Section A: Executive Summary

The mission of the Kent County Public School System (KCPS) is "successful learning for all students". Kent County Public Schools, in partnership with students, families, and the community is committed to educational excellence as articulated by our vision, "Kent County Public Schools will lead the state of Maryland in student achievement." Our strategic plan guides this vision.

- ✓ Achievement: Ensure that all students graduate career and/or college ready.

- ✓ Technology: Leverage technology to improve instruction, student engagement, communication, and administration.

- ✓ Safe and Caring Environment: Provide a safe and caring environment for successful learning to take place.

- ✓ Parent, Teacher and Community Commitment: Solidify community, parent, and business leader relationships and passion for education through collaboration and lasting joint structures.

- ✓ Lifelong Learning/Personal Responsibility: Provide opportunities for parents', teachers', and community partners' growth and development.

The daily decisions of KCPS are guided by this plan to prepare students for a diverse and changing world by ensuring that all students receive a rigorous academic program in a safe and caring environment. This vision clearly focuses all work in the school system on the successes of each student and the support of all teachers, principals and other school personnel who work each day to ensure that the KCPS vision is realized for all students. To that end, all departments and family and community partnerships support the State's vision of educational reform and results. As a system, we adopt the Race to the Top goals for student achievement:

1. One hundred percent of Maryland students in every student group in elementary and middle school will meet State standards in reading.
2. One hundred percent of Maryland students in every student group in elementary and middle school will meet State standards in reading.
3. One hundred percent of Maryland students in every student group in elementary school and middle school will meet State standards in mathematics.
4. Ninety percent of Maryland high-school students will pass all four assessments — English, algebra, government, and biology.
5. Ninety percent of students will graduate from high school within four years of entrance

KCPS' strengths include a clear, aligned, system-wide focus on rigorous curriculum and research practices. Staff and students are held to very high expectations. Collaboration with business and community help to keep the curriculum relevant and rigorous. Unique student needs are addressed through individual learning plans. Ongoing professional development in partnership with the Maryland State Department of Education and institutions of higher learning enhance teacher and administrator capacity for excellent teaching and instructional leadership. School improvement plans are monitored for implementation and provide a path where improved outcomes are achieved.

The KCPS' strategic plan for continuous improvement focuses on the following:
- Raising standards and providing challenging and rigorous coursework for all students;

- Offering a menu of interventions to provide continuous support for learners. The interventions selected will be based on the learning needs of the students and the characteristics of the interventions;
- Holding high expectations for achievement for students and staff;
- Providing standardized curricula in English language arts and mathematics aligned to the state curriculum;
- Delivering job embedded professional development focused on analyzing subgroups and individual student data;
- Implementing the "Response to Intervention" schematic (included in the appendices);
- Involving parents, members of the business community, elected officials, and members of the community at large in educational issues;
- Retaining highly qualified long-time staff members while recruiting diverse highly qualified staff;
- Utilizing technology to enhance learning and student engagement;
- Developing a high school that prepares students to be productive in a 21st century global society;
- Enhancing oral and written communication; and
- Implementing learning communities where students and teachers learn cooperatively and collaboratively.

To become a world-class school system, KCPS will embrace the "third wave" of Maryland school reform by implementing the following:
- Make a transition to enhanced standards and assessments based on the Common Core State Standards.
- Incorporate additional rigorous STEM classes, online world languages courses, and technology into our curriculum.
- Develop an agile data system that will create an instructional improvement system to give teachers more usable date about their students.
- Provide support to help educators diagnose student learning needs and customize instruction.
- Improve principal effectiveness by providing quality professional development on leading a twenty-first century learning community and using tools to make effective management decisions.
- Improve educator effectiveness by providing professional development on the use of data to differentiate instruction to meet the needs of each student.
- Ensure that teachers and principals in low-achieving schools are rated highly effective or effective by the new evaluation system.
- Enhance our teacher induction program for non-tenured teachers.
- Work with the Breakthrough Center to develop and implement a plan to help low-achieving schools.
- Build upon the success of our middle and high school STEM program to increase the number of high-level STEM related course offerings available to students.
- Increase the number of students taking STEM related AP and college courses in high school.
- Increase the number of students who are pursuing STEM related college degrees and entering STEM careers.
- Provide increased opportunities for students to take online World Language classes.

Getting to World Class

KCPS has readily embraced high expectations that focus on preparing our students for the 21st century. During the 2009-2010 school year, educators and community members in conjunction with the MSDE Breakthrough Center developed a plan to move our system forward technologically and instructionally. Labeled the "Kent Readiness Initiative," the mission of the task force was to develop a broad-based coalition of community partners, school employees, and parents dedicated to moving our schools forward into a more technologically–based learning environment. In order to provide students with a rigorous, comprehensive educational experience, the "Kent Readiness Initiative" program emphasizes opportunities for innovation and creativity; develops the ability to

analyze and synthesize information; facilitates mastery of leading edge, commercially available technologies; and motivates students to be ethical, creative problem-solvers, fully prepared to enter post-secondary education or the workforce.

Among the recommendations of the Kent Readiness Initiative are the following:

- Learning opportunities take place around the clock
- Time is flexible and allows students to graduate after a varying number of years
- Schools organized into small learning communities
- Students take a comprehensive and rigorous program of analytical and creative courses and demonstrate achievement in order to graduate
- Curriculum is integrated into a interdisciplinary problem/project-based instructional approach that emphasizes in-depth understanding of essential topics as well as application of twenty-first century thinking skills
- Each student has a individual learning plan and a teacher/community mentor
- Curriculum is organized around career clusters
- Ongoing communication among educational levels to ensure continuous student success
- Teachers us instructional strategies that help students develop into critical and creative thinkers, problem solvers, communicators, and collaborators.
- Teachers embrace the use of technology to improve student learning by making instruction more relevant and engaging
- Learning environment connects students and teachers to the community and the wider world

Our vision for the students of Kent County sets forth a plan to prepare our young people for the rigorous demands of higher education and the high expectations world of work in the 21st century. Based on the new national common core standards, we must collaborate with our stakeholders to set clear performance targets for what we expect of all students. Our vision includes integrating STEM instruction at every level, expanding our World Language offerings, and improving our early childhood program. We must develop a system to continually monitor student performance and adjust instruction to help all students achieve success. Our data management system and processes must be powerful enough to provide information quickly with enough depth to readily develop learning plans for our students. Our vision includes holding all educators accountable for student achievement. If our teachers and principals fall short, we must provide a system of supports that will give them the tools to be effective. Finally, we must target those schools that are low achieving and provide the highest quality teachers and school leaders to create effective learning communities for those students.

Collaboration

KCPS engaged various stakeholders in the development of this scope of work. Meetings were held with parents, community members, teachers, and administrators to allow for stakeholder feedback on this plan. Input was considered and the plan adjusted to reflect the views of the school community.

Fiscal Impact/ Challenges

Because KCPS is a relatively small school system with already limited operations and educational resources, KCPS anticipates many fiscal challenges related to its ability to deliver on its strategic plan represented by this SOW. KCPS's SOW as outlined contemplates spending approximately $2.5 million over the next four years (excluding any Indirect Costs) to support RTTT (see Summary Budget below). The Estimated Grant to be allocated to KCPS by MSDE for RTTT totals $336,426, or 13% of what we estimate will be needed over and beyond current available resources.

KCPS will have difficulty complying with the full funding requirements of RTTT unless additional resources can be secured from either the federal, state or county governments. It is important to note that the Kent County Public School budget has been cut dramatically each of the last three years. Currently all professional development and the mentoring program costs are funded through the Title II grant which ends this year. Health care increases have been funded through the health care trust. These costs will have to be absorbed in the operating budget. Computers have been funded using one-time capital sources and grants. There has never been a funding source to refresh these computers. In addition, textbook lines have been nearly eliminated and no employees have received raises or steps for the last two years.

Because KCPS is committed to RTTT, it intends to request the additional funding to bridge the gap approximating $2.177 million through its local operating budget process beginning in FY11 and in the subsequent years.

Aggregate Kent County Public School
 RTTT Summary Budget

	Year 1	Year 2	Year 3	Year 4	Total
Project #02: Standards & Assessments	$25650	$17226	$17226	$17226	$77328
***Project #03: Data System to Improve Instruction**	108637	614975	698325	781675	2203612
Project #04: Great Teachers/Great Leaders	17200	77100	69300	69300	232900
Total Estimated KCPS Funding Requirement	$151487	$709301	$784851	$868201	$2513840
Less RTTT Grant Allocation	75875	87000	87000	86550	336425
Remaining Funding Balance	$75612	$622301	$697851	$781651	$2177415

*Denotes Project where KCPS intends to apply its RTTT Grant Allocation.

<u>Section B: Standards and Assessments</u>

The Kent County Public School System (KCPS) is committed to providing the highest quality education for our students, blending strong academic content standards with skills that prepare our students for an ever-changing world. We truly believe that we must raise our expectations so that our students will be college and career ready in order to compete in a global marketplace.

Current Status: Curriculum development has been a high priority for KCPS. During the 2009-2010 school year, major revisions were made to the middle school ELA curriculum. Pacing guides, portfolios, and benchmark assessments were closely aligned to state curriculum. KCPS had continued success with student achievement at the elementary level in math and reading with more students scoring at the advanced level in grades 3-5.

At the elementary and middle school levels, the following progress was made as of June 2010:
- All elementary schools (Grades 3-5) in all subgroups met AYP in Reading, Mathematics, Participation Rate and Attendance Rate
- All middle schools met AYP in Participation Rate and Attendance.

At the high school level, by grade 12, the following progress was made as of June 2010:
- 79.1% of our students passed the High School Assessment in English
- 73.9% of our students passed the Algebra and Data Analysis High School Assessment.
- All students graduated through passing all four HSAs, attaining the combination score, or completing Bridge plans.
- Percentage of students who have taken all four High School Assessments and met the graduation requirement:
    - Grade 12   100.0%
    - Grade 11   76.6%
    - Grade 10   68.8%

The Kent County Public School System began its STEM programming during the fall of 2008 with a cadre of students 8th and 9th grades. Since that time, the program has expanded to include grades 7 and 8 at the consolidated middle school and grades 9 – 11 at the high school. Students in STEM study math and science at an accelerated rate. The current focus is on building the STEM pipeline to the elementary school, expanding engineering experiences for both elementary and middle, and on building the partnerships with the community in order to provide more students with experiences in the STEM fields.

Despite these initiatives, our school system continues to struggle with overall academic achievement in several areas. On the 2010 administration of MSA, two of the three middle schools (Chestertown and Galena Middle) did not meet AYP in Special Education reading. One middle school (Chestertown) did not meet AYP in Special Education mathematics. Some of the schools only made AYP through safe harbor and will not make the AMO for 2011 unless there is a significant gain this year. African American student scores, LEP scores, and special education scores were down over the previous years. Overall, elementary scores have not risen over the last four years, and there are still significant gaps between various subgroups of students, such as between special education and regular education and between African American and White students.

At the high school level, our students did not meet AYP in special education reading and the overall graduation rate. The average SAT scores for Kent County High School dropped this year from 491 to 466 in critical reading, 473 to 453 in math, and 464 to 444 in writing. The number of students taking AP classes has increased from 92 to 126 in the last two years with 42.4% of our students scoring a 3 or above on the final assessment. The average score during this period dropped from a 3.0 average score to an average score of 2.3. These are opportunities for growth that will be directly impacted by the goals of this Scope of Work.

(B)(1) Developing and adopting common standards
KCPS will support MSDE's efforts to develop and adopt common standards. Specifically, KCPS educators will serve on state workgroups to conduct the gap analysis and develop the transition plan for adoption of the Common Core Standards.

(B)(2) Developing and implementing common, high-quality assessments
KCPS will support MSDE's efforts to develop and implement common, high-quality assessments. KCPS will provide teacher-created questions that can be used by MSDE for formative and summative assessment development.

(B)(3) Supporting the transition to enhanced standards and high-quality assessments
As the State of Maryland has adopted the Common Core Standards, our system has embraced this new challenge and fully supports the implementation of higher standards and new assessments in our schools. By signing the Memorandum of Agreement, we have committed ourselves to increasing the rigor of our instruction and holding our educators accountable for higher levels of learning.
Beginning in the fall of 2010, KCPS will support teachers who have been chosen to participate in the development of a transition plan to implement to Common Core Standards. These educators will serve as experts who will bring their understanding back to KCPS. These individuals will serve as the core of our planning team who will develop an implementation plan.
This plan will include:
- A communication strategy to inform stakeholders and obtain feedback about this transition;
- A curriculum and resource alignment review to identify gaps that need to be addressed; and
- A professional development strategy to systematically and thoroughly prepare our staff for the new curriculum and assessments.

Over the last several years, our content supervisors have led the process to unpack and scaffold the current state standards to inform classroom instruction. In English language arts, we have developed an instructional cycle and scope and sequence that ensures that students will be taught the entire curriculum by the end of the year. Once the Common Core Standards are implemented, the content teams in Kent County will need to align our local curriculum, assessments, and resources to meet the new standards. Grade-level teams will meet to develop specific instructional expectations. It is important to ensure that teachers have a deep understanding of the new standards.

Four educators from every school will attend the state-sponsored Instructional Improvement Academy. Once identified, these teachers and administrators will develop and implement a plan to train other teachers with the same content. These teachers will receive a stipend for their preparation of the training. KCPS will continue to administer the Maryland School Assessment and the High School Assessments while the new assessments are developed. KCPS will work with MSDE to design the new assessment system, providing educators to work with the state as needed. Once the new summative assessments are developed,

professional development will be provided to help teachers and principals understand the changes in the assessment program and the instructional implications of this new measure. During summer curriculum writing, teachers and supervisors will need to work together to revise local assessments, resources, and curriculum materials so they are aligned to the Common Core Curriculum and the assessment format. As the state produces formative assessments and expands the Online Instructional Toolkit, educators will need to be trained on its use. The recurring cost in this proposal will be to continually train new teachers on the Common Core Curriculum and the new assessments. This will be paid through local funds already designated for new teacher induction programs.

Total Estimated Kent County Public School Project Costs: These funds will be requested and subject to funding by the County Commissioners in the FY 2012 operating budget and subsequent years.

Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
$25,650	$17,226	$17,226	$17,226	$77,664

Action Plan: Section B

LEA: Kent County Public Schools   **Date: November 3, 2010**   **Year of the Grant: Year One to Expiration of the Grant**

Goal(s):
- Develop a local plan for the implementation of the Common Core State Standards.
- Ensure that KCPS educators, parents, and other stakeholders understand the transition plan for the implementation of the Common Core State Standards.
- Participate in State and local efforts to create curricular documents for all curricular areas (including STEM).
- Ensure that KCPS educators are supported in the effective implementation of the Common Core State Standards.
- Ensure that all KCPS educators are trained in the revised State Curriculum and Assessment System.
- Build stakeholder support for the design of the comprehensive assessment system that will improve classroom practices.
- Ensure that KCPS educators fully understand the summative assessments and how they are similar and different from the assessments they replace.
- Ensure that KCPS educators are trained in the use of the formative assessment tools in concert with the State's Instructional Improvement System that allows students to achieve college and career-ready standards of achievement

Section B: Standards and Assessments	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) *Activities to Implement MOU Requirements*	(B)(3)					
1. Develop a local plan for the implementation of the new Common Core Standards	(B)(3)		6/11-9/11	Mary Etta Reedy, Asst Superintendent	• Development of Action Plan	N
1.a. Participate in State and local opportunities to do a gap analysis between state curriculum and Common Core Standards.	(B)(3)		9/10-6/11	DOES (Division of Educational Services)	• List of participants	N
1.b. Review current textbooks and other resources to determine alignment with the Common Core Standards and/or review and purchase aligned texts/materials.	(B)(3)		6/11-6/12	DOES (Division of Educational Services)	• List of Recommendations for Work Group	N
1.c. DOES (Division of Educational Services) team will develop,	(B)(3)		6/11-9/11	DOES (Division of Educational	• Action Plan	N

communicate and implement a local plan for the implementation of the new Common Core Standards.				Services)		
2. Ensure that KCPS educators, parents and other stakeholders understand the transition plan for implementation of the Common Core Standards and curriculum	(B)(3)		9/11-6/13	DOES (Division of Educational Services)	• Sign in Sheets • Agendas from meetings	N
2.a. Participate with State and KCPS partners in defining and developing the transition steps and timeline for the implementation of the Common State Standards.	(B)(3)		6/11-9/11	DOES (Division of Educational Services)	• Action Plan	N
2.b. Disseminate information on the transition plan through district and school-based meetings, professional development activities, board meetings, district website, and school system publications	(B)(3)		9/11-6/13	DOES (Division of Educational Services)	• Artifacts from Meetings (Board Minutes, newsletters, etc.)	N
3. Participate in State and local efforts to create curricular documents in parallel format for all curricular areas (including STEM) to ensure that KCPS' students have a rich and full education and that classroom, teachers are supported in the effective implementation of Common Core Standards.	(B)(3)		9/11-8/12	DOES (Division of Educational Services)	• Curricular documents	N
3.a. Ensure that KCPS staff engages with state and local educators in developing grade-specific documents in mathematics, reading/English Language Arts, and STEM to produce grade specific expectations aligned to	(B)(3)		9/10-6/12	DOES (Division of Educational Services)	• List of participants at sessions	N

the Common Core Standards. Develop model lessons and anchor papers to guide expectations.						
3.b. Develop a local plan to transition to the Common Core Standards. Align curriculum and resources to support the transition.	(B)(3)		6/11-9/11	DOES (Division of Educational Services)	• Transition curriculum for each grade level • Listing of aligned resources for each grade level	N
4. Ensure that educators in all KCPS are trained in the new Common Core Standards, the revised State Curriculum, the revised Assessment System and effective differentiated instruction activities.	(B)(3)		8/11-6/13	DOES (Division of Educational Services)	• Sign in Sheets • Profession development evaluations • Teacher observations show knowledge of new curriculum	Y (training for new hires)
4.a. Identify key staff from each school to attend the State-sponsored Instructional Improvement Academy	(B)(3)		9/10-11/10	Principals	• List of participants	N
4.b. Identify local planning team for each curricular area, and develop a plan for communicating the information received from the State sponsored Instructional Improvement Academy to appropriate school system staff	(B)(3)		7/11-8/11	DOES (Division of Educational Services)	• List of team members	N
4.c. Implement professional development provided by the school system's Instructional Improvement Academy participants.	(B)(3)		8/11-6/13	DOES (Division of Educational Services) Principals	• Schedule of training sessions • Sign in sheets • Handouts form training sessions	N
5. Continue implementation of MSA/HSA until a new system tied to the common core standards is operational.	(B)(3)		Ongoing	Principals LAC STC	• Testing Schedule	Y
5.a. Administer MSA/HSA as directed by the state.	(B)(3)		Ongoing	Principals LAC STC	• Testing Schedule	Y
6. Build stakeholder support for the	(B)(3)		Ongoing	DOES (Division	• List of participants	N

design of a comprehensive assessment system that will improve classroom practices.				of Educational Services) in conjunction with MSDE		
6.a. Support the State's efforts to design a new assessment system to participate in focus groups as requested.	(B)(3)		Ongoing	DOES (Division of Educational Services) in conjunction with MSDE	• List of participants	N
7. Ensure that KCPS educators fully understand summative assessments and how they are similar and different from the assessments they replace.	(B)(3)		8/11-6/14	DOES (Division of Educational Services)	• Training Schedule	N
7.a. Provide the State with information regarding the system's technology infrastructure and capacity to implement universal assessment delivery using technology.	(B)(3)		9/10-6/11	Dan MacLeod, Supervisor of Technology	• Description of infrastructure submitted to the state	N
7.b. Provide professional development and updates to KCPS educators regarding revised summative assessments and how they are similar and different from the assessments they replace.	(B)(3)		8/12-6/13	DOES (Division of Educational Services)	• Professional development sign in sheets • Handouts • Notes	Y (continual training for new hires)
7.c. Examine and revise KCPS summative assessments in mathematics and reading/English Language Arts to align with State's standards and assessment format.	(B)(3)		6/12-8/12	DOES (Division of Educational Services)	• • Revised assessments aligned to new standards	N
8. Ensure that KCPS educators can access, understand and use formative assessment tools in concert with the State's improvement system that allows students to achieve college and	(B)(3)		2011-2014	DOES (Division of Educational Services)	• Teacher observations	N

career –ready standards of achievement.						
8.a. Participate in State efforts to develop formative assessment tools as requested.	(B)(3)		2011-2014 and ongoing	DOES (Division of Educational Services)	• List of participants	N
8.b. Provide professional development and updates to KCPS educators regarding accessing, understanding and using revised formative assessment tools in concert with the State's system as they become available.	(B)(3)		2011-2014	DOES (Division of Educational Services)	• Professional development sign in sheets • Handouts • Notes	N
9. Align high school curricular standards with the Common Core Standards and assess with a comprehensive assessment system that reflects college entrance requirements.	(B)(3)		2011-2014	DOES (Division of Educational Services)	• Curriculum	N
9.a. Participate as requested in the State's work group.	(B)(3)		2011-2014	DOES (Division of Educational Services)	• List of participants	N

C: Data Systems to Support Instruction

The Kent County Public School System (KCPS) realizes that it cannot significantly close the achievement gap and fully implement the Kent Readiness 21st Century Initiative unless it has a robust data and technology infrastructure and staff skilled at using data to inform instructional decisions. Additionally, KCPS will need to include a technology replacement cycle in the current expense budget, as well as augment the technology hardware available at the elementary level. These new computers are critical if each student is to access the rich, new, internet-based MSDE curricula and instructional resources. The Kent Readiness Initiative instruction goal, "Kent County Public Schools promote instruction and support that involves students in the learning process, emphasizes the use of current digital tools, addresses the thinking patterns of digital learners (parallel processing, multitasking, random access to hyperlinked, multimedia information) and enables students to learn how to obtain, evaluate, organize, apply, and communicates information to solve problems." Is also dependent on a personal digital device so that each student can have ubiquitous access to information and resources. These resources will allow students to progress at individual rates and through differentiated routes.

The new data management system must allow online assessment for students and link seamlessly with the Promethean Board and PowerSchool technology. Students, teachers, administrators, MSDE, and researchers must have timely access to information with easily completed queries and graphically displayed results. The data system must also have an alert system to provide teachers and administrators with predictive data to identify students exhibiting characteristics that make them less likely to graduate both college and career ready. The system must also identify the intervention best suited to the students needs by allowing LEAs to enter specific intervention admission criteria. KCPS, the smallest system in the state, has limited financial capability to provide the needed infrastructure since the current funding system is based on county wealth and student enrollment. Although 53% of the KCPS student body is FARM eligible, we are considered a high wealth county due to retirees purchasing expensive waterfront property. Our current technology infrastructure has been possible only through MSDE QZAB support.

Current Status: Although KCPS has fiber-optic connections to all of our schools, internet access is limited to that available through Sailor. Adequate internet access may not be available and is definitely not affordable. KCPS will need to have the ability to download state curricula to a KCPS server to ensure daily access by all teachers and students. KCPS currently has Promethean Board technology in approximately 85% of its classrooms. All teachers having the technology have been trained in a 30-hour course. All secondary students have access to personal iPod Touches and an adequate number of computers exists in computer lab rooms and portable labs at both the high school and middle school, although this will not be the case if all grades are testing electronically in all core subjects four times a year. Elementary schools have limited access to computers, although labs exist in all schools. Teacher computers are currently 3 years old and will need to be replaced within the next year or two. The secondary computers and iPod Touches were all purchased at the same time with QZAB funds. Consequently, all secondary technology will become simultaneously obsolete prior to the full implementation of the digital curricula and formative and summative assessments. KCPS currently uses PowerSchool and Inform for student information management. The inform data management system does not currently provide timely information and an inadequate number of formative assessments exist in content areas other than math and English Language Arts. The Kent County Public School System has supervisors only for mathematics and English Language Arts and, therefore, does not have the leadership capacity to develop curricula and high quality formative assessment banks in other content areas. The county also has a limited number of biology teachers (2), English 10 teachers (2), government teachers (3) and algebra I teachers (4). These teachers are involved in afterschool programs and school improvement initiatives and have limited time for or expertise in curriculum writing. Kent County Public Schools will provide ongoing training to all teachers to continually improve the capacity of each teacher to effectively integrate the use of the new student data management system and the online curriculum and instruction toolkit.

(C)(1) Statewide Longitudinal Data System
Kent County Public Schools will support MSDE's efforts regarding full implementation of a longitudinal data system functionally outlined by the America COMPETES Act. KCPS will participate in the statewide survey of existing LEA Instructional Improvement Systems (IIS) and current hardware and software platforms. This will require significant adjustments to our current student information management system as we move to national course numbers and teacher identifier numbers. We will work with PowerSchool to ensure compliance with MSDE requirements without the loss of historical data. Additionally other data may need to be collected and entered into the system such as social security numbers while ensuring FERPA compliance. Access to certain information will need to be limited. The capacity of our current system will be evaluated. Current policies will be reviewed to address the Kent Readiness Initiative Indicators and comply with the requirements of MSDE's data system requirements. KCPS will review and revise its 3-year Technology Plan to address the new state requirements and develop a funding plan.   KCPS will align future budget requests to the requirements of the Kent Readiness Initiative and the revised 3-year Technology Plan. Kent County Public Schools will cooperate with MSDE to develop a test bank of formative assessment items.

(C)(2) Accessing and Using State Data
Kent County Public Schools will support MSDE's efforts to improve accessibility of state data. Specifically, KCPS staff will work with MSDE staff to ensure an effective technological interface for the exchange of information. KCPS will participate in state sponsored Instructional Improvement Academies and build schedules and/or provide funding for trainers to train their staff in the use of data. KCPS will review and revise policies and procedures to align with the MSDE guidelines for sharing of information.

(C)(3) Using Data Systems to Support Instruction
Kent County Public Schools will support the development of a High-Quality Instructional Improvement System including instructional objectives and formative assessments aligned to the Common Core Curriculum, curriculum resources, and professional development resources by having staff participate on MSDE committees charged with the development of the above listed digital resources.
Kent County Public Schools will assess its current technology infrastructure, hardware, and software using the MSDE technological standards needed to implement the statewide Instructional Improvement system. KCPS will adjust its 3-year Technology Plan to align with the new MSDE requirements and the requirements of the Kent Readiness Initiative. KCPS must augment its current technology infrastructure including wireless access and purchase additional computers to allow student access to online resources while providing opportunities for individual student pacing and divergent learning opportunities. The Kent Readiness Initiative requirements align to the MSDE third wave of improvement plan. For example, The Kent Readiness Plan included the following indicators: D.1.14 Teachers design non-linear learning opportunities that encourage multiple cognitive pathways and require students to apply creative thinking to the solution of problems, the creation of products, and the design of experimental investigations and D.1.15 Teachers use innovative learning methods that integrate the use of technologies, inquiry- and problem-based approaches and higher order thinking skills.

KCPS will assess student data management systems to procure, install, and implement a data management system that allows online assessment for students; links seamlessly with the Promethean Board and PowerSchool technologies, and provides timely access and easily completed queries with graphic displays of results. The data system must also have an alert system to provide teachers and administrators with predictive data to identify students exhibiting characteristics that make them less likely to graduate college and career ready. The system must be capable of identifying the students who meet KCPS criteria for various system-wide intervention programs. KCPS will also purchase a professional development and technical assistance components to train a cadre of teachers

from each school. KCPS will purchase software to allow students to take formative assessments online to provide teachers with immediate access to student data and to comply with the Kent Readiness Initiative requirements to move to digital learning, assessments, and eportfolios. KCPS will also need to hire a staff member to manage the system, ensure accuracy of the data, and enter assessments designed by content specialists into the data management system or serve as a liaison to the vendor. Kent County Public Schools will develop a series of dashboards to monitor student achievement, intervention effectiveness, staff use of the student management system, etc.

KCPS will support MSDE in the development of a formative test item bank and multimedia instructional toolkit by providing staff to serve on design teams and by sharing currently used formative assessment items.

KCPS must hire school technology integrationists/test coordinators who will be responsible for professional development on the integration of instructional technology including the understanding and utilization of the MSDE online curriculum and instructional resources. These positions will also serve as test coordinators for each school in order to complete test files, coordinate test sessions, and ensure effective functioning and utilization of technology. Kent County Public Schools will provide ongoing training in the use of data to inform instruction based on the information shared at the Instructional Improvement Academies. Content coaches and central office staff will plan with school based teams to effectively use the tool kit to differentiate instruction. KCPS will encourage teachers to take MSDE online courses and monitor teacher participation

KCPS staff will support the MSDE Instructional Improvement Academies by sending a team of five including the principal, a master math teacher/math coach, master English teacher/coach, a master STEM teacher and a central office content specialist to represent each school. KCPS will provide funds for substitutes and teacher stipends to allow collaborative school school-based learning community activities. Training will continue in the use of virtual communities, online learning, and monitored discussion boards as guided by the Kent Readiness Initiative. Teachers will be provided intensive school-based professional development by the school technology integration specialist/test coordinator and data manager.

KCPS will support MSDE by making data available to researchers to evaluate the effectiveness of the Instructional Improvement System by developing policies and procedures aligned to the MSDE published guidelines.

Total Estimated Kent County Public School Project Costs: These funds will be requested and subject to funding by the County Commissioners in the FY 2012 operating budget and subsequent years.

Non-RTTT Funded Technology Requirements:

3) Purchase Instructional Computers	0	$302200	$324700	$347650	$997050
5) Technology Integrationists/Coordinators	$30425	$212975	$273825	$334675	$851900
Remaining Balance to be Funded	$30425	$515175	$598525	$682325	$1826450

Action Plan: Section C

LEA: Kent County Public Schools   **Date: November 3, 2010**   **Year of the Grant: Year One to Expiration of the Grant**

Goal(s):
1. Build or enhance the technology infrastructure to implement an instructional improvement system to support classroom teachers and administrators in implementing real time data-based planning and instruction.
2. Make effective use of Maryland's IIS, the centerpiece of face to face and online professional development for current and prospective teachers and administrators
3. Make the data from the IIS available and accessible to researchers to evaluate the IIS effectiveness

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) *Activities to Implement MOU Requirements*	(C)(3)(i-iii)					
1. Assess technology infrastructure in terms of MSDE standards and demands of online testing and modify the 3-year Technology Plan as needed	(C)(3)(i)			Dan MacLeod, Supervisor of Technology	• 3-year Technology Plan Modified • Summary of assessment documented and submitted to the Superintendent	N
2. Assess, procure, install and implement a student data management system that permits online testing, real time data availability, and a variety of easily obtained queries with graphic displays.	(C)(3)(i)	03	2/11	Dan MacLeod, Supervisor of Technology Tim Berlen, Coordinator of Technology	• Student data management installed and implemented • Monthly dashboard of usage of the system	Y
3. Provide ongoing training in the use of the student data management system and the use of data to inform instruction	(C)(3)(i)	03	2/11 ongoing	Mary Etta Reedy Assistant Super. Dan MacLeod, Supervisor of Technology	• Agendas • Meeting attendance sheets • Meeting notes • Meeting Evaluations	N
4. Hire a staff person to enter data into	(C)(3)(i)	03	2/11	Mary Etta Reedy	• Staff hired and approved	Y

the system and ensure the accuracy and functioning of the system				Assistant Super. Dan MacLeod, Supervisor of Technology	by Board (Board Meeting Minutes)	
5. Find additional sources of funding to hire a technology integrationist/ test coordinator at six schools	(C)(3)(i)		5/11	Mary Etta Reedy Assistant Super. Dan MacLeod, Supervisor of Technology	• Staff hired and approved by the Board	Y
6. Find additional sources of funding to replace teacher and secondary student computers and to increase the numbers of computers available at the elementary level in order to access online state curriculum and resources	(C)(3)(i)		5/11	Dan MacLeod, Supervisor of Technology	• Line for replacement of student and teacher computers included in the Board approved budget	Y

Race To The Top: Kent County Public Schools
Project #03: Data System To Improve
Instruction

Project Activity	Year 1	Year 2	Year 3	Year 4	Total
1) Hire Data Manager	$39000	$52000	$52000	$52000	$195000
2) Purchase Computer Equipment/Data System	$35000	$22200	$22200	$22200	$101600
3) Test Bank Development	$1875				$1875
4) Purchase Instructional Computers	$0	$12800	$12800	$12350	$37950
Subtotal to be Funded w/RTTT Grant	**$75875**	**$87000**	**$87000**	**$86550**	**$336425**

PROJECT-LEVEL BUDGET NARRATIVE

Project Title: Data Systems to Support Instruction (03)
Criteria: (C)(3) Using Data System to Support Instruction. Assess, procure, install and implement a student data management system that permits online testing, real time data availability, and a variety of easily obtained queries with graphic displays.
Project Description: Kent County Public Schools will support MSDE's efforts regarding full implementation of a longitudinal data system functionally outlined by the America Competes Act.   Based on an assessment of current technology, there are several areas of need in order to make our longitudinal data system fully functional and in alignment with requirements of MSDE and Kent's Readiness Initiative. The current data warehouse must be upgraded to increase accessibility for teachers to formative data and ensure an effective tool that interfaces with MSDE to provide accurate exchange of information. Another critical component will be the hiring of a full-time contractual data manager. Responsibilities would include accurate capturing and transferring of data to our warehouse; enter assessment items designed by content specialists into a questions bank and to train teachers on extraction and reporting of data to improve instruction. Implementation of the new data management system will require initial training for the data manager and teachers participating in the

teacher evaluation pilot. The participants in this session will then, in turn, train other teachers to prepare for the local teacher evaluation pilot beginning in the 2011-2012 school year.

Begin to purchase personal digital devices for elementary, middle, and high school instruction.

Year-by-Year Description: The implementation of our longitudinal data system is based on a four-year timeline.

Year One: The first year of the project will begin with the purchase of data management system. A data manager will be hired. Teachers in the evaluation pilot, principals, and the data manager will participate in initial product training and creation of a test bank.

Year Two Three, and Four: The recurring cost of the data management system and data manager will be included in each of these years.   We will continue to purchase digital devices in the elementary, middle, and high school in order to access online resources.

Details by Category:

1) Salary and Wages

Personnel	% FTE	Base Salary	Total
Test Bank Development	12 teachers	12 teachers @ $78/day for 2 days	$1872

2) Contract Services

Personnel	% FTE	Base Salary	Total
Data Manager (Years 1)	9 months	$39000	$39000
Data Manager (Years 2)	12 months	$52000	$52000
Data Manager (Years 3)	12 months	$52000	$52000
Data Manager (Years 4)	12 months	$52000	$52000

3) Supplies and Materials

Item	Cost of Item	Item Description	Total
Data Management Subscription (Years 1)	1	This system will include hardware and software needed.	9900
Data Management Implementation		Professional services	2200
Dropout Prevention	1	Software	2200
Dropout Prevention Implementation		Professional services	2000
Test Bank		Online test bank for grades 2-8	0
Classroom test band		Test bank for grades 3-12	2200
Data management system training		Training provided by vendor	7500

3) Other Charges

Not Applicable

5) Equipment for Instruction

Equipment Item	Number of Items	Cost of Item	Item Description	Total
Data Management Server (Year 1)	1	$9000	Server to host SIS, Data Management and test banks	$9000
Digital Devices (Year 2)	15	$854	Devices to access online content and assessments for elementary school students.	$12800
Digital Devices (Year 3)	15	$854	Laptops to access online content and assessments for high school students.	$12800
Digital Devices (Year 4)	15	$800	Laptops to access online content and assessments for high school students.	12350

6) Total Project Costs

Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
$75875	$87000	$87000	$86550	$336425

Section D: Great Teachers and Leaders

(D) (1) High Quality Pathways

Kent County Public Schools will support MSDE's efforts regarding alternative pathways to certification for teachers and principals,

(D) (2) Improving Teacher and Principal Effectiveness Based On Performance

Kent County Public Schools is currently in the process of developing a local evaluation model to be piloted during the second semester of FY11. The administration is working closely with the teachers' association and teachers from all schools to develop rubrics and observation instruments using the four Domains of the Danielson Model endorsed by the State Board of Education. The team will develop an observation report form, evaluation protocol, and rubrics as well as required training for teachers and administrators to ensure complete understanding of the tool and inter-rater reliability. After receiving guidance from MSDE as to the measures for the 30% of the student growth measure that is state determined, KCPS will work collaboratively with the KCTA to mutually agree on the 20% of the student growth measure that is locally determined. The KCPS process includes regular meetings with each school staff to seek input and critique of the work completed to date. Additionally, KCPS has developed a Moodle site where all resources and current decisions are posted and a blog is available for ongoing discussion. The committee will develop a process for implementing the evaluation process and refine the current teachers' feedback based on student work. Timely and constructive feedback will be focused on student work and alignment to the stated lesson objective. KCPS will work with KCTA and the entire committee to determine the weight, format, and evaluation protocol and identify teachers to pilot the new instrument and process. Simultaneously, a committee is working on the pilot evaluation instrument and protocol for principals based on the 8 outcomes in the Maryland Instructional Leadership Framework. Principals will be identified to pilot the new instrument. In the event that we cannot reach agreement on an evaluation framework with either the teachers or principals bargaining units, KCPS will adopt the State default model. KCPS will continue to collaboratively refine the evaluation and observation instruments and protocols throughout the pilot period using face-to-face meetings and feedback through the currently posted blog site. Administrators will develop and pilot training protocols to ensure that the evaluations are capably and fairly conducted and the results are used o provide specific and appropriate feedback to support teacher growth.

The KCPS Mentor Coordinator and selected mentors attended an MSDE training session on research and best practices related to mentoring programs on October 7, 2010. Beginning in the summer of 2011, KCPS will participate in the MSDE Teacher Induction Academies by sending our Teacher Induction Program Coordinator and as many mentors as possible. KCPS is currently reviewing its new teacher induction program to fully comply with COMAR13A.07.01 by July of 2011. Currently, KCPS is using retired master teachers primarily from KCPS. As the mentors work with new teachers and/or non-tenured teachers, they are required to maintain a Mentor Log, which is submitted bi-monthly to the coordinator of the program. This log helps to identify areas of need, as well as provide an informal evaluation of the program. These master teachers provide from 3 to 6 hours of service per week to each new teacher. We currently provide services to all new teachers and struggling second and third year a teacher as well as teachers on improvement plans. Every attempt is made to ensure new teacher success within the classes they are teaching, especially at the middle school and high school levels. New teachers are given priority when scheduling is done to focusing on limiting class sizes, minimizing preparations, and that if teaching a class with high percentages of special education and/or discipline issues, providing additional supports (co-taught class, instructional assistant in the room, "buddy" teacher to help plan lessons).

Our current program includes a two-day orientation provided by Central Office supervisors and school staff. Each new teacher is provided a mentor. This mentor works with one to five new teachers/non-tenured teachers, who are typically in one school. The KCPS Teacher Mentoring Project focuses on knowledge, skills, and attitudes to increase student learning and development. In addition, it uses a variety of professional development strategies and provides for on-going evaluation and adjustment. It clearly connects with the NSDC process standards. The KCPS Teacher Mentoring Project incorporates the principles of adult learning and adult growth while it balances district, school, and individual needs. This model fosters an increased independence and interdependence, takes into account desired results, and requires a substantial amount of personal involvement and commitment to the program. Our New Teacher Induction Coordinator and other central office staff provide monthly training for mentors focusing on professional development in curriculum and assessment, and instructional strategies needed to prepare teachers to perform at high levels. Non-tenured teachers work on teams, which allow them opportunities to co-plan and co-teach with colleagues. Depending on the needs of the new teacher, opportunities to observe colleagues can be provided. Occasionally, teams of teachers will visit neighboring counties to observe best practices. These strategies are then shared during school-based professional development sessions. Mentors receive ongoing training to ensure best practices in mentoring services as well as debrief on the needs of new teachers in order to provide additional support if needed. The success of the new teacher induction program will be based on novice teacher evaluation results, administrative input, documentation of support provided, and a survey/interview completed by the novice teacher. A second year teacher will conduct the interview and the results of the interview will be used to refine the program and identify the professional development needed by novice teachers.

The following table is an overview of the program and the number of mentors that are working in each of Kent County's seven schools.

Targeted Schools	# of 1st Year Teachers	# of hours per week	# of 2nd Year Teachers	# of hours per week	# of Mentors (approx)
H. H. Garnett Elementary	3	9	0	0	1
Millington Elementary	0	0	0	0	0
Rock Hall Elementary	1	3	0	0	1
Worton Elementary	0	0	0	0	0
Galena Elementary	3	9	1	3	2
Kent County Middle School	8	24	0	0	4

Kent County High School	10	30	2	6	5
Alternative School	1	3	0	0	1

In order to meet the new requirements and provide services to all non-tenured teachers, KCPS will need to hire a minimum of 5 additional part-time retired master teachers. Since our current program is funded through Title IIA funds, the entire cost of the new teacher induction program will need to be transferred to the FY12 local budget adding approximately $69,300 to an already stressed budget. Pending available funding, KCPS will comply with all of the requirements of COMAR 13A.07.01. KCPS will strive to relieve new teachers of all extra responsibilities beyond teaching and provide preferential schedules with smaller class sizes when possible. KCPS will use the same mentoring system to support any teacher who is rated Ineffective for two years in a row and who has been put on a second-class certificate. KCPS will participate in the principal mentor-certifying program proposed in MSDE's Race to the Top application.

During negotiations, KCPS will discuss differentiated compensation for Effective or Highly Effective teachers and principals who agree to teach in the lowest-achieving schools. A work group will study and prepare a proposal to be considered when additional funds are available. The FY12 budget will not permit the addition of differential pay and may not be adequate to meet existing needs. Teacher and principal evaluations will also be used to make tenure decisions as well as to inform placement, professional development and improvement plans, and promotion and removal decisions. The protocol for all decisions will be developed collaboratively with the appropriate bargaining units.

(D) (3) Ensuring Equitable Distribution of Effective Teachers and Principals
Kent County Public Schools face unique challenges in transferring teachers and principals from low performing schools since we have only one high school and one middle school in the county. There are only 7 schools in the entire county. Certification issues limit transfer options. KCPS will continue our current practice of preferential staffing ratios for low performing schools to permit academic coaches and smaller class sizes. Additionally, KCPS will focus intensive central office professional development support in our lowest performing schools to build the capacity and effectiveness of teachers and principals currently working in the school. We will use the new evaluation instrument to ensure that only effective or highly effective teachers and principals work in our lowest performing schools by immediately identifying weaknesses and supporting teachers with improvement plans. KCPS will research the possibility of a teacher career ladder and will provide preferential promotional opportunities to teachers working in our lowest performing schools.

(D) (4) Improving the Effectiveness of Teacher and Principal Preparation Programs
KCPS will support MSDE's efforts to improve teacher and principal preparation programs by continuing to work with our PDS partner and by serving on MSDE advisory committees.

(D) (5) Providing Effective Support to Teachers and Principals
Kent County Public Schools will participate in the Educator Instructional Improvement Academies, the Induction Program Academies, and the Executive Officer training sessions. We will send our newest principals to the Maryland Principals' Academy and will participate in the aspiring principals' institute. We will send principals of schools in improvement to the Priority Schools Academy.

KCPS has a focus on increasing rigor and engagement through the use of technology and active learning. We realize that teacher knowledge of students, academic skills, content knowledge, and pedagogy appropriate to their content is critical to student success. Central Office staff in conjunction with MSDE staff

will continue to facilitate the collaborative planning process (lesson planning, lesson implementation, debriefing/analysis of student work) in each school. Principals, grade level content teachers, and special educators will participate in all sessions. The intended outcomes are as follows: increase rigor of classroom instruction; increase student engagement; develop consistent student expectations and inter-rater reliability in assessing student work; and build a culture of grade level professional learning communities. Sessions will assist teachers in understanding the Common Core Curriculum, use of student data in differentiating lessons, and the use of the resources available in the MSDE Toolkit online. School-based collaborative planning sessions at our middle and high school and our two lowest performing elementary schools will continue. Principals and Central Office staff will regularly conduct informal learning walks focused on pre-established content specific pedagogy expectations. KCPS will continue to use our current unit and benchmark assessments until the state assessment item bank is available. KCPS will continue to use our current online professional development evaluation tool. The toolkit will be used in conjunction with PD360 to support professional development and professional improvement plans.

KCPS will participate in MSDE's evaluation of professional development as a part of the Race to the Top application.

Total Estimated Kent County Public School Project Costs: These funds will be requested and subject to funding by the County Commissioners in FY2012 operating budget and subsequent years.

Project Activity	Project Year 1	Project Year 2	Project Year 3	Project Year 4	Total
1. Teacher/ Principal Evaluation	$900	$7800	$0	$0	$8700
2. Teacher Induction	$16300	$69300	$69300	$69300	$224200
Totals	**$17200**	**$77100**	**$69300**	**$69300**	**$232900**

Action Plan: Section D

LEA: Kent County Public Schools   **Date: November 3, 2010**   **Year of the Grant: Year One to Expiration of the Grant**

Goal(s):
1. Incorporate the statewide student growth measure into the KCPS teacher and principal evaluation forms and processes.
2. Ensure that KCPS educator evaluations inform district and school decisions about professional development, promotion, retention, compensation, and removal of ineffective teachers.
3. Increase the equitable distribution of teachers and principals in high poverty, high minority, and hard-to-staff schools
4. Increase the number and percentage of effective teachers teaching in hard to staff subjects and specialty areas, including math, science, and specialty areas, including math, science, special education, teaching in language instruction programs (ESOL), and teaching in other high need areas
5. Ensure all teachers effectively transition into the profession through a high quality teacher induction program and that all new principals have access to mentors who can improve their effectiveness
6. Give all teachers the opportunity to become highly effective educators by providing effective support and professional development
7. Expand successful preparation and in-service programs.

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) Activities to Implement MOU Requirements	(D)(2)(i – iv) (D)(3)(i - ii) (D)(5)(i - ii)					
1. Develop and pilot a model teacher and principal evaluation instrument and protocol	(D)(2)		9/10 -12	Mary Etta Reedy Asst. Supt. John Keller, President KCTA	• Completed protocol and evaluation form • Feedback from teachers • Revisions made as a result of implementation	N
2. Expand the teacher induction program to include all non-tenured and ineffective teachers and comply with all COMAR requirements	(D) (2)		July 2011- ongoing	Dawn Vangrin, New Teacher Induction Coordinator	• Assignment sheets • Mentor logs	Y

3. Use the new evaluation to ensure that only effective teachers and principals are assigned to KCPS's lowest achieving school	(D) (3)		July 2012 ongoing	Dr. Barbara Wheeler, Superintendent	• Assignment sheets	N
Additional Required Activities:						
1. Educator Instructional Improvement Academies	(D)(5)		2011 –2014	Mary Etta Reedy Assist. Supt.	Teams of educators from each school will be in attendance	N
2. Induction Academies	(D)(5)		2011-2014	Mary Etta Reedy Assist. Supt.	New Teacher Induction Coordinator and mentors will be in attendance	N

Section E: Turning Around Lowest Achieving Schools

The Kent County Public School System has worked with several of our schools to turnaround low-achieving schools. In 2009, Chestertown Middle School, a Title One School, came out of several years of school improvement. In 2010, Rock Hall Middle School made AYP for the second year and was released from School Improvement status. The system has increased its support for low-achieving schools through intensive staff development, the introduction of targeted intervention programs, and the use of data to monitor progress and design interventions.

(E)(1) Intervention Authority in Lowest-Achieving Districts and Schools
Kent County Public Schools will support MSDE's efforts to intervene in the State's persistently lowest-achieving schools and in LEAs that are in improvement or corrective action status.

(E)(2) Turning Around the Lowest-Achieving Schools
The Kent County Public School System has had an ongoing partnership with the Maryland State Department of Education through its agreement with the Breakthrough Center. This initiative has as its goal, "the development of a strategic and aligned approach for achieving turnaround in student performance and graduation rate". The District Support Team (decision-making executives from the Breakthrough Center and KCPS) have agreed to the following purposes:

1. Conduct a needs assessment and establish priorities for improvement
2. Development, implementation, and monitoring of a coordinated and integrated school improvement plan for Kent County High School.
3. Identification of resources (human, material, fiscal) that will be allocated from each organization to support implementation of the plan
4. Acknowledge and recognize individuals and schools successes throughout the district and the State
5. Identify individuals and schools not making sufficient progress, adjust the plan for improvement as necessary with specific benchmarks and timelines for improvement
   *District remains accountable to state and federal guidelines pertaining to schools in the Comprehensive Needs Pathway or Focused Needs Pathway
6. Promote culture of high performance expectations and shared accountability throughout the district (specifically in participating schools) among staff, students, families, and communities and create opportunities for meaningful contributions from all stakeholders and partners
7. Monitor the effectiveness of the improvement strategies utilizing pertinent data

The components of the partnership focus include the following goals for 2010-2011:
1. Professional Learning Communities
   a. School-based and central office administrators will establish district-wide practices to improve teaching and learning, resulting in increased student achievement.
   b. Central office and school-based leadership will increase their ability to provide constructive and substantive instructional feedback following formal and informal classroom observations.

2. 21st Century High School
    a. Mentor the Board of Education members to facilitate the implementation of the 21st Century School System plan
    b. Implement the strategic action plan for the 21st Century Initiative based on the recommendations of the Task Force
3. Technology
    a. Refine and implement a plan to ensure the effective use of technology to enhance instruction
4. Teacher Professional Development
    a. Elementary and middle school teachers will demonstrate proficiency in the implementation of effective reading instruction using the district's language arts curriculum and the Maryland State Curriculum.
    b. Elementary and middle school teachers will demonstrate proficiency in the implementation of effective mathematics instruction using the district's mathematics curriculum
    c. High school teachers will demonstrate proficiency in the implementation of effective English and mathematics instruction using the Maryland State Curriculum.
5. Curriculum Development
    a. Facilitate and collaborate with central office staff, principals, and teachers to develop a grades 5-8 reading curriculum aligned to the State Curriculum
    b. Assist with the implementation of the newly developed grades 5-8 reading curriculum aligned to the Voluntary State Curriculum
6. Special Education
    a. Improve the academic performance of students with disabilities.
    b. KCPS staff will effectively develop and implement Individual Educational Plans (IEP) for students with disabilities according to state criteria.
    c. Principals will assess the level of implementation of the goals and objectives on students' IEPs.
    d. Increase staff knowledge and use of effective co-teaching practices.

One area that this partnership has made an impact is the English Language Arts curriculum and instruction at our middle schools. The English Language Arts curriculum team aligned instructional expectations, resources, and objectives to the State Curriculum. Through collaborative planning, educators worked together to unpack the standards and craft lessons that intensely taught objectives. Finally, MSDE personnel worked with our administrators to hold instructional walk-throughs to monitor implementation of the curriculum. As a result, Reading scores at the middle school level have continued to rise, allowing more of our students to successfully learn at high levels.

KCPS will continue to take strong action to address low-achieving schools whether targeted by the State's work through the Breakthrough Center or identified through processes at the district level.

Turning Around Lowest-Achieving Schools
Action Plan: Section E

LEA: Kent County Public Schools   **Date: November 3, 2010**   **Year of the Grant: Year One to Expiration of the Grant**

Goal(s):
- Identify low-achieving schools that are in need of intervention.
- Work with the Breakthrough Center to develop partnership agreements and develop plans to help turn around low-achieving schools.
- Identification and brokerage of resources and partners
- Implement intervention activities and monitor ongoing progress.

Section E: Turning Around Lowest-Achieving Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) *Activities to Implement MOU Requirements*	(E)(2)					
1. Identify low-achieving schools that are in need of intervention	(E)(2)		2010-2014	Dr. Barbara Wheeler, Superintendent Mrs. Mary Etta Reedy, Assistant Superintendent	• Assessment Scores • Data analysis	N
2. Continue KCPS partnership with MSDE Breakthrough Center	(E)(2)		2010-2011	Dr. Barbara Wheeler, Superintendent Mrs. Mary Etta Reedy, Assistant Superintendent	• Increased student achievement based on MSA and HSA testing	N
3. Identify and broker resources and partners	(E)(2)		2011-2014	Dr. Barbara Wheeler, Superintendent Mrs. Mary Etta Reedy, Assistant Superintendent	• Local budget • Grant funding	N
4. Implement intervention activities and monitor ongoing progress	(E)(2)		2011-2014	Principals Mrs. Mary Etta Reedy, Assistant Superintendent	• Progress monitoring • Learning Walks	N