mentors, and field experiences for students supporting their college and career readiness. These opportunities will also be available for teachers in order to increase their knowledge of the STEM workplace and opportunities.

The HCPSS has established the World Language Charter Committee to make recommendations for the implementation of K-5 world language programs. The committee will research models that build proficiency in a world language through STEM content.

Professional Development

Teachers and related service providers will need highly effective professional development to support them in meeting all of the expectations inherent in the Race to the Top reform initiative. Through differentiated and ongoing professional development, HCPSS teachers and related service providers will understand the standards and will be able to provide exemplary instruction and assessment of student performance.

The HCPSS will provide professional development for:

- Focusing on content determined by student achievement data and teacher effectiveness data in identified schools
- Increasing teachers' content knowledge, cross-curricular integration, and talent spotting for STEM students
- Incorporating STEM project-based lessons into instruction
- Integrating performance tasks into instruction.

The HCPSS's efforts align with MSDE goals and expectations as outlined in Maryland's Education Reform and the Race to the Top (RTTT) Grant Proposal Plan. Timelines will be adjusted as warranted based on MSDE's lead. The HCPSS is committed to enhanced standards and high quality assessment.

QuickTime™ and a decompressor are needed to see this picture.

The College and Career Advantage

The Howard County Public School System (HCPSS) partners with families and the community to ensure that all students develop the knowledge and skills needed to be successful in the 21st century. The school system’s mission states that HCPSS expects each student to graduate ready “to participate responsibly in a diverse and changing world.” Although there is no single pathway to college and careers, achieving these readiness indicators as students progress from prekindergarten through grade 12 gives students the college and career advantage.

Readiness Indicators

	Ready for K <i>Early Childhood Beginnings</i>	Ready for Grade 3 <i>Laying the Foundation</i>	Ready for Middle School <i>Strengthening the Foundation</i>	Ready for High School <i>Building for Success</i>	College/Career Ready <i>Making the Most of High School</i>
Academic Achievement	<ul style="list-style-type: none"> Identified as fully ready across the seven domains of the Maryland Model of School Readiness (Language and Literacy, Mathematics, Science, Social Studies, Personal/Social, The Arts, Physical Development and Health) 	<ul style="list-style-type: none"> Marked on or above grade level in reading and mathematics by end of grade 2 At or above national norms on SAT-10 (Stanford Achievement Test) for grade 2 	<ul style="list-style-type: none"> Marked on or above grade level in reading and mathematics in grades 3–5 Scored proficient or advanced on reading and mathematics MSA/Mod-MSA/Alt-MSA for grades 3 to 5 	<ul style="list-style-type: none"> Marked on or above grade level in reading and mathematics in grades 6–8 Completed mathematics needed to take Algebra II in or before grade 12 Scored proficient or advanced on reading and mathematics MSA/Mod-MSA/Alt-MSA for grades 6 to 8 	<ul style="list-style-type: none"> Met HCPSS graduation requirements, choosing rigorous courses and electives** Completed at least Algebra II and took mathematics each year of high school Passed all 4 HSAs/mod HSAs or scored proficient or advanced on Alt-MSA Earned 500 or higher on each SAT subtest or earned a composite score of 22 or higher on the ACT
Academic (Learning) Behaviors	<ul style="list-style-type: none"> Identified as exhibiting satisfactory or outstanding learning behaviors on the Prekindergarten Report Card* 	<ul style="list-style-type: none"> Identified as exhibiting satisfactory or outstanding learning behaviors on the primary report cards (K and grades 1-2) 	<ul style="list-style-type: none"> Identified as exhibiting satisfactory or outstanding learning behaviors on the intermediate report card (grades 3-5) 	<ul style="list-style-type: none"> Developed satisfactory or outstanding organization and time management skills, as well as the motivation to succeed 	<ul style="list-style-type: none"> Identified career goals and steps necessary to achieve them Developed work ethic and employability skills
Extracurricular and Community Involvement	<ul style="list-style-type: none"> Participated in community activities of interest 	<ul style="list-style-type: none"> Participated in school and/or community activities of interest 	<ul style="list-style-type: none"> Participated in school and/or community activities of interest 	<ul style="list-style-type: none"> Completed Service Learning requirement Participated in school and/or community activities of interest 	<ul style="list-style-type: none"> Participated in school and/or community activities of interest
Attendance and Punctuality	<ul style="list-style-type: none"> Attended prekindergarten 96% or more of school days* Arrived at school on time each day* 	<ul style="list-style-type: none"> Attended school 96% or more of 180 days Arrived at school on time each day 	<ul style="list-style-type: none"> Attended school 96% or more of 180 days Arrived at school on time each day 	<ul style="list-style-type: none"> Attended school 96% or more of 180 days Arrived at school on time each day 	<ul style="list-style-type: none"> Attended school 96% or more of 180 days Arrived at school on time each day
Responsible Behavior and Positive Attitude	<ul style="list-style-type: none"> Interacted appropriately with other children 	<ul style="list-style-type: none"> Followed schoolwide behavioral expectations 	<ul style="list-style-type: none"> Followed schoolwide behavioral expectations 	<ul style="list-style-type: none"> Followed schoolwide behavioral expectations 	<ul style="list-style-type: none"> Followed schoolwide behavioral expectations

* Not all students enroll in a prekindergarten program; other indicators may be used for students in other programs/settings.

**Honors course, G/T course, AP course, Independent Research, G/T Intern/Mentor Program, or a high level course in the fine arts.

Action Plan: Section C

LEA: Howard County Public Schools Date: November 3, 2010

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

Section C Goals:

- 100% of HCPSS teachers and administrators have access to the Supporting Technology Subsystems for the Instructional Improvement Process.
- 100% of HCPSS teachers and administrators will participate in high-quality professional development on the use of data.
- HCPSS responds 100% of the time to requests for data to support national and statewide RTTT evaluations.

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(C)(2)(i–iii)					
1. The HCPSS will continue to support MSDE's vision for a P-20 data warehouse by providing accurate, vetted, and timely data, particularly those aligned with the twelve required data elements from the America Competes Act.	(C)(3)(i)		2010-11, ongoing	Terry Alban, Chief Operation Officer Mike Borkoski, Technology Officer Andrew Raith, Director, Systems Development Jose Stevenson, Director, Student Assessment and Program Evaluation	Timely submission of accurate, error-free data files required by MSDE.	N
2. The HCPSS will ensure adequate technology infrastructure and required availability to support the MSDE plan to implement online Instructional Improvement Systems and procure hardware necessary to support these systems.	(C)(3)(i)	3	2010-14, ongoing	Terry Alban, Chief Operation Officer Mike Borkoski, Technology Officer Andrew Raith, Director, Systems Development	Frequent technology assessments shall be made to ensure the HCPSS can provide availability and accessibility to these systems. These assessments will address potential bandwidth needs as well as hardware/software images compatible with the MSDE Instructional Improvement System requirements.	Y

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
3. The HCPSS will continue to support and maintain its current data systems to support the HCPSS' system needs, while building capacity and flexibility for future alignment with MSDE's data system changes.	(C)(3)(i)		2010-11, ongoing	Mike Borkoski, Technology Officer Andrew Raith, Director, Systems Development	Assess and modify the current status of existing data systems (Aspen, INROADS, Tienet, eGuides, etc.) based on solicited feedback from stakeholders.	N
4. The HCPSS will modify or develop new data systems for internal systemic use that align with the proposed MSDE changes in state assessments and level of accountability.	(C)(3)(i)		2010-11, ongoing	Andrew Raith, Director, Systems Development Jose Stevenson, Director, Student Assessment and Program Evaluation	Data systems will be modified to provide reporting capabilities at the teacher/class level, as well as incorporate new assessment data from the proposed new MSDE assessments.	N
5. The HCPSS will work collaboratively with MSDE to assess technology gaps, to support the implementation and use of Local Instructional Improvement Systems by classroom teachers and administrators.	(C)(3)(i)		2011-14, ongoing	Mike Borkoski, Technology Officer	Local Instructional Improvement Systems supported by local hardware and infrastructure will operate effectively.	N

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p>6. The HCPSS will continuously provide professional development opportunities for teachers and administrators on using the new Instructional Tool Kit. The following opportunities will be provided:</p> <ul style="list-style-type: none"> • Countywide curriculum workshops • Virtual meetings • Online professional development modules (state developed and locally developed) • School-based professional development. 	(C)(3)(ii)		2010-13, ongoing	<p>Juliann Dibble, Director, Professional & Organizational Development</p> <p>David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller, Administrative Directors</p> <p>Andrew Raith, Director, Systems Development</p> <p>Clarissa Evans, Executive Director, Secondary Curricular Programs</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley Director, Special Education</p> <p>Pamela Blackwell, Director, Student Services</p> <p>Diane Martin, Director, Student, Family, & Community Outreach</p>	<p>Written feedback from professional development evaluations on the effectiveness of the professional development.</p> <p>Online professional development tools operate effectively and are used regularly.</p> <p>Teachers and administrators are observed using data to drive instruction as reflected on observation tools.</p>	N

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p>7. Support the identified schools by participating in a collaborative planning process and targeting professional development focused on content determined by student achievement data and teacher-effectiveness data.</p>	(C)(3)(ii)		2010-13, ongoing	<p>Linda Wise, Chief Academic Officer</p> <p>David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller, Administrative Directors</p> <p>Clarissa Evans, Executive Director, Secondary Curricular Programs</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p> <p>Pamela Blackwell, Director, Student Services</p> <p>Diane Martin, Director, Student, Family, & Community Outreach</p> <p>Juliann Dibble, Director, Professional & Organizational Development</p>	<p>Written feedback from professional development evaluations on the effectiveness of the professional development.</p> <p>Increased performance of students.</p>	N

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
8. Through PDS partnerships and University Masters Cohort, the HCPSS will work with university partners to provide teacher interns with hands-on experiences in the effective use of the Instructional Improvement System.	(C)(3)(ii)		2011-13, ongoing	<p>Juliann Dibble, Director, Professional & Organizational Development</p> <p>Clarissa Evans, Executive Director, Secondary Curricular Programs</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p>	<p>Student Intern Portfolio evidence aligned with effective use of the Instructional Improvement System.</p> <p>Observational measures of student interns using the Instructional Improvement System.</p>	N
9. The HCPSS will use blended online instruction to share best practices in formative and summative assessment development with PDS partners (mentors, interns and faculty).	(C)(3)(ii)		07/2011-06/2012, develop 07/2012-06/2014, ongoing	Juliann Dibble, Director, Professional & Organizational Development	<p>Syllabus for the blended online course.</p> <p>Written feedback from course evaluations on the effectiveness of the course.</p> <p>Observe mentors working with student interns to determine impact of course goals on instructional practice.</p>	N
10. Develop procedures in HCPSS Policy 3030 Research Involving Employees and Students to include data sharing agreements that support approved research.	(C)(3)(iii)		2010-11, develop 2011-12, implementation	Jose Stevenson, Director, Student Assessment & Program Evaluation	Agreements are developed.	N

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
11. Create procedures for the retention, storage and destruction of research data.	(C)(3)(iii)		2010-11, develop	Jose Stevenson, Director, Student Assessment & Program Evaluation Pamela Blackwell, Director, Student Services	Completion and implementation of HCPSS Policy 3050 Records Retention.	N
12. Provide professional development to all system leaders on data accessibility.	(C)(3)(iii)		2010-11, ongoing	Juliann Dibble, Director, Professional & Organizational Development Andrew Raith, Director, Systems Development	Written feedback from system leaders regarding effectiveness of training. Leaders will demonstrate effective use of data in decision-making.	N

Howard County Public School System (HCPSS)

Section C: Data Systems to Support Instruction

Section (C) (3): Using Data to Improve Instruction

Section (C) (3)(i): Use of Local Instructional Improvement Systems

To be successful, the Local Instructional Improvement Systems proposed by MSDE will require essential data elements from LEAs. The HCPSS will work to ensure it has the capabilities to deliver these essential data elements to MSDE accurately and within the required timeframe. As data requirements change or new data elements are defined by MSDE, the HCPSS will modify existing systems/processes to accommodate these changes. Additionally, when new state assessments are created, the HCPSS will modify existing systems to incorporate data from the newly proposed MSDE assessments, and provide timely access to these data for making decisions with respect to classroom instruction. The HCPSS will also modify existing data systems to provide classroom level data access to users in order to begin supporting professional development initiatives involving the use of those data for instructional purposes.

Additionally, to support the MSDE Local Instructional Improvement Systems, a robust technology infrastructure is necessary. The HCPSS will work collaboratively with MSDE to assess and address technology gaps that could inhibit the successful implementation and use of Local Instructional Improvement Systems by classroom teachers and administrators. This assessment will include an evaluation of the HCPSS's bandwidth capabilities, computer accessibility to all potential HCPSS users, hardware/software requirements, and any other peripheral equipment needs based on the architecture of the MSDE systems.

Recurring Costs

The long-term cost of supporting the Instructional Improvement Systems can not be determined until the assessment has been completed. However, there may be recurring expenses associated with this reform initiative. HCPSS will use operating funds for any recurring expenses.

Collaboration between MSDE and the HCPSS will be critical to ensure continued support and alignment with the planned Instructional Improvement Systems initiative.

Section (C) (3)(ii): Professional Development on Use of Data

Support HCPSS in Using the Instructional Improvement Areas aligned with Data-Driven Professional Development, Coaching, and Induction (D)(5)(i)

The HCPSS will participate in the Educator Instructional Improvement Academies to provide administrators, school-based coaches and teacher leaders professional development on the Instructional Improvement Systems, the Longitudinal Data Systems, the Common Core State Curriculum and assessments, and the Online Instructional Toolkit. The HCPSS will also have each school incorporate into their school improvement plan activities that will allow school-based personnel to apply these four professional development outcomes in their classroom.

If the HCPSS has schools designated in School Improvement, Corrective Action, or Restructuring, the system will nominate principals of identified schools to participate in the Priority Schools Academy. At this academy principals will receive training on best practices in improving student achievement in low-achieving schools, specifically focusing on data analysis and data driven decision-making.

The HCPSS will participate in MSDE's Executive Officers Network training that will focus on evaluating principals using the new principal evaluation system, implementing system succession plans, and successfully coaching principals themselves to be better evaluators of school faculty.

The HCPSS will support MSDE's efforts to provide comprehensive, high-quality induction programs for new teachers and new principals as delineated in Section D. Components of these induction programs will be incorporated into current HCPSS programs including: New Teacher Orientation, Leadership Fellows, Administrative Interns, and monthly Leadership I and II meetings.

The HCPSS will collaborate with higher education institutions that participate in existing Professional Development School (PDS) partnerships to ensure pre-service candidates have hands-on experience in effective use of the Instructional Improvement Systems. Beginning in the summer of 2011, the HCPSS will infuse technology tools into communication and assessment development criteria for observational data collection tools. Through its PDS partnerships, the HCPSS will expose teacher interns, faculty, and mentor teachers to instructional improvement strategies through professional development and the internship experiences. The HCPSS and higher education partners will infuse best practices in formative and summative assessments into expectations of interns.

Section (C) (3)(iii): Availability and Accessibility of Data to Researchers

Board of Education Policy 3030, Research Involving Employees and Students, provides guidelines, requirements, processes and approval review that allows qualified researchers to access data for the purpose of evaluating the effectiveness of the Instructional Improvement Systems. This policy follows the spirit of making data available and accessible to researchers. When requested, existing databases are provided to those qualified researchers in a variety of databases to enable them to rapidly select and extract data sets. While Maryland will provide a governance process for assessing and servicing valid data requests, the HCPSS policies that already exist incorporate all requirements to protect employee and student personal data. The HCPSS will support research requests, supported by COMAR and Board of Education policies, as follows:

- Continue to publish the guidelines on the use and protection of personally identifiable information consistent with FERPA (COMAR 13A.08.02, HCPSS Policy 9050 Student Records and Confidentiality).
- Continue to identify data sets that may be extracted for research, upon approval. Continue to use the request process outlined in policy (HCPSS Policy 3030 Research Involving Employees and Students).

- Continue to follow and enforce established guidelines to researchers and/or the general public for providing data that guarantees privacy, confidentiality, and anonymity (HCPSS Policy 3030, Research Involving Employees and Students).
- Modify procedures in HCPSS Policy 3030 to include data-sharing agreements to support activities for approved research.
- Develop procedures in Board of Education Policy 3050 Records Retention to include guidelines for the retention, storage and destruction.
- HCPSS maintains all critical data in SQL-compliant data systems (Oracle, MS SQL Server, etc.) When requested, data provided for qualified research requests will be selected and extracted from these SQL-compliant data systems, then delivered in the requested output format whenever possible.

The HCPSS has developed an internal data system used to track individual student interventions and strategies. The system is flexible and scalable to meet the changing needs in this area, and modifications will be made to ensure alignment with systemic goals and vision. These intervention program data are used in conjunction with student performance data to gauge the effectiveness of interventions.

Action Plan: Section D

LEA: Howard County Public Schools

Date: November 3, 2010

Year of the Grant (circle one)

1

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Section D Goals:

- 100% of HCPSS teachers and administrators receive evaluations that comply with state mandates.
- 100% of new teachers report that they received mentoring support that was helpful.
- Percentage of teachers and administrators determined to be effective or highly effective increases annually.
- 100% of identified schools have an effective leader and a percentage of effective teachers that is equal to or exceeds the countywide average.
- At least 80% of HCPSS teachers and administrators indicate satisfaction with the variety and quality of professional development offered.

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 Frameworks, the HCPSS will revise its Frameworks for teacher and administrator evaluations.	(D)(2)		01/2011-06/2012	Linda Wise, Chief Academic Officer Mamie Perkins, Chief of Staff	HCPSS Teacher and Principal evaluation Frameworks will align to the State Framework.	N
2. Develop and implement a comprehensive plan for high quality on-going professional development including training on the new teacher evaluation.	(D)(2)	4	01/2011-06/2013	Linda Wise, Chief Academic Officer Mamie Perkins, Chief of Staff Kirk Thompson, Director, Human Resources Jose Stevenson, Director, Student Assessment and Program Evaluation *School Support Team (SST)	The comprehensive plan will include the development of an evaluation system for implementation. The Office of Student Assessment and Program Evaluation will lead the development of this evaluation.	N

* See list of SST members in Attachment 2

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
3. The HCPSS will implement the new teacher and principal evaluation processes using the Plan-Do-Study-Act Model.	(D)(2)		09/2012, ongoing	Linda Wise, Chief Academic Support *School Support Team (SST) Jose Stevenson, Director, Student Assessment and Program Evaluation	Review student growth data quarterly to inform the evaluation process. Analyze teacher and principal evaluations for alignment with the model. Use data to revise evaluation process and professional development.	N
4. The HCPSS will develop and implement procedures for using evaluations to inform decision making about professional growth and development.			07/2011-06/2012	Linda Wise, Chief Academic Officer *School Support Team (SST) Mamie Perkins, Chief of Staff Kirk Thompson, Director, Human Resources	HCPSS leaders can document evaluation data used in decision-making.	N
5. The HCPSS will provide support for participation in the <i>Educator Instructional Improvement Academies</i> to selected teachers, teacher leaders and administrators.	(C)(3)(ii) (D)(5)(i)	5	2011–13 (face-to-face) 2014 (online)	Linda Wise, Chief Academic Officer	Feedback from teachers regarding the effectiveness and application of the training and subsequent support.	N

* See list of SST members in Attachment 2

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
6. HCPSS will support 4 staff members who attend the Educator Instructional Improvement Academies with school-based follow-up.	(D)(5)		07/2011, ongoing	Linda Wise, Chief Academic Officer *School Support Team (SST)	Teachers' instruction reflects the Common Core State Curriculum as available. Student benchmarks show improvement over time.	N
<i>Additional Required Activities:</i>						
1. HCPSS will revise the induction program for new teachers.	(D)(5) (D)(2)		08/2011-ongoing	Mamie Perkins, Chief of Staff Juliann Dibble, Director of Professional Development Clarissa Evans, Executive Director, Secondary Curricular Programs Marie DeAngelis, Director, Elementary Curricular Programs Patricia Daley, Director, Special Education	Program for teacher induction and strategic plan for teacher development is communicated to all stakeholder groups through multiple mediums. Feedback from new teachers regarding the effectiveness and application of the training and subsequent site-based support. New teacher evaluations.	N
2. HCPSS will develop and align teacher mentoring: <ul style="list-style-type: none"> • To ensure desired non-tenured teacher outcomes; • To support teachers on second-class certificates. 	(D)(5)		01/2011, ongoing	Linda Wise, Chief Academic Officer *School Support Team (SST) Mamie Perkins, Chief of Staff Kirk Thompson, Director, Human Resources	Written procedures exist that align to COMAR 13A.07.01 and COMAR Education Article 6-102. PDSA: Comprehensive teacher mentoring plan based on: <ul style="list-style-type: none"> • Adult learning theory • Peer coaching techniques • Teacher Evaluation System • Maryland Teaching Standards. 	N

* See list of SST members in Attachment 2

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
3. HCPSS will provide data informed professional development, including the Teacher Induction Academy, for all those engaged in teacher mentoring.	(D)(5)	6, 7	2011, ongoing	Linda Wise, Chief Academic Officer *School Support Team (SST)	Survey staff providing and receiving mentoring services to determine program effectiveness. Review observations by designated observers.	N
4. HCPSS will participate in MSDE's Priority Schools and Maryland Administrators' Academies for appropriate administrators, Aspiring Leaders' Academy, and executive officer professional development opportunities.	(D)(5)		07/2011, ongoing	*School Support Team (SST)	Appropriate designated staff will attend all MSDE sessions.	N
<i>Optional Activities:</i>						
1. HCPSS will review the processes for staffing identified schools. Resources will include: <ul style="list-style-type: none"> • Strategic Staffing • Leadership Succession Planning Guide for Maryland Schools. 	(D)(3)		01/2012, ongoing	Linda Wise, Chief Academic Officer Mamie Perkins, Chief of Staff Theresa Alban, Chief Operating Officer	Process revised based on school performance data, administrator and teacher evaluations, and stakeholder input.	N

* See list of SST members in Attachment 2

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. HCPSS will review and articulate supports and structures for schools and programs needing improvement.	(D)(3)		01/2012, ongoing	Linda Wise, Chief Academic Officer *School Support Team (SST) Stakeholder groups	School and program data analysis. Student performance data Qualitative feedback from stakeholder groups.	N

* See list of SST members in Attachment 2

School Support Team Members

Pamela Blackwell, Director, Student Services and Student Reassignment

David Bruzga, Administrative Director, Secondary

Patti Caplan, Director, Public Relations

Patricia Daley, Director, Special Education

Marie DeAngelis, Director, Elementary Curricular Programs

Juliann Dibble, Director, Professional and Organizational Development

Clarissa Evans, Executive Director, Secondary Curricular Programs

Arlene Harrison, Administrative Director, Elementary

Diane Martin, Director, Student, Family and Community Services

Daniel Michaels, Administrative Director, Secondary

Marion Miller, Administrative Director, Elementary

William Ryan, Principal on Special Assignment

Jose Stevenson, Director, Student Assessment and Program Evaluation

Linda Wise, Chief Academic Officer

Howard County Public School System (HCPSS)

Section D: Great Teachers and Leaders

Section (D) (1): High Quality Pathways

The HCPSS will support MSDE's efforts regarding alternative pathways for teachers and principals.

Section (D) (2): Improving Teacher and Principal Effectiveness Based on Performance

The HCPSS will embrace the State definition of student growth once adopted by the State Board of Education.

The school system will align teacher and administrator evaluation processes with the state evaluation frameworks. Staff will develop evaluation tools for teachers and administrators that meet the criteria of state and federal mandates and which emphasize the importance of student achievement. For any evaluation components that are locally determined, HCPSS is committed to working with the teacher [Howard County Educator Association (HCEA)] and administrator [Howard County Administrator Association (HCAA)] bargaining units to arrive at mutually agreeable measures of student growth linked to the HCPSS local goals and priorities. In the event that an agreement cannot be reached on an evaluation framework with either HCEA or HCAA, the HCPSS will institute the State default model.

The HCPSS will work with its bargaining units to review and, if necessary, align the process for implementing annual evaluations of teachers and principals that includes the student growth metric as the foundation.

Beginning in the summer of 2011, the HCPSS will participate in the State's Teacher Induction Academies by sending HCPSS Director of Professional and Organizational Development and as many staff engaged in teacher mentoring as the MSDE budget will sustain. By July 2011, the HCPSS will revise its induction program for new teachers based on COMAR 13A.07.01. The HCPSS currently engages site-based and central office staff in the work of teacher mentoring for non-tenured and second class certificated teachers.

The Office of Professional and Organizational Development will coordinate systemic and site based training for staff engaged in teacher mentoring. Courses and workshops will be offered regularly, both online and face-to-face, through the HCPSS continuing professional development. Furthermore, monthly training for staff engaged in teacher mentoring will focus on subject matter content, effective instructional strategies, and appropriate mentoring techniques. Mentoring effectiveness will be measured by utilizing the 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 non-tenured or second-class certificated teacher's school and personnel from the Central Office will use information from the teacher evaluation and

mentoring program evaluation to provide professional development which will be targeted to the needs of the non-tenured and second class certificated teachers. The HCPSS will comply with all the requirements of COMAR 13A.07.01 regulation in revising its teacher mentoring program.

The HCPSS is interested in participating in the principal mentor-certificating program proposed in MSDE's plan in its Race to the Top application. The HCPSS believes it will be an important component of the HCPSS Executive Leadership Fellows program.

The HCPSS will review and articulate supports and structures for schools and programs needing improvement. The system will review the process for staffing schools with larger numbers of students who have greater academic needs Strategic Staffing Initiatives and the Leadership Succession Planning Guide for Maryland. These steps are vital prior to consideration of options that would include differentiated compensation for teachers and principals.

Teacher evaluations will be used to inform teacher tenure decisions. Additionally, evaluations for teachers and administrators will be used to determine placement, individual professional development plans, promotion, and removal decisions. Teachers or administrators, who are rated ineffective, will receive support and opportunity for improvement. The HCPSS and its bargaining units will mutually agree on the process for making these decisions.

Section (D) (3): Ensuring Equitable Distribution of Effective Teachers and Principals

The HCPSS will use the new evaluation system as one component of deciding how administrators and teachers are assigned to schools. The HCPSS understands that an important component to improving HCPSS schools is to place effective principals and teachers in critical positions to serve HCPSS students. The new evaluation system will help ensure that teachers and administrators who have been rated as effective or highly effective will be placed in these schools. The HCPSS, however, will also consider the most promising experienced and novice teachers, including those who intern through the HCPSS Professional Development Schools Program. The HCPSS will also collaborate to determine best practices in recruiting, sustaining, transferring, and retaining highly effective teachers in all content areas with emphasis placed on designated critical need areas.

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

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

Section (D) (5): Providing Effective Support to Teachers and Principals

The HCPSS will participate in the Educator Instructional Improvement Academies and the Induction Program Academies. The HCPSS will also send principals to the MSDE Priority Schools Academy if their schools are designated as in School Improvement,

Corrective Action or Restructuring. The HCPSS will continue to send its newest principals to the Maryland Principals' Academy, and will participate in the Aspiring Leaders Academy sponsored by MSDE. Additionally, HCPSS School Support Team will participate in the regional professional development opportunities through the Executive Officers Network.

The HCPSS response to teacher evaluation is governed by law, research, best practices, and negotiated agreements. The HCPSS supports and encourages the use of student data tools to monitor and improve student growth and learning. System-wide professional development continues to focus on the use of data to inform instruction and school improvement planning. School-based administrators are required to use the systemic data protocol to drive school improvement plans and help teachers deliver rigorous and engaging instruction for student learning.

The HCPSS professional development plan focuses on increasing academic rigor for all students. Based on an analysis of student data and teacher observations, HCPSS will provide differentiated support for schools experiencing significant challenges. In order to supplement the district-wide professional development for these identified schools, central office language arts and mathematics staff facilitate the collaborative planning (lesson planning, lesson implementation, debriefing/analysis of student work). Grades three through eight language arts and mathematics teachers, teachers of English Language Learners if applicable, 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 content specialists will conduct informal classroom observations with the school administrators regularly to support the teachers' implementation of the Common Core Curriculum and/or Maryland State Curriculum. Until the State provides an item bank of formative assessments, as well as the State Tool Kit, HCPSS district resources and benchmarks 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, the HCPSS will participate in MSDE's evaluation of professional development as part of its Race to the Top application.

Action Plan: Section E

LEA: Howard County Public Schools

Date: November 3, 2010

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

Section E Goal:

- 100% of identified schools show improvement in student achievement and school climate outcomes within no more than three years.

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(E)(2)					
1. The HCPSS will identify schools annually for differentiated support and notify them of additional resources they will receive.	(E)(2)		10/2010–01/2011, and annually thereafter	Linda Wise, Chief Academic Officer David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller, Administrative Directors Clarissa B. Evans, Executive Director, Secondary Curricular Programs Marie DeAngelis, Director, Elementary Curricular Programs	List of differentiated resources provided to identified schools.	N

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. School-based and Central Office staff will assess needs and establish priorities.	(E)(2)		10/2010–06/2011, ongoing as needed	Linda Wise, Chief Academic Officer David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller Administrative Directors Clarissa Evans, Executive Director, Secondary Curricular Programs Marie DeAngelis, Director, Elementary Curricular Programs Patricia Daley, Director, Special Education Diane Martin, Director, Student, Family, and Community Outreach Pamela Blackwell, Director, Student Services Principals of identified schools	School Improvement Plans have strategies that address areas of need and plans reflect established priorities.	N

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p>3. Principals monitor and assess implementation of intervention activities and their cross-level impact (classroom, school, individual students and district). Electronic devices will be provided to targeted schools to better track student and teacher level data. Ongoing analysis of results is conducted through a bi-annual report informing progress toward established benchmarks.</p>	(E)(2)	8	10/2010–06/2014, ongoing	<p>Linda Wise, Chief Academic Officer</p> <p>David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller Administrative Directors</p> <p>Clarissa Evans, Executive Director, Secondary Curricular Programs</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p> <p>Diane Martin, Director, Student, Family, and Community Outreach</p> <p>Pamela Blackwell, Director, Student Services</p> <p>Jose Stevenson, Director, Student Assessment & Program Evaluation</p> <p>Principals of identified schools</p>	SAPE will create an evaluation plan to determine the effectiveness of the technology pilot.	N

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p>4. As needed, targeted assistance teams will monitor growth and fidelity of implementation of the school improvement plans at identified schools, and will provide feedback to the school and district with a focus on building the capacity of the district and school to meet needs. Recommendations will be used to modify improvement strategies.</p>	(E)(2)		10/2010-06/2014, ongoing	<p>Linda Wise, Chief Academic Officer</p> <p>David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller, Administrative Directors</p> <p>Clarissa Evans, Executive Director, Secondary Curricular Programs</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education Diane Martin, Director, Student, Family, and Community Outreach</p> <p>Pamela Blackwell, Director, Student Services</p>	Evaluation of monitoring data showing growth in target areas.	N

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>Optional Activities:</i>						
<p>1. Teacher qualitative data is an essential part of the needs assessment. The MSDE-developed process of Teacher Capacity Needs Assessments (TCNA) will be conducted at selected schools to understand the root causes underlying school performance related to instruction, such as the need for differentiated instruction, understanding and interpreting data to inform instruction and planning for instructional modifications to meet student needs. At other schools, the MSDE-developed School Improvement survey will be administered, or more informal assessments of the root causes of underperformance will be utilized. Schools may use other tools to gather teacher input.</p>	(E)(2)		10/2010–06/2014, ongoing	<p>Linda Wise, Chief Academic Officer</p> <p>David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller Administrative Directors</p> <p>Clarissa Evans, Executive Director, Secondary Curricular Programs</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p> <p>Diane Martin, Director, Student, Family, and Community Outreach</p> <p>Pamela Blackwell, Director, Student Services</p> <p>Jose Stevenson, Director, Student Assessment & Program Evaluation</p>	<p>Completion of TCNA, School Improvement surveys, or other assessments of the causes of school underperformance and translation of the results into action steps in the schools’ School Improvement Plans.</p> <p>Office of Student Assessment and Program Evaluation will provide all targeted schools with student- and school-level data to supplement findings of the needs assessments and determine action steps to be included in the schools’ School Improvement Plans.</p>	N

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. Each school will use its school climate survey (Goal II Survey) data to identify and analyze areas of concern and develop goals, objectives, and strategies for improvement.	(E)(2)		10/2010–06/2014, ongoing	<p>Linda Wise, Chief Academic Officer</p> <p>David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller Administrative Directors</p> <p>Clarissa Evans, Executive Director, Secondary Curricular Programs</p> <p>Jose Stevenson, Director, Student Assessment & Program Evaluation</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p> <p>Diane Martin, Director, Student, Family, and Community Outreach</p> <p>Pamela Blackwell, Director, Student Services</p>	Completion of Goal II surveys at all targeted schools and inclusion of the results in each school’s School Improvement Plan.	N

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p>3. Teachers and administrators will meet regularly at the building level to discuss student-level and school-level academic data and culture and climate survey feedback to incorporate in long-range planning and School Improvement Plans.</p>	(E)(2)	9	09/2011–06/2014	<p>Linda Wise, Chief Academic Officer</p> <p>David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller Administrative Directors</p> <p>Clarissa Evans, Executive Director, Secondary Curricular Programs</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p> <p>Diane Martin, Director, Student, Family, and Community Outreach</p> <p>Pamela Blackwell, Director, Student Services</p> <p>Principals of identified schools</p>	<p>Evidence of collaboration among teachers and incorporation of academic and school culture and climate data into each school’s School Improvement Plan.</p>	N

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<p>4. Professional Learning Communities (PLCs) foster peer-to-peer exchange of best practices and collaborative problem-solving among administrators of schools with higher academic needs. PLCs will include Central Office staff.</p>	(E)(2)		10/2010–06/2014, ongoing	<p>Linda Wise, Chief Academic Officer</p> <p>David Bruzga, Arlene Harrison, Daniel Michaels, Marion Miller Administrative Directors</p> <p>Clarissa Evans, Executive Director, Secondary Curricular Programs</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Patricia Daley, Director, Special Education</p> <p>Diane Martin, Director, Student, Family, and Community Outreach</p> <p>Pamela Blackwell, Director, Student Services</p>	Evidence of collaboration and dissemination of best practices among administrators in higher-needs schools.	N

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
5. Develop leadership capacity with building leaders [Instructional Team Leaders (ITLs), Reading Support Teachers (RSTs), Math Support Teachers (MSTs), Math Instructional Support Teachers (MISTs), Special Education Instructional Support Teachers (SpiSTs), and Reading Specialists] to improve instruction at targeted schools.	(E)(2)		10/2010 – 06/2014, ongoing	<p>Juliann Dibble, Director, Professional and Organizational Development</p> <p>Marie DeAngelis, Director, Elementary Curricular Programs</p> <p>Clarissa Evans, Executive Director, Secondary Curricular Programs</p>	Evidence of increased participation of staff in school-based leadership roles at targeted schools.	N
6. Where indicated by needs assessments, schools and their cluster schools may apply for 21 st Century Community Learning Centers (CCLC) awards or continuations to fund after-school and summer programs.	(E)(2)		10/2011– 06/2014, ongoing	Diane Martin, Director, Student, Family, and Community Outreach	Grant applications/continuation requests for targeted schools and their feeder pattern/cluster schools are submitted.	N
7. If an identified school is not awarded a 21st CCLC grant due to a lack of available funding, implement similar programs using operating funds based on priority need.	(E)(2)		10/2011– 06/2014, ongoing	Diane Martin, Director, Student, Family, and Community Outreach	Budgeting of Academic Intervention funds in alignment with needs of targeted schools.	N

Section E: Providing Differentiated Support For Identified Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
8. Where appropriate, based on the results of a school climate survey, targeted schools will implement the Positive Behavior Interventions and Supports (PBIS) initiative and receive professional development to increase student engagement and teacher capacity in such areas as classroom management, anger management, de-escalation skills, and cooperative discipline.	(E)(2)		10/2011–06/2014, ongoing	Pam Blackwell, Director, Student Services	Alignment of PBIS initiative with needs of targeted schools. Evidence of success of PBIS in reducing disruptive behaviors at these schools.	N
9. HCPSS will assess the level of functioning of coordinated student services teams in each school to identify support needs.	(E)(2)		10/2011–06/2014, ongoing	Pam Blackwell, Director, Student Services	Alignment of student services team staffing with needs of targeted schools.	N

Howard County Public School System (HCPSS)

Section E: Providing Differentiated Support for Identified Schools

MSDE has identified sixteen schools that it will address in this component of the state grant proposal and **none are in Howard County**. Currently, the HCPSS differentiates supports for schools with larger numbers of students with greater academic needs. The school system is committed to the achievement of all students and recognizes the power of customizing supports. The HCPSS is focusing this component of the Scope of Work on Providing Differentiated Support for Identified Schools. The purpose is to ensure that the HCPSS has a system of high-achieving schools.

Section E (2): Supporting Identified Schools

The HCPSS believes improving the quality of teachers and leaders will yield the greatest improvement for students. Following the model of the MSDE, the HCPSS is focused on *improved teaching, improved school leadership, and improved learning* for its schools with the greatest academic needs.

The HCPSS identifies its schools with the greatest academic needs based on multiple criteria, beginning with schools who fail to meet the state standards and analyzing performance on state, national, and local assessments, including teacher-based measures.

The HCPSS will nominate administrators working in identified schools to participate in the Priority Schools Academy and the Aspiring Principals Institute, as appropriate.

The school system will provide differentiated support to these schools using five key strategies correlated with Maryland's Race to the Top reform:

- **Ensure robust needs assessments:** The HCPSS will continue to ensure that schools have access to relevant student-level and school-level data that will help to drive change and improve instruction, leadership, and learning. HCPSS staff will work with the schools to model the effective use of analysis, data conversations, and ongoing measurements of student growth to refine instruction and target the needs of underperforming students. It is essential that staff members be able to identify appropriate data for the intended purpose, evaluate the measures, and apply the data to planning and instruction. Collaboration will be required to ensure high quality instruction, alignment of multiple services, and intentional data analysis.
- **Build pipelines for effective teachers and principals:** The HCPSS will continue to work to both nurture future leaders within schools with the highest needs and attract its best and brightest candidates to work in these schools. Administrative and teacher leaders will be provided with targeted professional development to assist them in leading improvement in schools with the greatest academic needs. The system will continue efforts to recruit highly effective staff to work at the schools with the highest needs. This will be accomplished by working closely with Office of Human Resources, School Administration and principals to give schools preferential selection of staff whenever possible.

- **Create networks to help build capacity:** At the elementary and secondary levels, the HCPSS has established models of collaboration in which school administrators meet together on a regular basis to share best practices, problem solve, and learn new approaches to maximize student achievement. The Professional Learning Community (PLC) includes Central Office personnel and is effective because it encourages peer-to-peer learning and ongoing collaboration.
- **Use technology as an accelerator:** The HCPSS recognizes the importance of administrators having electronic devices that enable access to real-time data to inform and enhance interactions with students, parents, and instructional staff. Administrators can use the technology to provide immediate feedback following walk throughs and classroom observations. They can also access student records and use the information to shape every student interaction into a more personalized conversation about student achievement, attendance, and behavior. HCPSS will conduct a pilot of the devices to see if this leads to improved outcomes for students.
- **Improve school culture, climate, and school supports:** HCPSS promotes a culture of high expectations and rigorous academic experiences for all students. The HCPSS continually assesses indicators of a healthy learning environment. The administrators of identified schools will receive support in continuing to establish and maintain a safe and nurturing environment that values academic excellence.

The HCPSS believes that its schools with the greatest academic needs improve through a focus on the following additional top priorities identified by MSDE:

- **Resolute focus on teachers and leaders:** The HCPSS will use a variety of techniques to market the unique opportunities for professional growth and advancement that can be found through working at a school with greater academic needs. Information sessions, electronic and hardcopy information, and other methods will be used to advertise opportunities. Teachers and leaders in these identified schools receive differentiated professional development that facilitates continuous improvement and professional growth.
- **Targeted and coordinated resources:** The HCPSS will implement a web-based school improvement template that will enable Division of Instruction personnel to target and coordinate resources for instructional improvement.
- **Root causes and customized support:** Identified schools will engage in a structured process to determine root causes of student underperformance. Data will be obtained from multiple sources and Central Office staff will support the data analysis process. The focus of data analysis will be on moving to actionable support for school teams, departments, teachers, and most importantly individual students.
- **Non-academic challenges:** The HCPSS will also work to ensure that school leaders have access to behavioral data and a variety of supports to both identify and remove environmental challenges to students' academic progress. Each school's environment will be analyzed and targeted assistance provided to ensure that all students experience a safe and nurturing school environment and that

extra-curricular barriers to student success are minimized. School and Central Office personnel will also engage family and community members as partners in supporting student success. Additional opportunities will be provided to parents to highlight the importance of early academic opportunities in working towards college and career readiness. Pathways to academic and beyond-school achievement will be made transparent and accessible.

- **Support of feeder schools:** The HCPSS recognizes the importance of principals of feeder cluster schools working together. The HCPSS will provide administrators in feeder schools with additional opportunities to work collaboratively.
- **Flexibility for leadership:** The HCPSS values the perspective of school-based staff in understanding the unique needs and challenges of each of the schools in the system. Central staff work with school-based leaders to identify flexible and effective strategies to achieve desired results over time.