

Section A. Executive Summary of Final Scope of Work

A. State Success Factors

Prince George's County Public Schools (PGCPS) reforms directly align with the Maryland Race to the Top (RTTT) application. The State of Maryland envisions moving towards a national leadership role providing a world class education where all students graduate career and college ready. Strategies for accomplishing the state's and district's vision require rigorous standards and assessments, a robust data management system, highly effective teachers and leaders, turning around low performing schools, and developing a STEM focus. Similarly, PGCPS strategies complement the state's application to eliminate achievement gaps by focusing on sustainability and capacity building.

The PGCPS vision for reform supports the state's initiatives through five goals: High student achievement; highly effective workforce; safe and supportive schools; highly efficient operations; and community engagement. These goals are supported by metrics that define college and career readiness, high student performance, and highly effective teaching. To support the state's comprehensive and coherent agenda around high student achievement for all schools, PGCPS has identified student experiences and competencies that are correlated to student success in college or a career. This is the essence of the district's Secondary School Reform work. This work seeks to expand opportunities for students to achieve the goal of 100% of the graduates, college and career ready. To do this, much work must be done to ensure a rigorous curriculum from the elementary school to the high school, provide multiple opportunities for students to learn and create a school culture in which achievement is paramount. The district's work around the University of Pittsburgh's Institute for Learning directly complements rigorous instruction and the adoption of the Common Core through disciplinary literacy. Disciplinary literacy is related to the deep interaction with content that is the heart of the Common Core. In addition, the district is actively involved with the state to create alignment documents to the Common Core.

The first state assurance, Standards and Assessments (B)(3), seeks to incorporate high standards and high quality assessments. The district is pursuing the work around high standards through an effort to enhance college readiness by expanding and enhancing the Advanced Placement and International Baccalaureate experience. PGCPS has determined that participation in Advanced Placement (AP) or International Baccalaureate (IB) course work and success on AP and IB exams directly link to college success. Therefore, PGCPS has set the goal of 100% of our graduates career and college ready by 2017 as evidenced by 75% of our seniors with an AP or IB course in course history, 50% of our AP and IB exams scores are the college proficiency rate, and 25% of graduates obtaining a program of study certification. PGCPS is positioning the district to meet all of the assurances according the MOU Exhibit 1—Preliminary Scope of Work.

This project specifically addresses high standards. This project provides a proposal to audit, expand and deliver high quality AP and IB programs at secondary schools. During the 2008-2009 school year, only 27% of graduating seniors had an AP course in course history. That moved to 35% in 2009-2010. In addition, only 25% of the students who took an AP exam scores a 3 or better in 2009. That percent showed a modest increase in 2010 to 26%. For International Baccalaureate in the 2009-2010 school year, only 31% of the students enrolled in the program achieved a diploma and only 35% achieved a score of 4 or higher on an IB exam. The belief is that Prince George's County needs to examine all aspects of the implementation of Advanced Placement and the International Baccalaureate programs to determine efficacy. The audit would be performed by the College Board to assess the quality of instruction and the level of college readiness in the culture of our schools. In addition, the audit will

determine the efficacy of our support programs to prepare all students in undertaking rigorous course work. The district would then implement the audit recommendations around increasing the number of AP courses offered at each high school to a minimum of 16 courses, implement formative and summative assessments in AP, and develop support programs (including seminar classes, Saturday seminars, on-line support and summer academies around AP). For IB, the district plans to expand the Middle Years Programme in middle schools that feed into IB Programme high schools. In addition, the audit will examine the efficacy of the IB courses and provide support programs similar to those described for AP.

Prince George's County acknowledges that low proficiency rates, particularly in middle school and with student groups such as Special Education impact the performance of students in the high schools. The district has formed a task force on middle school performance and a second on Special Education performance. Action plans include the rewriting of the math curriculum in grades 4, 6 and 8. The Special Education task force charter includes the expansion of interventions to non-disabled students at the early grades and significant support to students in the elementary and middle schools through an intervention crisis team. The belief, however, is that student performance will increase when the district vertically maps down from the expectations of the Advanced Placement and International Baccalaureate programs. This, aligned with the adoption of the Common Core, should increase student performance across the grades.

For the second state assurance, data systems that support and improve instruction, Prince George's County is committed to storing and reporting data that can be used instructionally. Prince George's County is currently under corrective action for discipline data and for school improvement. Data quality and reporting are paramount to ensuring accurate data in the domains of discipline, withdrawal codes, transfer codes and race codes. Currently, inefficiencies in these processes impact AYP. In addition, even though Prince George's has an assessment reporting platform available to schools, the demands of performance management require that we develop a summative data dashboard that reflects district and school performance on the district metrics.

The district is proposing three specific projects to address data systems: the completion of a data warehouse, a project with data quality and professional development around the use of data. Project 2 is the final completion of the data warehouse. The data warehouse will allow analysis of the district's key performance indicators at both the school and classroom levels. This will provide information to schools and school teams in examining instruction. The work over the four years will allow the district to continually modify the data warehouse to address school needs. The district has been challenged with data quality issues from the original inputting of the data to the final analysis. The district would purchase a product that would identify data errors and allow for corrections. The system works by cross checking data rules. Finally, the third project is the direct training of school teams in the use of data using the Data Wise program from Harvard. School teams will increase their skills in data collection and analysis in order to examine and modify instructional practices.

In terms of technology capacity, the district has set aside \$10,000,000 in the operating budget to refresh computers in the middle and high schools for FY11. Current student to computer ratios vary between 5:1 and 2.5:1. Prince George's County has led the state in the expansion of on-line testing virtually problem-free. However, on-line test delivery right now is dependent on hard-wired platforms. It will be imperative to allow wireless and mobile devices to access on-line assessments.

The third state assurance is “great teachers and leaders.” The essence of the state grant is to create systems that develop the capacity of the workforce to meet the challenges. Prince George’s County recognizes that the success of the students is directly related to the ability to attract, develop, and retain quality educators. Prince George’s County has made great strides in securing Highly Qualified teachers. However, the district has to depend heavily on alternative certification pathways to attract a workforce, particularly in hard-to-staff areas. The district has developed a Resident Teacher Program and utilizes university and external partners to attract teachers including Notre Dame, Bowie State, the University of Maryland, Washington Adventist and George Washington University. Teach for America and New Leaders for New Schools have been instrumental in allowing the district to fill critical need positions. Finally, intensive induction support and on-going professional development seek to develop content and pedagogical expertise. Despite these efforts, the district has vacancies in many dual certification positions and continually seeks capable individuals to work in low performing schools. In addition, recent surveys indicate low content knowledge in some subject areas. With this in mind, the district seeks to develop a strong pool of highly effective teachers and administrators. Using the Pilot Teacher Evaluation Model, based on Charlotte Danielson’s work around highly effective teaching, the district seeks to move 85% of the workforce to proficient or distinguished level. Baseline data is currently being derived through the Gates Accelerator Grant. In addition, the district seeks to retain 75% of the teacher workforce after five years.

PGCPS is already a national leader in this domain, implementing Financial Incentives and Rewards for Supervisors and Teachers (FIRST), a federally funded teacher incentive plan based on the work by Charlotte Danielson and developed with support from the Bill and Melinda Gates Foundation. The program was cited in Maryland’s RTTT application as a model for developing effective teachers. Currently, the district is implementing pilot program around teacher effectiveness. This year marks the third year of the implementation and data collection around effective teaching. Multiple committees are looking to enhance the current data collection system, revisions to the policies and procedures that serve as obstacles to progress, the use of multiple measures to link student achievement to teacher effectiveness and the evaluation of the program. On-going conversations with the bargaining units in the district continue to yield progress in identifying effective and non-effective teachers. PGCPS will develop a comprehensive evaluation for all staff that complies with the state’s assurance using the State educator evaluations as a primary factor in teacher and principal development plans, promotion, advancement, retention, and removal.

Despite these advancements, the district still struggles with attracting, developing, retaining and compensating teachers and principals, particularly in low performing schools. The emphasis of these six projects is in developing and supporting staff (D)(3, 5), but the implications for low performing schools (E)(2) is paramount in the design of the projects. The first project is actually funded through the Gates grant in examining current compensation plans and linking stipends to student achievement. Once stipends are identified that are directly linked to student achievement, the district would like to link the payment of stipends to selecting to work in low performing schools. In addition, the teacher association in the district has suggested that the district consider a variety of incentives to encourage teachers to work in low performing schools. Stipends may be part of the menu, but the district will also consider other types of incentives such as increased planning time, increased leadership roles, personalized professional development and opportunities for exploration and experimentation with curriculum.

The second project under “great teacher, great leaders” is an effort to create professional learning communities across schools under specific topics such as early reading and algebra. By working with the School Leaders Network, the district proposes to create communities of practice that will inform both

the participants and the district as a whole. The third project seeks to create a leadership ladder for teachers that will incentivize them to work in low performing schools by developing leadership roles, while still maintaining a presence in the classroom.

The fourth project is the development of great leaders. It leverages several organizations including the University of Virginia's turnaround school program, New Leaders for New Schools (NLNS), the School Leadership Fellowship Program (SLFP), Leadership Education for Aspiring Principals Program (LEAPP), and the National Institute for School Leadership (NISL) to provide a varied and comprehensive program of development for future and current leaders. Each of these organizations and programs targets a slightly different cohort of potential leaders, both internal and external to PGCPs. The grant would support 6-9 New Leaders and a cohort of 20 potential leaders through the University of Virginia, per year. Potential candidates come from all over the country as part of New Leaders' recruitment efforts. PGCPs submits potential candidates from the various leadership programs i.e. pre-leadership graduates to NLNS. They are selected by New Leaders through their selection process and deployed according to the needs of the system by the superintendent, areas superintendents, and chief of academics.

NLNS is a process that looks at developing outstanding teacher leaders and through a rigorous process and one year Principal Residency they are deployed to schools as principals. They continue to get coaching and mentoring through the New Leaders program. The goal would be to place New Leaders in schools that were a good match as we would any other principal candidate. The difference between New Leaders and the SLFP is that SLFP uses current or established principals. These administrators would go through UVA's Turnaround Training Program with the expectation that they would be deployed to a persistently low-performing.

NISL training is for system administrators committed to the system. Since NISL participants will become LEAPP trainers, commitment is critical. Sustainability is only achieved by selecting committed and engaged members of the administrator body. An application process, interviews and appointment by the Superintendent will ensure the highest caliber of candidate is selected to participate.

LEAPP training will be provided to selected Assistant Principals and Administrator I certificate holders. An application process, candidate screening and interview are part of this process to select the highest caliber of candidate for this level of training.

Once the three-year turnaround cycle is complete, the assignment of successful turnaround principals would be based on the following attributes: an increase in student achievement over three years, changes in the attributes associated with low performing schools such as school culture, an increase in parental involvement, a decrease in suspensions, an increase in attendance rates, an increase in teacher efficacy, an increase in teacher retention rates, and an increase in the stability of the staff.

All of these programs seek to develop leaders who are strong in instructional practice, but are also knowledgeable about low performing schools and the strategies that are most effective in raising achievement for the most challenging students. Through the newly created department of Human Capital situated in Human Resources, the director of Human Capital will create a coherent plan utilizing the organizations listed above to create a multi-faceted approach to the attraction, development and retention of school leaders who are prepared for the challenges of low performing schools.

The fifth project is a principal and teacher coaching model to support educators (D)(2)(iii). This project will support teachers who have come through alternative certification and existing administrators. The

sixth project is designed to increase the teacher pipeline and encourage teachers to take up hard-to-staff positions. The project seeks a variety of models including Teach for America's, additional alternative certification programs and providing intensive training in the Framework for Teaching, which is the Danielson model for effective teaching.

In addition to the specific projects listed, Prince George's County commits to the Educator Instructional Improvement and Induction Academies, managed by the Maryland State Department of Education. In fact, Prince George's County will host academies in the South Central part of the state in the summer, 2011. Prince George's staff is participating in the planning and implementation of the academies.

The fourth state assurance, low performing schools, is addressed through many of the projects developed. In fact, all of the projects have a direct relationship to addressing the needs of low performing schools. Prince George's County has 60 schools in School Improvement and 4 turnaround schools. It is imperative that all of the projects address low performance. Currently, the district is implementing the 2010 School Improvement Grant as part of the 1003G section of Title I which includes working with the Breakthrough Center at the Maryland State Department of Education. A specific project in this assurance seeks to improve the graduation rate for high risk students by providing wrap around services to high risk students transitioning from one turnaround middle school into the feeder high school. These services would include mentoring, tutoring, job counseling and family support to students with high risk factors (achievement, absenteeism, discipline referrals) as identified by an early warning system developed through a collaboration with the University of Chicago. The targeted high school had a graduation rate of only 73% in 2009.

The competitive invitational project is to develop STEM modules in the Earth and Space curriculum. The state is seeking to boost STEM initiatives to prepare students for the future workforce. Currently, the district hosts three Science and Technology High Schools and several smaller programs in Bio-med and Pre-Engineering through Project Lead the Way. However, the district has not specified specific Science, Technology, Engineering and Mathematics (STEM) courses in a comprehensive way. The State is currently creating the parameters for STEM courses. However, the district is moving forward with the creating of modules, projects and courses that apply scientific and mathematics principles to real-world problems. This work is proceeding through a National Science Foundation grant. In addition, the district continues to expand partnerships with Lockheed Martin, the NASA/Goddard Subcontractors Association, Bowie State University, the Fort Meade Alliance, the Clark School of Engineering, the National Institute for Health, Northrup Grumman and Aerojet. The district is seeking to develop courses that interface with real world scientific problems. The proposed project for the competitive invitational is a collaboration with the National Commission of Teaching for America's Future and NASA Goddard will work with multi-disciplinary teams at the high schools to enhance and motivate students to undertake STEM academic coursework. Each team develops real world projects with NASA scientists. The projects include project based learning and require the assessment of the learning. PGCPs believes these modules will serve as templates for further STEM curricular planning.

This project is one of several the district is pursuing to enhance and contribute to the STEM initiative with the state's RTTT application. Specifically, this project exposes all students (Prince George's is a minority majority district) to curriculum that is aligned to a P-12 STEM curriculum with college requirements and workplace expectations to prepare all students for postsecondary success, and it ensures that all mathematics and science teachers have the knowledge and skills to help all students successfully complete the college- and career-ready curriculum. In addition to this program, the district has a National Science Foundation grant that addresses teacher skills. The district also partners with

Bowie State University to provide STEM opportunities to minority students through a summer camp. The University of Maryland, Clark School for Engineering is working with science teachers to develop a robust STEM modules. Finally, the district's Secondary School Reform is committed to expanding biomed, bio-tech, IT, and pre-engineering programs through the expansion of Project Lead the Way, a proposed IT High School and academies for science and technology.

Maryland's intent in the Race to the Top application is to ensure successful conditions for high-performing charter schools and other innovative schools. Prince George's County supports this initiative. Prince George's is planning to open the first Middle College in the state in the 2011-2012 school year in cooperation with Prince George's Community College. This program will have a health services focus. In addition, the district is developing plans for an IT High School to open in the fall 2012. This school will focus on technology certification. Prince George's currently has four charter schools and will approve at least three additional charter schools for the 2011-2012 school year. One current charter school and one pending charter school are STEM focused. Prince George's continues to explore opportunities for innovative schools, particularly in terms of currently low performing schools. Prince George's plans to investigate the option of using a charter school format as a turnaround option.

PGCPS believes that Maryland's RTTT application simply expands on the initiatives and goals developed in the district. There is complete alignment to the plan. PGCPS expects to assist Maryland in their race to reform public education.

Stakeholder Involvement

The district has developed the Race to the Top proposals through the development of two main reform initiatives: High Standards and Highly Effective Teaching. These reform initiatives preceded the Race to the Top application. Stakeholder involvement in the College and Career Readiness reform included parent and community presentations and focus groups. The district conducted an on-line survey for students and members of the community and held five at-large community meetings. In addition, a parent advisory meets monthly. Key audiences also include business partners, parents and broader community groups such as Envision Prince George's. The Prince George's Business Roundtable, the NASA/Goddard Subcontractors' Association, the local University Presidents group and several community groups have participated in the development to the vision. The second major reform movement, Highly Effective Teaching, has relied on a close relationship with the Teacher's Association and the involvement of the Gates Foundation. We will continue to involve teachers, principals, parents and community groups as the plan develops.

Proposed Strategies for Increasing Student Achievement and Closing the Achievement Gap

The theory of action to improve increase student achievement and close the achievement gap is to raise expectations and increase teacher effectiveness. The belief is that high expectations are the hallmark of Advanced Placement and International Baccalaureate in terms of content knowledge, the engagement with content and stamina. The district believes that the Common Core shares these values. The district work with the Institute for Learning specifically addresses deep engagement with content. However, the district believes that student learning is directly related to what happens in the classroom. To ensure the efficacy of the instruction, the district believes in a two pronged approach: the development of content expertise through collaborative planning the effective monitoring and feedback of the practice of teaching.

The proposals set forth address this theory of action. The Advanced Placement audit and expansion creates an exemplar for high student achievement, both in terms of expectations and culture. The Hillside project provides direct support to the most at-risk students. The projects in data systems

provide quality data to the practitioners and the tools in which to analyze the data through collaborative planning. The projects associated with Great Teachers, Great Leaderships seeks to attract a quality workforce, incentivize staff to work in low performing schools and to increase effectiveness around leadership and teaching. The competitive invitational project is directly related to student achievement in a college and career readiness in terms of the needs of the workforce for the coming decades.

Integration of Final Scope of Work Plans into the PGCPs Master Plan for SY2011-12

The Prince George's Race to the Top proposal is incorporated in the PGCPs Master Plan. These initiatives preceded the RTTT award and would continue, albeit with limited resources. The Race to the Top award allows the district to expedite the initiatives described in the Master Plan. Specifically, the expansion of the advanced placement courses and the development of teacher and leader effectiveness are enhanced by the grant.

Cooperation with National and Statewide Evaluation of RTTT

The district will ensure that there is compliance with the national and state demands for evaluation. Two of the largest projects will be managed by Broad Fellows to ensure undivided attention to the implementation and evaluation of the grant.

Prince George's County Race to the Top

Primary Assurance: Section A (A)(1)i : State Success Factors: All Students Career and College Ready

Prince George's County Public Schools supports the state's efforts to create a world class educational system in which all students are career and college ready. The district has created five goals which include high student achievement, highly effective teaching, safe and supportive schools, strong community and parent partnerships and efficient operations. Each of the goals is supported by metrics that mirror the state's goals: 100% of all high school seniors career and college ready as evidenced by participation in advanced courses and/or certification classes, advanced performance on state and national exams, and overall school performance. Through the adoption of the Common Core standards and continued collaborations with partners such as College Board, the Institute for Learning and the Breakthrough Center, the district seeks to build a strong academic program with appropriate supports.

Section B: Standards and Assessments (B)(3)

Narrative:

Through ***Advanced Placement and International Baccalaureate Ready (AP & IB Ready)***, PGCPSS proposes to substantially increase the number of high school graduates – particularly students from historically underrepresented subgroups – who are prepared to gain admission to and successfully matriculate through college by accessing and meeting with success in AP and IB courses while still in high school. The goals are to move from 35% of high school seniors with an AP or IB course in course history to 75% by 2017. The proposal anticipates an increase to 60% by the end of the four year grant period. ***AP & IB Ready*** will bring together PGCPSS, the International Baccalaureate®, and the College Board to provide teacher and counselor professional development and to help the school system create a system-wide college going-culture at both the middle and high school levels. This project meets Assurance (B)(3), Supporting the transition to high standards and high quality assessments. It builds on the successes of other systemic and targeted initiatives and will become an integral part of the system's *Secondary School Reform Initiative*, a comprehensive initiative which will focus on raising expectations – i.e. preparing all students to be either college or workforce-ready upon graduation and increasing opportunities for students through expanded and more rigorous course offerings. The state seeks all graduates to be college and career ready. Research supports that AP and IB participation is correlated to success in college, and that scoring a 3 or higher on an AP test, or a 4 or better on an IB test is commensurate with college success.

This project begins with a District Diagnostic which looks at Advanced Placement and International Baccalaureate courses, but also examines the pipeline of courses that feed into Advanced Placement. In addition, the Diagnostic examines the college going culture of the high schools, middle schools and elementary schools.

Prince George's County acknowledges that low proficiency rates, particularly in middle school and with student groups such as Special Education. The district has formed a task force on middle school performance and a second on Special Education performance. Action plans include the rewriting of the math curriculum in grades 4, 6 and 8. The Special Education task force charter includes the expansion of interventions to non-disabled students at the early grades and significant support to students in the elementary and middle schools through an intervention crisis team. The belief, however, is that student performance will increase when the district vertically maps down from the

expectations of the Advanced Placement and International Baccalaureate programs. This, aligned with the adoption of the Common Core, should increase student performance across the grades.

Once the Diagnostic is completed, the district intends to build support courses and programs, vertically align the thinking and writing demands of advanced courses throughout the grades, utilize formative assessments in courses that are not currently assessed by the state, and continue to provide funds to pay for student tests. The district also pays for the PSAT in grade 10, although that action is not included in this application.

Action Plan: Section B

LEA: Prince George’s County Public Schools **Date:** October 22, 2010 **Year of the Grant (circle one)** 1 2 3 4

Goal(s):

1. Increase the number of seniors with AP and IB courses in course history to 75%, from the present level of 35% seniors by 2017.
2. Increase the percentage of students scoring a 3 or better on AP exams and a 4 or better on IB exams to 50% of test takers, from the present level of 25% of test takers to 50% by 2017.
3. Goal 2: Increase the percentage of students scoring a 3 or better on AP exams and a 4 or better on IB exams to 50% of test takers of test takers, from the present level of 39% of test takers to 50% by 2017.

Section B: High Standards and Quality 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)					
Goal 1: Increase the number of seniors with AP and IB courses in course history to 75%, from the present level of 35% seniors by 2017. 2. Increase the percentage of students scoring a 3 or better on AP exams and a 4 or better on IB exams to 50% of test takers, from the present level of 25% of test takers to 50% by 2017. Goal 2: Increase the percentage of students scoring a 3 or better on AP exams and a 4 or better on IB exams to 50% of test takers of test takers, from the present level of 39% of test takers to 50% by 2017.						
1. Use the diagnostic of the College Board to develop an action plan to effect change in the district for increased enrollment in AP classes, increased curriculum framework alignments, and	(B)(3)	1	1/2011-6/2011	David Eagle, Instructional Supervisor HSC Gladys	Completed Plan of Action with timeline of implementation. The district will analyze the recommendations and	N

improved success on the assessments				Whitehead, Director C and I	look for a gap analysis.	
2. Provide funding for AP exams for all students.	(B)(3)	1	June 2011	David Eagle, Instructional Supervisor,	Seek to increase the number of AP course participants in the test.	Y. Funds are currently paid through operating budget.
3. Strengthen the support of existing IB schools and expand one high school from middle years to a diploma program <ul style="list-style-type: none"> • Collaborate with IB North America to perform a diagnostic on the existing programs • Develop benchmarks for IB Mathematics Studies and IB English • Provide professional development for teachers and administrators • Provide summer support for students • Increase diploma candidates 	(B)(3)	1	1/2011 – 6/2011	Charlotte Stokes, Instructional Specialist IB	Student benchmark data and completion of expansion	N
3. Hire a Broad Fellow to manage the grant.	(B)(3)	1	June 2011	Duane Arbogast, Chief Academic Officer	Secure one project manager for the duration of the grant.	N
<i>Additional Required Activities:</i>						
1. Select 10 high schools, 10 middle schools and 5 elementary schools to participate in the diagnostic for the College Board and 5 high schools will participate in the IB Diagnostic.	(B)(3)	1	1/2011 - 6/2011	Monica Goldson, Assistant Superintendent, Duane Arbogast, Chief Academic Officer	Develop written procedures that align to COMAR 13A.07.01 Hire the mentors for the 2011-2012 school year	N

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<p>1. Develop college action plans for all middle and high school students as a part of the Individualized Learning Plan (ILP) and provide support for success with AP/IB courses</p> <ul style="list-style-type: none"> • Establish support systems to assist AP students in obtaining passing exam scores • Pay for the AP/IB Exams for all students to insure access • Provide student support through summer and extended learning opportunities • Provide tutoring services to at- 	(B)(3)	1	10/2011 – 6/2012	<p>Karyn Lynch, Chief Student Services</p> <p>David Eagle, Instructional Supervisor HSC</p> <p>Charlotte Stokes, Instructional Specialist IB</p>	Increase in number of students with access to AP Exams	Y. AP exams are currently paid through operating expenses. They will return to operating expenses in 2014-2015 school year.

risk students						
<p>2. Expand AP offerings from 8 to 16 in every high school and identify a cohort of teachers and online resources</p> <ul style="list-style-type: none"> Increase the number of students prepared to take the AP/IB courses with a particular focus on African-American Males and Hispanic students 	(B)(3)	1	8/2011 – 6/2012	<p>David Eagle, Instructional Supervisor HSC</p> <p>Gladys Whitehead, Director C and I</p>	Average increase in offerings per high school	N
<p>3. Provide professional development for teachers, counselors and administrators</p> <ul style="list-style-type: none"> AP Achievement Institute 1 English and Social Studies Teachers AP Achievement Institute 2 Mathematics and Science AP Achievement Institute 3 Middle and High School Teachers Building the foundation for College Readiness Strengthening you College Readiness Infrastructure Institutionalizing a College Readiness Culture Counseling tools for College and Career Readiness Empowering School Counselors to be Change Agents Using Data to Create Urgent Change in Equity 	(B)(3)	1	7/2011- 6/2012	<p>David Eagle, Instructional Supervisor HSC</p> <p>Gladys Whitehead, Director C and I</p>	Evaluation from the Professional Development System	N
<p>4. Develop strategies to measure the impact of professional development and student support programs</p>	(B)(3)	1	8/2011- 2/2012 (develop)	Paul Mazza, Director Testing		

5. Conduct a curriculum audit of college readiness path way courses Advanced Placement courses to identify essential learning experience and work on curriculum alignment <ul style="list-style-type: none"> Revise SAT curriculum and alignment 	(B)(3)	1	9/2011 - 6/2012, Audit Revisions	Gladys Whitehead, Director C and I	Measure of alignment	N
6. Strengthen the support of existing IB schools and expand one high school from middle years to a diploma program <ul style="list-style-type: none"> Collaborate with IB North America to perform a diagnostic on the existing programs Develop benchmarks for IB Mathematics Studies and IB English Provide professional development for teachers and administrators Provide summer support for students Increase diploma candidates 	(B)(3)	1	7/2011 – 6/2012	Charlotte Stokes, Instructional Specialist IB	Student benchmark data and completion of expansion	N
<i>Additional Required Activities:</i>						
1. Develop parent involvement and outreach programs	(B)(3)	1	9/2011 – 6/2012	Darrell Pressley, Chief Communications	Community survey feedback to gauge	N

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<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(B)(3)					
<p>Goal 1: Increase the number of seniors with AP and IB courses in course history to 75%, from the present level of 35% seniors by 2017.</p> <p>2. Increase the percentage of students scoring a 3 or better on AP exams and a 4 or better on IB exams to 50% of test takers, from the present level of 25% of test takers to 50% by 2017.</p> <p>3. Goal 2: Increase the percentage of students scoring a 3 or better on AP exams and a 4 or better on IB exams to 50% of test takers of test takers, from the present level of 39% of test takers to 50% by 2017.</p>						
<p>1. Develop college action plans for all middle and high school students as a part of the Individualized Learning Plan (ILP) and provide support for success with AP/IB courses</p> <ul style="list-style-type: none"> • Establish support systems to assist AP students in obtaining passing exam scores • Pay for the AP/IB Exams for all students to insure access • Provide student support through summer and extended learning opportunities • Provide tutoring services to at-risk students 	(B)(3)	1	10/2012-6/2013	<p>Karyn Lynch, Chief Student Services</p> <p>David Eagle, Instructional Supervisor HSC</p> <p>Charlotte Stokes, Instructional Specialist IB</p>	Increase in number of students with access to AP Exams	Y. AP exams are currently paid through operating expenses. They will return to operating expenses in 2014-2015 school year.
<p>2. Expand AP offerings from 8 to 16 in every high school and identify a cohort of teachers and online resources</p> <ul style="list-style-type: none"> • Increase the number of 	(B)(3)	1	8/2012 – 6/2013	David Eagle, Instructional Supervisor HSC	Average increase in offerings per high school	N

students prepared to take the AP/IB courses with a particular focus on African-American Males and Hispanic students				Gladys Whitehead, Director C and I		
3. Provide professional development for teachers, counselors and administrators <ul style="list-style-type: none"> • AP Achievement Institute 1 English and Social Studies Teachers • AP Achievement Institute 2 Mathematics and Science • AP Achievement Institute 3 Middle and High School Teachers • Building the foundation for College Readiness • Strengthening you College Readiness Infrastructure • Institutionalizing a College Readiness Culture • Counseling tools for College and Career Readiness • Empowering School Counselors to be Change Agents • Using Data to Create Urgent Change in Equity 	(B)(3)	1	7/2012 – 6/2013	David Eagle, Instructional Supervisor HSC Gladys Whitehead, Director C and I	Evaluation from the Professional Development System	N
4. Develop strategies to measure the impact of professional development and student support programs	(B)(3)	1	3/2012 – 6/2013 (implement)	Paul Mazza, Director Testing	Professional development on specific indicators	N
5. Conduct a curriculum audit of college readiness path way courses Advanced Placement courses to identify essential learning experience and work on curriculum alignment	(B)(3)	1	9/2012-6/2013, Audit Revisions	Gladys Whitehead, Director C and I	Measure of alignment	N

<ul style="list-style-type: none"> • Revise SAT curriculum and alignment 						
6. Develop new assessment models for AP that provide data to inform instruction and support needs of students and teachers	(B)(3)	1	7/2012 – 6/3013,	College Board, Mary Fry contact	Student benchmarks show student growth on target to reach system goals for raising scores	N
7. Strengthen the support of existing IB schools and expand one high school from middle years to a diploma program <ul style="list-style-type: none"> • Collaborate with IB North America to perform a diagnostic on the existing programs • Develop benchmarks for IB Mathematics Studies and IB English • Provide professional development for teachers and administrators • Provide summer support for students • Increase diploma candidates 	(B)(3)	1	7/2012 – 6/2013	Charlotte Stokes, Instructional Specialist IB	Student benchmark data and completion of expansion	N
<i>Additional Required Activities:</i>						
1. Develop parent involvement and outreach programs	(B)(3)	1	7/2012 – 6/2013	Darrell Pressley, Chief Communications	Community survey feedback to gauge awareness	N

LEA: Prince George’s County Public Schools Date: October 22, 2010 Year of the Grant (circle one) 1 2 3 **4**

Goal(s):

1. Increase the number of seniors with AP and IB courses in course history to 75%, from the present level of 35% seniors by 2017.
2. Increase the percentage of students scoring a 3 or better on AP exams and a 4 or better on IB exams to 50% of test takers, from the present level of 25% of test takers to 50% by 2017.
3. Increase the percentage of students scoring a 3 or better on AP exams and a 4 or better on IB exams to 50% of test takers of test takers, from the present level of 39% of test takers to 50% by 2017.

Section B: High Standards and Quality 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)					
Goals <ol style="list-style-type: none"> Increase the number of seniors with AP and IB courses in course history to 75%, from the present level of 35% seniors by 2017. Increase the percentage of students scoring a 3 or better on AP exams and a 4 or better on IB exams to 50% of test takers, from the present level of 25% of test takers to 50% by 2017. Increase the percentage of students scoring a 3 or better on AP exams and a 4 or better on IB exams to 50% of test takers of test takers, from the present level of 39% of test takers to 50% by 2017. 						
1. Develop college action plans for all middle and high school students as a part of the Individualized Learning Plan (ILP) and provide support for success with AP/IB courses <ul style="list-style-type: none"> Establish support systems to assist AP students in obtaining passing exam scores Pay for the AP/IB Exams for all students to insure access Provide student support through summer and extended learning opportunities Provide tutoring services to at-risk students 	(B)(3)	1	7/2013 – 6/2014	Karyn Lynch, Chief Student Services David Eagle, Instructional Supervisor HSC Charlotte Stokes, Instructional Specialist IB	Increase in number of students with access to AP Exams	Y. AP exams are currently paid through operating expenses. They will return to operating expenses in 2014-2015 school year.
2. Expand AP offerings from 8 to 16 in every high school and identify a cohort of teachers and online resources <ul style="list-style-type: none"> Increase the number of students prepared to take the 	(B)(3)	1	7/2013 – 6/2014	David Eagle, Instructional Supervisor HSC Gladys	Average increase in offerings per high school	N

AP/IB courses with a particular focus on African-American Males and Hispanic students				Whitehead, Director C and I		
3. Provide professional development for teachers, counselors and administrators <ul style="list-style-type: none"> • AP Achievement Institute 1 English and Social Studies Teachers • AP Achievement Institute 2 Mathematics and Science • AP Achievement Institute 3 Middle and High School Teachers • Building the foundation for College Readiness • Strengthening you College Readiness Infrastructure • Institutionalizing a College Readiness Culture • Counseling tools for College and Career Readiness • Empowering School Counselors to be Change Agents • Using Data to Create Urgent Change in Equity 	(B)(3)	1	7/2013 – 6/2014	David Eagle, Instructional Supervisor HSC Gladys Whitehead, Director C and I	Evaluation from the Professional Development System	N
4. Develop strategies to measure the impact of professional development and student support programs	(B)(3)	1	7/2013 – 6/2014 (implement)	Paul Mazza, Director Testing	Professional development on specific indicators	N
3. Conduct a curriculum audit of college readiness path way courses Advanced Placement courses to identify essential learning experience and work on curriculum alignment <ul style="list-style-type: none"> • Revise SAT curriculum and alignment 	(B)(3)	1	7/2013-6/2014, Audit Revisions	Gladys Whitehead, Director C and I	Measure of alignment	N

4. Develop new assessment models for AP that provide data to inform instruction and support needs of students and teachers	(B)(3)	1	7/2013 – 6/2014	College Board, Mary Fry, contact	Student benchmarks show student growth on target to reach system goals for raising scores	N
5. Strengthen the support of existing IB schools and expand one high school from middle years to a diploma program <ul style="list-style-type: none"> Collaborate with IB North America to perform a diagnostic on the existing programs Develop benchmarks for IB Mathematics Studies and IB English Provide professional development for teachers and administrators Provide summer support for students Increase diploma candidates 	(B)(3)	1	7/2013 – 6/2014	Charlotte Stokes, Instructional Specialist IB	Student benchmark data and completion of expansion	N
<i>Additional Required Activities:</i>						
1. Develop parent involvement and outreach programs	(B)(3)	1	7/2013 – 6/2014	Darrell Pressley, Chief Communications	Community Survey feedback to gauge awareness	N

Section C: Data Systems to Support Instruction

Narrative

In creating its data systems plan to support instruction, PGCPs has three overarching goals: 1) to enhance and strengthen its current data system and track the number of users of the data warehouse; 2) to reduce the number of documented errors in data to ensure that teachers, principals, administrators, and the state are getting the best data possible; and 3) to increase the use of data as documented through surveys and classroom observations on the use of data in instructional planning. These three goals align with the state’s assurance of (C)(3) (i)(ii), using data to improve instruction and professional development on use of data.

PGCPs recognizes that the use of data is essential to school reform and improving instruction and learning for students. To that end, the district is developing its existing data systems to building a data infrastructure that will support educational reform, principals, teachers, students, and

education policymakers. There are four key components to PGCPs data system: collaboration, formative assessment, actionable reporting, and targeted instruction. The theory of action is that teachers will examine current and valid data in terms of student performance in a collaborative meeting. Using protocols, the teachers will analyze student strengths and weaknesses and devise instructional action plans to address student deficiencies. Then, teachers will monitor student progress through the use of common assessments and gauge the success of the action planning. These four components will be augmented with system's current work on goal-oriented management of the improvement process through performance management tools. Expansion of PGCPs's data systems will integrate data from special instruction programs, special education programs, limited English proficiency programs, early childhood programs, human resources, budget/finance, health, school boundaries, enrollment adjustments, and other relevant areas. These expanded data sets will be managed by a Data Warehouse Office to ensure that stakeholders are empowered in the use of data and will ensure strict security and privacy requirements are met, including compliance with personally identifiable information requirements. Strengthening the data system to increase acquisition, adopt, and create a platform for data ensures PGCPs ability to meet the state's assurance (C)(3)i of creating instructional improvement systems to inform and improve teachers instructional practices and overall effectiveness. Use of the data warehouse will become mandatory as part of the Performance Management Process (PMAPP). Currently, all data tables and monitoring is done by hand. In addition, the PMAPP process requires data analysis and response as part of the review.

In addition to developing a platform for data, it is imperative to ensure the quality and integrity of data. PGCPs has made a strong commitment to provide the very best decision-making support structures for instructional improvement and students' achievement. These data infrastructure include a fully functional data warehouse and dashboards designed to provide decision makers at all levels with the best views of data. Integral to this effort is the need for the data to be valid and reliable. The administration recognizes this need and has provided organizational resources for a Data Quality Director, charged with developing and implementing a data governance strategy, overseeing the cleaning of system data for integration into the warehouse, and creating processes to ensure that future data and the reports are valid and accurate. To further enhance and support the Data Quality Director's work, PGCPs is partnering the Michael and Susan Dell Foundation focusing on improving data quality systemically for the data warehouse. Strengthening PGCPs' ability to manage the data quality ensures that the state's assurance of (C)(3) i--creating instructional improvement systems can be addressed and sustained beyond the grant period. The on-going licensing fee and maintenance for the Data Warehouse will be covered through the Dell grant and then transition over to operating funds. The Data Quality program does not have an on-going fee. However, both the Data Warehouse and the Data Quality Software have annual maintenance licensing fees. These maintenance fees for the Data Warehouse are currently being paid out of operating funds. The district anticipates the Data Quality Licenses Fees to be paid out of operating funds as well.

To ensure that data are used, PGCPs will implement the Data Wise © 8 Step Cycle of collaborative planning to improve instruction. The use of data is integral in the Data Wise © model. As school teams implement the process, they will utilize the data provided through the Data Warehouse. The Data Wise model works well with the initiative around collaborative planning. The development and implementation of a high-quality instructional improvement system is one of the cornerstones to the data system plan in PGCPs. Finally, building a viable and reliable data system for instructional improvement aligns the system with statewide longitudinal data system and its ability to make data available and accessible to researchers based on PGCPs protocol.

Action Plan: Section C

LEA: Prince George's County Public Schools Date: October 22, 2010 Year of the Grant (circle one) **1** **2** **3** **4**

Goal(s):

- 1) Establish a culture of data use. Metric: Increase the percentage of users by [10% quarterly] that access the Data Warehouse as measured by the of unique employee identification numbers (EINs) that access the system.**
- 2) Reduce Data Errors: Metric: For the data rules that are implemented, reduce the number of documented Data Errors by 90% within 60 days.**
- 3) Using data to improve instruction – Increase the percentage of teachers indicating that they have utilized data in instructional decision-making by 10% per year based upon teacher login data. Baseline number of logins for data: 32,000 per quarter.**

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)(1) (C)(2) (C)(3)(i - iii)					
Goal 1: Metric: Increase the percentage of users by [10% quarterly] that access the Data Warehouse as measured by the of unique employee identification numbers (EINs) that access the system.						
1. Enhance tools that use data to inform instruction and integration with the state longitudinal data system while ensuring fidelity of the school system performance management vision. a. Develop query tool to include one-step reports to ensure the novice user can quickly feel comfortable using data. b. Allow for state-wide collection of student assessment information. c. Develop instructional tools to	(C)(2)	2	1/2011-6/2011	Wesley Watts, Chief Information Officer Youssef Antar, Director Technology Applications Senthil Parameswaran Enterprise	Assess timeline of implementation of the data warehouse given benchmark timeframes. Generate a list of relevant queries. Assess accuracy of state level reporting.	Y – Cost will be picked up by the operating budget.

better connect the cost of programs with the effects of the program.				Systems Officer Lisa Spencer Technology Training Director Colby R. White, Ed.D. Data Warehouse Officer		
Goal 2: For the data rules that are implemented, reduce the number of documented data errors by 90% within 60 days.						
1. Purchase and implement Certica Solutions' Certify product to improve data quality.	(C)(3)(i-iii)	3	01/2011 – 06/2011	Bruce Hislop, Dir. Data Quality	Full implementation of Certify by March 31, 2011 Pass implementation tests by March 31, 2011	N
2. Implementation of first 20 data rules within Certify environment	(C)(3)(i)	3	April 30, 2011.	Bruce Hislop, Dir. Data Quality	Data rules operational	N
3. Document a 90% reduction of errors discovered by first 20 data rules	(C)(3)(i)	3	May 31, 2011.	Bruce Hislop, Dir. Data Quality	90% reduction of errors	N
4. Create document plan and timeline to implement installation of additional data rules within Certify environment.	(C)(3)(i)	3	June 17, 2011.	Bruce Hislop, Dir. Data Quality	Completion of data rules based on timeline.	N
Goal 3: Increase the percentage of teachers indicating that they have utilized data in instructional decision-making by 10% per year based upon teacher survey data.						
Objective 1: Building collaborative cultures of data inquiry, in which classrooms are open to teacher colleagues for observation and analysis to articulate an implementation problem with best practices.						
Strategy 1: PGCPS will implement the 8 step cycle of collaborative planning: data inquiry as outlined in Data Wise© to improve instruction.						
1. Contract with the Data Wise© consultants of Harvard Graduate School of Education to develop a collaborative planning: data inquiry model that will work in our schools.	(C)(3)(ii)	4	November 2010 – January 2011	Sheila Jackson, Director Department of School Improvement (DSI) in concert with Curriculum and Instruction (C&I), Testing Office, and Lisa	A training, implementation monitoring and support system, a metric to determine the schools' implementation levels as well as the effectiveness of the Data Wise© protocols, and needs assessment qualifiers in order to differentiate the	N

				Price, Chief of Performance Management Office	training for schools and school teams.	
2. Prince George's County's will investigate and research alignment of the Data Wise© protocols with current initiatives and practices to align with PMAPP, Framework for Teaching (FFT), curriculum documents (Curriculum Framework Progress Guides (CFPG) and Institute for Learning (IFL), etc., as well as align Data Wise© implementation with our PGCPs data management and benchmarking systems.	(C)(3)(ii)	4	November 2010 – January 2011	Sheila Jackson, Director Department of School Improvement (DSI) in concert with Curriculum and Instruction (C&I), Testing Office, and Lisa Price, Chief of Performance Management Office	PG will implement the Data-Wise rubric for collaborative planning, after ensuring that the rubric fully is aligned to the CFPG, IFL and FFT frameworks.	N
3. A training schedule will be developed to include the DSI, C&I, other central and Area office staff, principal leaders and teacher leaders.	(C)(3)(ii)	4	January 2011	Sheila Jackson, Director Department of School Improvement (DSI) in concert with Curriculum and Instruction (C&I), Area Offices	The rubric will be shared with principals, area and central office staff. In addition, videotapes of exemplary sessions will be dissected by the participants.	N
4. Training will occur for system designees from DSI, C&I, other central and Area office staff, principal leaders and teacher leaders, in which qualifiers will be identified for the first phase of the project.	(C)(3)(ii)	4	February 2011 – May 2011	Sheila Jackson, Director, Department of School Improvement (DSI) in concert with Curriculum and Instruction (C&I), Area Offices	The rubric will be shared with area and central office staff. In addition, videotapes of exemplary sessions will be dissected by the participants.	N

5. Development of a Data Wise© roll-out will occur with assistance of the Data Wise© consultants along with the development of training, support and monitoring framework and documents for schools.	(C)(3)(ii)	4	May 2011	Sheila Jackson, Director, Department of School Improvement (DSI)	The rubric will be shared with school teams. In addition, videotapes of exemplary sessions will be dissected by the participants.	N
6. A school system leadership cohort group for Data Wise© implementation consisting of will participate in the June 19-24, 2011 Data Wise© Conference at Harvard University to tweak and strengthen the PGCPS roll-out design for training all 1 st cohort principals and school teams.	(C)(3)(ii)	4	June 2011	Sheila Jackson, Director, Department of School Improvement (DSI) in concert with Curriculum and Instruction (C&I), Testing Office, School and Teacher Leadership, and Lisa Price, Chief of Performance Management Office staff	Participants will revise the rubric and training manuals based on feedback from the conference.	N
7. All principals will receive Data Wise© in-service during the annual Summer Principals Leadership Institute. C&I in collaboration with the Testing office will assist the schools in identifying those most impactful standards/indicators and assessment limits based on analysis of data that need to be the focus for the school year.	(C)(3)(ii)	4	June 2011	Gladys Whitehead, Director, C&I in collaboration with the Testing office	The rubric will be shared with all principals and assistant principals. In addition, videotapes of exemplary sessions will be dissected by the participants.	N

Action Plan: Section C

Goal(s):

- 1) Establish a culture of data use. Metric: Increase the percentage of users by [10% quarterly] that access the Data Warehouse as measured by the of unique employee identification numbers (EINs) that access the system.
- 2) Reduce Data Errors: Metric: For the data rules that are implemented, reduce the number of documented Data Errors by 90% within 60 days.
- 3) Using data to improve instruction – Increase the percentage of teachers indicating that they have utilized data in instructional decision-making by 10% per year based upon teacher login data. Baseline number of logins for data: 32,000 per quarter.

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes)</i> <i>Activities to Implement MOU Requirements</i>	(C)(1) (C)(2) (C)(3)(i - iii)					
Goal 1: Metric: Increase the percentage of users by [10% quarterly] that access the Data Warehouse as measured by the of unique employee identification numbers (EINs) that access the system.						
2. Enhance tools that use data to inform instruction and integration with the state longitudinal data system while ensuring fidelity of the school system performance management vision. d. Develop query tool to include one-step reports to ensure the novice user can quickly feel comfortable using data. e. Allow for state-wide collection of student assessment information. f. Develop instructional tools	(C)(2)	2	7/2011-6/2012	Wesley Watts, Chief Information Officer Youssef Antar, Director Technology Applications Senthil Parameswaran Enterprise Systems Officer Lisa Spencer Technology Training Director	Assess timeline of implementation of the data warehouse given benchmark timeframes. Generate a list of relevant queries. Assess accuracy of state level reporting.	N – Years 1-4 Please note it the answer is N. Comments are needed in this column.

to better connect the cost of programs with the effects of the program.				Colby R. White, Ed.D. Data Warehouse Officer		
2. Create a set of data that is relevant to daily instructional planning and to long range school planning that will be available to inform decisions that directly impact teaching and learning on a daily basis. This decision making data will have a direct correlation to HR, finance/budget and other relevant operating areas	(C)(2)	2	7/2011 – 6/2012	Wesley Watts, Chief Information Officer Youssef Antar, Director Technology Applications Senthil Parameswaran Enterprise Systems Officer Lisa Spencer Technology Training Director Colby R. White, Ed.D. Data Warehouse Officer	Provide the scope of data to include results from formative and interim assessments and additional student data, e.g., student portfolios. Create Key Performance Indicators that define student outcome success and use them to inform instructional change.	N – Years 1-4
3. Instructional efficacy: a. Identify which instructional practices, programs and policies are working for whom and which should be scaled up (Key audiences: superintendents, principals, teachers, unions, researchers and policymakers) b. Establish policies and processes to identify	(C)(2)	2	7/2011 – 6/2012	Wesley Watts, Chief Information Officer Youssef Antar, Director Technology Applications Senthil Parameswaran Enterprise Systems Officer	Assess student achievement performance data that is linked data displays in the warehouse. Determine which performance indicators are served or underserved by the warehouse.	N – Years 1-4

<p>questions, embark on research, obtain input from stakeholders and disseminate research findings.</p> <p>c. Identify promising practices and scale them up.</p>				<p>Lisa Spencer Technology Training Director</p> <p>Colby R. White, Ed.D. Data Warehouse Officer</p>		
<p>2. Ensure that instructional data and other systemic operating costs data informs instructional practice and educational programs at the school, district and state level (Key audiences: teachers, principals, superintendents)</p> <p>a. Develop training materials and case studies (enhancing them as more data is added to the SLDS) to use with teachers, leaders and districts.</p> <p>b. Build capacity of teachers and school leaders to use data to inform instructional and programmatic decisions through provision of training at regional centers.</p> <p>c. Provide follow-up, targeted technical assistance to districts, schools and school data teams in how to use data and how to interpret performance reports.</p>	(C)(2)	2	7/2011 – 6/2012	<p>Wesley Watts, Chief Information Officer</p> <p>Youssef Antar, Director Technology Applications</p> <p>Senthil Parameswaran Enterprise Systems Officer</p> <p>Lisa Spencer Technology Training Director</p> <p>Colby R. White, Ed.D. Data Warehouse Officer</p>	Using Data-Wise rubric, assess the efficacy of collaborative teams and school improvement teams on the use of data and the data warehouse.	N – Years 1-4
4. Enable students and parents	(C)(2)	2	7/2011 –	Wesley Watts, Chief	Track usage by schools,	N – Years 1-4

<p>to track academic progress (Key audiences: students, parents) toward career readiness and/or postsecondary readiness. Give access to students and parents to data. Provide access to Key Performance Indicators.</p>			6/2012	<p>Information Officer</p> <p>Youssef Antar, Director Technology Applications</p> <p>Senthil Parameswaran Enterprise Systems Officer</p> <p>Lisa Spencer Technology Training Director</p> <p>Colby R. White, Ed.D. Data Warehouse Officer</p>	<p>teachers and parents.</p>	
<p>5. Establish the scope of data to include results from formative and interim assessments and additional student data, e.g., student portfolios.</p> <p>Require more frequent collections of data to provide real-time access teachers. Create Key Performance Indicators that define student outcome success and use them to inform instructional change.</p>	(C)(3)(i-iii)	2	7/2011 – 6/2012	<p>Wesley Watts, Chief Information Officer</p> <p>Youssef Antar, Director Technology Applications</p> <p>Senthil Parameswaran Enterprise Systems Officer</p> <p>Lisa Spencer Technology Training Director</p> <p>Colby R. White, Ed.D. Data</p>	<p>Assess reports and add and modify as necessary through focus groups.</p>	N – Years 1-4

				Warehouse Officer		
6. The district will use the data warehouse providing teachers, principals, and administrators, with data to inform instruction and the utilization of resources to achieve our academic goals	(C)(3)(i-iii)	2	7/2011 – 6/2012	Wesley Watts, Chief Information Officer Youssef Antar, Director Technology Applications Senthil Parameswaran Enterprise Systems Officer Lisa Spencer Technology Training Director Colby R. White, Ed.D. Data Warehouse Officer	Survey districts to determine which instructional improvement systems they use. Mandate use of the data warehouse to identify instructional success and challenges as part of teacher evaluation and professional development processes.	N – Years 1-4
7. Teachers, principals, and administrators use these data systems and data analysis to support continuous instructional improvement	(C)(3)(i-iii)	2	7/2011 – 6/2012	Wesley Watts, Chief Information Officer Youssef Antar, Director Technology Applications Senthil Parameswaran Enterprise Systems Officer Lisa Spencer Technology Training Director	Develop and implement training and technical assistance in several phases to meet the levels of educators’ and schools’ sophistication in knowledge of data available, how to interpret them, and how to use to inform instructional practice. Identify a group of educators locally, who use data from LDS and other sources effectively to work with other educators.	N – Years 1-4

				Colby R. White, Ed.D. Data Warehouse Officer		
8. Integrate internal and external systems such as SchoolMax, ERP, Statewide Longitudinal Data as well as data from special instruction programs, special education programs, limited English proficiency programs, early childhood programs, human resources, budget/finance, health, school boundaries, enrollment adjustments, and other relevant areas.	(C)(3)(i-iii)	2	7/2011 – 6/2012	Wesley Watts, Chief Information Officer Youssef Antar, Director Technology Applications Senthil Parameswaran Enterprise Systems Officer Colby R. White, Ed.D. Data Warehouse Officer	Ensure that all systems are integrated by using the data warehouse. Assess areas of incompatibility.	N – Years 1-4
Goal 2: For the data rules that are implemented, reduce the number of documented data errors by 90% within 60 days.						
1. Purchase and implement Certica Solutions' Certify product to improve data quality.	(C)(3)(i-iii)	3	July 2011 – December 2011	Bruce Hislop, Dir. Data Quality	Full implementation of Certify by March 31, 2011 Pass implementation tests by March 31, 2011	N
2. Implement additional data rules at a rate no less than 15 per month, ensuring that all data rules are implemented.	(C)(3)(i)	3	July 2011 - December 2011	Bruce Hislop, Dir. Data Quality	Minimum of 100 rules implemented and operational.	N
Goal 3: Increase the percentage of teachers indicating that they have utilized data in instructional decision-making by 10% per year based upon teacher survey data.						
Objective 1: Building collaborative cultures of data inquiry, in which classrooms are open to teacher colleagues for observation and analysis to articulate an implementation problem with best practices.						
Strategy 1: PGCPs will implement the 8 step cycle of collaborative planning: data inquiry as outlined in Data Wise© to improve instruction.						
1. Implement training for school leadership teams and other area and central office	(C)(3)(ii) (E)(2)	4	July 2011 – August 2011	Sheila Jackson, Director, Department of	School leadership and area offices personnel will monitor the implementation	N

staff. 1st suggested cohort of Schools could be highest needs schools – 60 schools in improvement and 4 Turn Around Schools.				School Improvement (DSI) in concert with Curriculum and Instruction (C&I), Testing Office	of the framework.	
2. All schools will receive technical assistance in developing a master schedule to support peer coaching, peer observations and common planning times.	(C)(3)(ii)	4	July 2011 – August 2011	Sheila Jackson, Director, Department of School Improvement (DSI) in concert with Curriculum and Instruction (C&I), Testing Office	School leadership and area offices personnel will monitor schedules to ensure common planning time.	N
3. DSI in concert with Data Wise®, Performance Management and Testing will identify metrics to monitor and determine effectiveness of training, support and influence and effect on teacher practice.	(C)(3)(ii)	4	October 2011 – December 2011	Sheila Jackson, Director, Department of School Improvement (DSI)	School Leadership will determine pre and post test metrics for implementation of the protocol.	N
4. PGCPS will analyze student data to determine impact of collaborative planning: data inquiry on student achievement.	(C)(3)(ii)	4	December 2011	Sheila Jackson, Director, Department of School Improvement (DSI)	School leadership will modify the protocol based on student data analysis.	N
5. Identification of best practices appropriate for replication and implementation in each school.	(C)(3)(ii)	4	December 2011 – January 2012	Gladys Whitehead, Director, C&I and Teacher Leadership and Development office	School leadership will produce and share a list of best practices including videotaping.	N
6. 2 nd cohort of 15 schools – begins involvement.	(C)(3)(ii)	4	January 2012 - June 2012	Sheila Jackson, Director, Department of School	Implementation of the rubric, and monitoring of collaborative planning, feedback loops and data	N

				Improvement (DSI) in concert with Curriculum and Instruction (C&I), Testing Office, and Lisa Price, Chief of Performance Management Office	analysis.	
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LEA: Prince George's County Public Schools Date: October 22, 2010 Year of the Grant (circle one) 1 2 **3** 4

Goal(s):

- 1) Establish a culture of data use: Metric: Increase the percentage of users by [10% quarterly] that access the Data Warehouse as measured by the of unique employee identification numbers (EINs) that access the system.
- 2) Reduce Data Errors: Metric: For the data rules that are implemented, reduce the number of documented Data Errors by 90% within 60 days.
- 3) Using data to improve instruction – Increase the percentage of teachers indicating that they have utilized data in instructional decision-making by 10% per year based upon teacher login data. Baseline number of logins for data: 32,000 per quarter.

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)(1) (C)(2) (C)(3)(i - iii)					
Goal 1: Metric: Increase the percentage of users by [10% quarterly] that access the Data Warehouse as measured by the of unique employee identification numbers (EINs) that access the system.						
1. Enhance tools that use data to inform instruction and integration with the state longitudinal data system while ensuring fidelity of the school system performance management vision.	(C)(2)	2	7/2012-6/2013	Wesley Watts, Chief Information Officer Youssef Antar, Director Technology	Assess timeline of implementation of the data warehouse given benchmark	N – Years 1-4 Please note it the answer is N. Comments

<p>a. Develop query tool to include one-step reports to ensure the novice user can quickly feel comfortable using data.</p> <p>b. Allow for state-wide collection of student assessment information.</p> <p>c. Develop instructional tools to better connect the cost of programs with the effects of the program.</p>				<p>Applications Senthil Parameswaran Enterprise Systems Officer Lisa Spencer Technology Training Director Colby R. White, Ed.D. Data Warehouse Officer</p>	<p>timeframes. Generate a list of relevant queries. Assess accuracy of state level reporting.</p>	<p>are needed in this column.</p>
<p>2. Create a set of data that is relevant to daily instructional planning and to long range school planning that will be available to inform decisions that directly impact teaching and learning on a daily basis. This decision making data will have a direct correlation to HR, finance/budget and other relevant operating areas</p>	(C)(2)	2	7/2012 – 6/2013	<p>Wesley Watts, Chief Information Officer Youssef Antar, Director Technology Applications Senthil Parameswaran Enterprise Systems Officer Lisa Spencer Technology Training Director Colby R. White, Ed.D. Data Warehouse Officer</p>	<p>Provide the scope of data to include results from formative and interim assessments and additional student data, e.g., student portfolios. Create Key Performance Indicators that define student outcome success and use them to inform instructional change.</p>	N – Years 1-4
<p>3. Instructional efficacy: a. Identify which instructional practices, programs and policies are working for whom and which should be scaled up (Key audiences: superintendents, principals, teachers, unions,</p>	(C)(2)	2	7/2012 – 6/2013	<p>Wesley Watts, Chief Information Officer Youssef Antar, Director Technology Applications</p>	<p>Assess student achievement performance data that is linked data displays in the warehouse.</p>	N – Years 1-4

<p>researchers and policymakers)</p> <p>b. Establish policies and processes to identify questions, embark on research, obtain input from stakeholders and disseminate research findings.</p> <p>c. Identify promising practices and scale them up.</p>				<p>Senthil Parameswaran Enterprise Systems Officer</p> <p>Lisa Spencer Technology Training Director</p> <p>Colby R. White, Ed.D. Data Warehouse Officer</p>	<p>Determine which performance indicators are served or underserved by the warehouse.</p>	
<p>4.Ensure that instructional data and other systemic operating costs data informs instructional practice and educational programs at the school, district and state level (Key audiences: teachers, principals, superintendents)</p> <p>a. Develop training materials and case studies (enhancing them as more data is added to the SLDS) to use with teachers, leaders and districts.</p> <p>b. Build capacity of teachers and school leaders to use data to inform instructional and programmatic decisions through provision of training at regional centers.</p> <p>c. Provide follow-up, targeted technical assistance to districts, schools and school data teams in how to use data and how to interpret performance reports.</p>	(C)(2)	2	7/2012 – 6/2013	<p>Wesley Watts, Chief Information Officer</p> <p>Youssef Antar, Director Technology Applications</p> <p>Senthil Parameswaran Enterprise Systems Officer</p> <p>Lisa Spencer Technology Training Director</p> <p>Colby R. White, Ed.D. Data Warehouse Officer</p>	<p>Using Data-Wise rubric, assess the efficacy of collaborative teams and school improvement teams on the use of data and the data warehouse.</p>	N – Years 1-4
<p>5. Enable students and parents to track academic progress (Key audiences: students, parents) toward career readiness and/or postsecondary</p>	(C)(2)	2	7/2012 – 6/2013	<p>Wesley Watts, Chief Information Officer</p> <p>Youssef Antar,</p>	<p>Track usage by schools, teachers and parents.</p>	N – Years 1-4

readiness. Give access to students and parents to data. Provide access to Key Performance Indicators.				Director Technology Applications Senthil Parameswaran Enterprise Systems Officer Lisa Spencer Technology Training Director Colby R. White, Ed.D. Data Warehouse Officer		
6. Establish the scope of data to include results from formative and interim assessments and additional student data, e.g., student portfolios. Require more frequent collections of data to provide real-time access teachers. Create Key Performance Indicators that define student outcome success and use them to inform instructional change.	(C)(3)(i-iii)	2	7/2012 – 6/2013	Wesley Watts, Chief Information Officer Youssef Antar, Director Technology Applications Senthil Parameswaran Enterprise Systems Officer Lisa Spencer Technology Training Director Colby R. White, Ed.D. Data Warehouse Officer	Assess reports and add and modify as necessary through focus groups.	N – Years 1-4
7. The district will use the data warehouse providing teachers, principals, and administrators, with data to inform instruction and the utilization of resources	(C)(3)(i-iii)	2	7/2012 – 6/2013	Wesley Watts, Chief Information Officer Youssef Antar,	Survey districts to determine which instructional improvement	N – Years 1-4

to achieve our academic goals				<p>Director Technology Applications</p> <p>Senthil Parameswaran Enterprise Systems Officer</p> <p>Lisa Spencer Technology Training Director</p> <p>Colby R. White, Ed.D. Data Warehouse Officer</p>	<p>systems they use. Mandate use of the data warehouse to identify instructional success and challenges as part of teacher evaluation and professional development processes.</p>	
8. Teachers, principals, and administrators use these data systems and data analysis to support continuous instructional improvement	(C)(3)(i-iii)	2	7/2012 – 6/2013	<p>Wesley Watts, Chief Information Officer</p> <p>Youssef Antar, Director Technology Applications</p> <p>Senthil Parameswaran Enterprise Systems Officer</p> <p>Lisa Spencer Technology Training Director</p> <p>Colby R. White, Ed.D. Data Warehouse Officer</p>	<p>Develop and implement training and technical assistance in several phases to meet the levels of educators’ and schools’ sophistication in knowledge of data available, how to interpret them, and how to use to inform instructional practice.</p> <p>Identify a group of educators locally, who use data from LDS and other sources</p>	N – Years 1-4

					effectively to work with other educators.	
9. Integrate internal and external systems such as SchoolMax, ERP, Statewide Longitudinal Data as well as data from special instruction programs, special education programs, limited English proficiency programs, early childhood programs, human resources, budget/finance, health, school boundaries, enrollment adjustments, and other relevant areas.	(C)(3)(i-iii)	2	7/2012 – 6/2013	Wesley Watts, Chief Information Officer Youssef Antar, Director Technology Applications Senthil Parameswaran Enterprise Systems Officer Colby R. White, Ed.D. Data Warehouse Officer	Ensure that all systems are integrated by using the data warehouse. Assess areas of incompatibility.	N – Years 1-4
Goal 3: Increase the percentage of teachers indicating that they have utilized data in instructional decision-making by 10% per year based upon teacher survey data.						
Objective 1: Building collaborative cultures of data inquiry, in which classrooms are open to teacher colleagues for observation and analysis to articulate an implementation problem with best practices.						
Strategy 1: PGCPs will implement the 8 step cycle of collaborative planning: data inquiry as outlined in Data Wise© to improve instruction.						
1. 2 nd cohort of 15 schools –begins involvement.	(C)(3)(ii)	4	July 2012 – August 2012	Sheila Jackson, Director, Department of School Improvement (DSI) in concert with Curriculum and Instruction (C&I), Testing Office, and Lisa Price, Chief of Performance Management Office	Implementation of the rubric, and monitoring of collaborative planning, feedback loops and data analysis.	N
1. 3 rd cohort of schools – inclusive of 80 remaining schools -begin training cycle with teams of 15 members each.	(C)(3)(ii)	4	January 2013 - June	Gladys Whitehead, Director, C&I and Teacher Leadership	Implementation of the rubric, and monitoring of	N

			2013	and Development office	collaborative planning, feedback loops and data analysis.	
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Action Plan: Section C

LEA: Prince George's County Public Schools Date: October 22, 2010 Year of the Grant (circle one) 1 2 3 **4**

Goal(s):

- 1) Establish a culture of data use: Metric: Increase the percentage of users by [10% quarterly] that access the Data Warehouse as measured by the of unique employee identification numbers (EINs) that access the system.
- 2) Reduce Data Errors: Metric: For the data rules that are implemented, reduce the number of documented Data Errors by 90% within 60 days.
- 3) Using data to improve instruction – Increase the percentage of teachers indicating that they have utilized data in instructional decision-making by 10% per year based upon teacher login data. Baseline number of logins for data: 32,000 per quarter.

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)(1) (C)(2) (C)(3)(i - iii)					
Goal 1: Metric: Increase the percentage of users by [10% quarterly] that access the Data Warehouse as measured by the of unique employee identification numbers (EINs) that access the system.						
1. Enhance tools that use data to inform instruction and integration with the state longitudinal data system while ensuring fidelity of the school system performance management vision.	(C)(2)	2	7/2013 - 6/2014	Wesley Watts, Chief Information Officer Youssef Antar, Director Technology Applications	Assess timeline of implementation of the data warehouse given benchmark timeframes. Generate a list of relevant queries. Assess accuracy of state level reporting.	N – Years 1-4 Please note it the answer is N. Comments are needed in this column.

<p>g. Develop query tool to include one-step reports to ensure the novice user can quickly feel comfortable using data.</p> <p>h. Allow for state-wide collection of student assessment information.</p> <p>i. Develop instructional tools to better connect the cost of programs with the effects of the program.</p>				<p>Senthil Parameswaran Enterprise Systems Officer</p> <p>Lisa Spencer Technology Training Director</p> <p>Colby R. White, Ed.D. Data Warehouse Officer</p>		
<p>2. Create a set of data that is relevant to daily instructional planning and to long range school planning that will be available to inform decisions that directly impact teaching and learning on a daily basis. This decision making data will have a direct correlation to HR, finance/budget and other relevant operating areas</p>	(C)(2)	2	7/2013 – 6/2014	<p>Wesley Watts, Chief Information Officer</p> <p>Youssef Antar, Director Technology Applications</p> <p>Senthil Parameswaran Enterprise Systems Officer</p> <p>Lisa Spencer Technology Training Director</p> <p>Colby R. White, Ed.D. Data Warehouse Officer</p>	<p>Provide the scope of data to include results from formative and interim assessments and additional student data, e.g., student portfolios.</p> <p>Create Key Performance Indicators that define student outcome success and use them to inform instructional change.</p>	N – Years 1-4
<p>3. Instructional efficacy: d. Identify which instructional</p>	(C)(2)	2	7/2013 – 6/2014	Wesley Watts, Chief Information	Assess student achievement performance data that is	N – Years 1-4

<p>practices, programs and policies are working for whom and which should be scaled up (Key audiences: superintendents, principals, teachers, unions, researchers and policymakers)</p> <p>e. Establish policies and processes to identify questions, embark on research, obtain input from stakeholders and disseminate research findings.</p> <p>f. Identify promising practices and scale them up.</p>				<p>Officer</p> <p>Youssef Antar, Director Technology Applications</p> <p>Senthil Parameswaran Enterprise Systems Officer</p> <p>Lisa Spencer Technology Training Director</p> <p>Colby R. White, Ed.D. Data Warehouse Officer</p>	<p>linked data displays in the warehouse. Determine which performance indicators are served or underserved by the warehouse.</p>	
<p>4. Ensure that instructional data and other systemic operating costs data informs instructional practice and educational programs at the school, district and state level (Key audiences: teachers, principals, superintendents)</p> <p>d. Develop training materials and case studies (enhancing them as more data is added to the SLDS) to use with teachers, leaders and districts.</p>	(C)(2)	2	7/2013 – 6/2014	<p>Wesley Watts, Chief Information Officer</p> <p>Youssef Antar, Director Technology Applications</p> <p>Senthil Parameswaran Enterprise Systems Officer</p> <p>Lisa Spencer Technology Training</p>	<p>Using Data-Wise rubric, assess the efficacy of collaborative teams and school improvement teams on the use of data and the data warehouse.</p>	N – Years 1-4

<p>e. Build capacity of teachers and school leaders to use data to inform instructional and programmatic decisions through provision of training at regional centers.</p> <p>f. Provide follow-up, targeted technical assistance to districts, schools and school data teams in how to use data and how to interpret performance reports.</p>				<p>Director</p> <p>Colby R. White, Ed.D. Data Warehouse Officer</p>		
<p>5. Enable students and parents to track academic progress (Key audiences: students, parents) toward career readiness and/or postsecondary readiness. Give access to students and parents to data. Provide access to Key Performance Indicators.</p>	(C)(2)	2	7/2013 – 6/2014	<p>Wesley Watts, Chief Information Officer</p> <p>Youssef Antar, Director Technology Applications</p> <p>Senthil Parameswaran Enterprise Systems Officer</p> <p>Lisa Spencer Technology Training Director</p> <p>Colby R. White, Ed.D. Data Warehouse Officer</p>	Track usage by schools, teachers and parents.	N – Years 1-4
<p>6. Establish the scope of data</p>	(C)(3)(i-iii)	2	7/2013 –	Wesley Watts,	Assess reports and add and	N – Years 1-4

<p>to include results from formative and interim assessments and additional student data, e.g., student portfolios.</p> <p>Require more frequent collections of data to provide real-time access teachers. Create Key Performance Indicators that define student outcome success and use them to inform instructional change.</p>			6/2014	<p>Chief Information Officer</p> <p>Youssef Antar, Director Technology Applications</p> <p>Senthil Parameswaran Enterprise Systems Officer</p> <p>Lisa Spencer Technology Training Director</p> <p>Colby R. White, Ed.D. Data Warehouse Officer</p>	modify as necessary through focus groups.	
<p>7. The district will use the data warehouse providing teachers, principals, and administrators, with data to inform instruction and the utilization of resources to achieve our academic goals</p>	(C)(3)(i-iii)	2	7/2013 – 6/2014	<p>Wesley Watts, Chief Information Officer</p> <p>Youssef Antar, Director Technology Applications</p> <p>Senthil Parameswaran Enterprise Systems Officer</p> <p>Lisa Spencer Technology Training Director</p>	Survey districts to determine which instructional improvement systems they use. Mandate use of the data warehouse to identify instructional success and challenges as part of teacher evaluation and professional development processes.	N – Years 1-4

				Colby R. White, Ed.D. Data Warehouse Officer		
8. Teachers, principals, and administrators use these data systems and data analysis to support continuous instructional improvement	(C)(3)(i-iii)	2	7/2013 – 7/2014	Wesley Watts, Chief Information Officer Youssef Antar, Director Technology Applications Senthil Parameswaran Enterprise Systems Officer Lisa Spencer Technology Training Director Colby R. White, Ed.D. Data Warehouse Officer	Develop and implement training and technical assistance in several phases to meet the levels of educators’ and schools’ sophistication in knowledge of data available, how to interpret them, and how to use to inform instructional practice. Identify a group of educators locally, who use data from LDS and other sources effectively to work with other educators.	N – Years 1-4
9. Integrate internal and external systems such as SchoolMax, ERP, Statewide Longitudinal Data as well as data from special instruction programs, special education programs, limited English proficiency programs, early childhood programs, human resources, budget/finance, health, school boundaries, enrollment adjustments, and other relevant areas.	(C)(3)(i-iii)	2	7/2013 – 6/2014	Wesley Watts, Chief Information Officer Youssef Antar, Director Technology Applications Senthil Parameswaran Enterprise Systems Officer	Ensure that all systems are integrated by using the data warehouse. Assess areas of incompatibility.	N – Years 1-4

				Colby R. White, Ed.D. Data Warehouse Officer		
Goal 3: Increase the percentage of teachers indicating that they have utilized data in instructional decision-making by 10% per year based upon teacher survey data.						
Objective 1: Building collaborative cultures of data inquiry, in which classrooms are open to teacher colleagues for observation and analysis to articulate an implementation problem with best practices.						
Strategy 1: PGCPs will implement the 8 step cycle of collaborative planning: data inquiry as outlined in Data Wise© to improve instruction.						
1. Full implementation of Data Wise© with on-going monitoring, technical support and analysis with emphasis on new principals.	(C)(3)(ii)	4	July 2013 – June 2014	Sheila Jackson, Director, School Improvement (DSI) in concert with Curriculum and Instruction (C&I), Testing Office	Implementation of the rubric, and monitoring of collaborative planning, feedback loops and data analysis.	N
2. 3 rd cohort of schools – inclusive of 80 remaining schools -begin training cycle with teams of 15 members each.	(C)(3)(ii)	4	July 2013 - August 2013	Gladys Whitehead, Director, C&I and Teacher Leadership and Development office	Implementation of the rubric, and monitoring of collaborative planning, feedback loops and data analysis.	N

Section D: Great Teachers and Leaders

Narrative:

Prince George’s County is completely invested in a Human Capital Strategy that seeks to attract, develop, and retain, great teachers and leaders. Through its Financial Incentive Rewards for Supervisors and Teachers (FIRST) Program, which is funded by a USDOE Teacher Incentive Fund (TIF) grant, and through eight strategic initiatives designed to develop widespread teacher effectiveness, which are supported in part by a grant from the Bill and Melinda Gates Foundation, the district has positioned itself as a national leader in developing effective teachers and designing compensation packages around highly effective teaching (D)(2). However, to ensure the equitable distribution of effective teachers and principals across the school system, PGCPs is embarking on a human capital strategy to recruit, develop, retain, and compensate highly effective administrators and teachers. The theory of action states that highly effective administrators and teachers have characteristics that are identifiable, and that individuals can grow in competency through high quality professional development and targeted feedback. In addition,

teachers and administrators are motivated by a variety of options including opportunities for growth, reflective practice with colleagues in high functioning teams, additional planning time, leadership opportunities, and monetary incentives. Project 5 in this section involves the investigation of compensation packages that result in high student achievement and then to pair those packages to working in low performing schools (D)(2) and (D)(3)(i). Projects 6 and 7 seek to develop professional learning communities across schools based on topical issues, and to examine leadership roles within the classroom.

As part of the Superintendent's Human Capital strategy, Prince George's County is reorganizing the work and purpose of two divisions: Human Resources and School and Teacher Leadership. This new organization will have a Director of Human Capital. All of the projects in Section D will be coordinated through the Department of Human Capital. This will bring coherence to the multiple projects listed in Section D. The Director will coordinate all of the programs to meet the district's needs and goals. The Director for Human Capital will create a matrix for needs and programs and then coordinate how the various programs will work in conjunction. It is highly likely that the proposals in the action plan will be streamlined as we evaluate the effectiveness of the programs.

Prince George's County acknowledges the body of research that correlates high student performance in high-poverty/high-minority schools with principals who are effective instructional leaders. Project 8 under this assurance seeks to develop a coherent leadership development program. Under the direction of the Director of Human Capital, the district will build a multi-faceted preparatory and support system for leaders to work in a variety of schools. Specifically, the project utilizes current partners such as New Leaders for New Schools, the National Institute for Learning (NISL), Leadership Education for Aspiring Principals Program (LEAPP), the Pre-Leadership Academy (PLA), the University of Virginia's (UVA) Turnaround Specialist Program, and the School Leaders Network (SLN) to create a comprehensive development program that is not one-size-fits-all, but is, instead, developed to target specific needs of individuals with specific needs of the district.

In a continuing effort to develop a pipeline of highly qualified and highly effective teachers, projects 9 and 10 propose to provide continued coaching to teachers and to continue and enhance current collaborations with local universities under Maryland Approved Alternative Preparation Programs (MAAPPs). Current MAAPPs that would be continued and expanded under this proposal include the Notre Dame Dual Certification Program for special education teachers, the UMCP Masters Certification Program in ESOL, a new UMCP SMaRT for middle school math and science teachers, the Washington Adventist College Paraprofessional to Teacher Dual Certification Program for aspiring elementary school special educators, Teach for America, and the New Teacher Center Teaching Fellows Alternative Certification Program. The district seeks to develop a strong pool of teachers, particularly in hard-to-staff subjects and low performing schools.

Prince George's County has an aggressive plan for providing professional development to all teachers and principals in the Framework for Teaching. This work has been directed by the Accelerator Gates Grant. All principals have been trained in the use of the Framework. The projects set forth adhere to the Maryland Teacher Professional development Standards. Content knowledge is enhanced through the Data-Wise training (C3) and teacher networks (2). Research-based programs are advanced in Project C3, D1, and D6. Collaboration is evident in C3, D2, D3 and D6. Teacher teams (D2) and (D3) analyze student learning environments and diverse learning needs. Family involvement is essential to the coaching in D5 and D6. In terms of evaluating the effectiveness of professional development, the district does not have a metric yet, beyond satisfaction surveys. The district has reached out to National Staff Development Center to gather possible tools and metrics. The goal is to evaluate professional development from three lens: did teacher knowledge change, did teacher practice change and did student achievement change as a result of the professional development.

Through these programs, PGCPs will demonstrate its commitment to identifying and selecting individuals who demonstrate the skills needed to excel as teachers in low-income communities and to effect long-term fundamental change in our school system. Listed in the action plan are detailed plans to develop and support the principal and teaching staffs which aligns to State Assurance (D)(5), i.e. providing effective support to teachers and principals through (i) quality professional development. It is the belief that the Race to the Top application will allow the district to build a viable pool of teachers and leaders for the foreseeable future. The district will eliminate, or scale back programs after the Race to the Top funding ends.

Action Plan: Section D

LEA: Prince George’s County Public Schools **Date:** October 22, 2010 **Year of the Grant (circle one)** 1 2 3 4

Goal(s):

1. By SY2014-15, increase the percentage of teachers at NLNS and SLFP selected schools who are designated as “highly effective” to 85% of the teaching staff.
2. By SY2014-15, increase the percentage of principals serving NLNS and SLEP selected schools who are designated as “highly effective” to 100%.
3. By SY2014-15, increase the percentage of teachers and administrators across the school district who are designated as “highly effective” to 85%.

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) (D)(3)(i - ii) (D)(5)(i - ii)					
Goal 1, Project 5: Increase the number of highly effective teachers at low performing schools to 85% of the staff.						
1. Contract with a consultant, ERS, to examine the research on the efficacy of each stipend and incentives in terms of student achievement and teacher satisfaction. Identify stipends that results in	(D)(2) (D)(3)(i)	5	Jan 2011 to June 2011	Matt Stanski, CFO,, Duane Arbogast, Chief Academic Officer	Document identifying high leverage stipends in terms of student achievement.	N

increased student achievement. This effort will determine the efficacy of the identified stipend and then align the stipends to working in high-need schools. Identify incentives that attract teachers to low achieving schools.						
Goal 1: Increase the number of highly effective teachers at low performing schools to 85% of the staff.						
Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
1. Contract with School Leaders Network to create communities of practice for public school teachers to work together, to solve real problems, and create change, school-by-school.	(D)(3)(i)	6	January 2011- June 2011	Doug Anthony, Director of Human Capital,, Sharon Hodges, Supervisor	Create an MOU with School Leaders Network by February 2011.	N, contract ends at the end of the grant
Goal 1: Increase the number of highly effective teachers at low performing schools to 85% of the staff.						
Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
1. Develop a list of leadership roles in schools in which teachers have reduced teaching loads, but greater leadership responsibilities around mentoring, content leadership, student management leadership and other roles as determined by a committee. In addition, staffing ratios will be determined.	(D)(3)(i)	7	January 2011- June 2011	Doug Anthony, Director of Human Capital,, Sharon Hodges, Supervisor, Lew Robinson, Executive Director of PGCEA, Debra Mahone, Executive Director , Kathy	Teacher Leadership roles and staffing ratios will be defined.	N

				Malloy, HR Supervisor		
3. Teacher leader fellows will participate in the Pre Leadership Academy (PLA), which is a comprehensive approach to understanding the demands and nature of the role of the principal. Course work will include case studies, projects, book study, and a principal shadowing experience.	(D)(5)(i)	7	November 2010	Charlene Rolle, Instructional Specialist, Elzora Watkins, Instructional Specialist	Pre & Post Assessment & Successful Completion of Licensure Certification Process	N
4. Teacher Leader Fellows will participate in the <i>FfT</i> training. Once the core is trained, the only additional training will be new participants to the Fellows.	(D) (2) (iv) (a)	7	September 2010, Additional training as needed for new Fellows who enter the program.	Office of School Leadership Staff, Doug Anthony, Director of Human Capital	Successful Observations reflecting proficient and distinguished ratings on the Danielson Tool	N

Goal 2: Increase the number of Highly-Effective Administrators in low-achieving schools to 100%.						
Section D: Great Teachers and Leaders	Correlation to	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N

	State Plan					
1. Prince George's County will contract/partner with New Leaders for New Schools (NLNS), to train up to 10 principals to serve in high-needs schools.	(D)(3)(i)	8	July 2010 – May 2011	NLNS recruiting and admissions staff Debra Mahone, Executive Director Charlene Rolle, Instructional Specialist	Number of candidates who successful matriculate into program	Y
2. NLNS will provide an ongoing community of practice among its graduates that sustains and accelerates their development as high quality leaders for children in poverty and schools that are historically underperforming	(D)(3)(i)	8	July 2010 – June 2011	NLNS program participants, graduates and all NLNS staff both local and national	Reflection logs from on-going meetings will be examined for self reported growth around practice and the management of the position.	Y
3. NLNS will assist in the development of a pipeline of candidates to fill school leader positions in high poverty and underperforming schools	(D) (5)(ii)	8	November 2010-May 2011	NLNS staff, Doug Anthony, Director of Human Capital	Percentage of successful completers . The goal is 100% of the candidates will be deemed ready for the principalship.	Y
4. NLNS Program designee and PGCPs designated personnel will provide oversight, management and implementation	(D)(5)(i)	8	July 2010- June 2011	NLNS staff Debra Mahone, Executive Director Charlene Rolle, Instructional Specialist	Percentage of successful completers	Y
5. PGCPs administrators will participate in training designed to develop proficiency in conducting observations using the Framework and implementing the evaluation process to develop teacher capacity.	(D)(5)(i)	8	July 2010- June 2011	OSL Staff, Doug Anthony, Director of Human Capital	Goal: 100% of principals will receive Danielson certification by June 2011.	Y
7. The University of Virginia (UVA)	(D)(5)(i)	8	Screening	Charlene Rolle,	Percentage of successful	N

School Turnaround Specialist/ School Leadership Fellows Program will provide real-time support to principal participants in the SLPF program.	(E)(2)		process begins in January 2011 to June 2011	Instructional Specialist, Doug Anthony, Director of Human Capital,	completers, Needs Assessment completed, SIP developed, 90 Day Turnaround Plan Accepted. Goal: 75% of the participants will be approved for principal interviews.	
8. External evaluator/university partner to evaluate program efficacy (i.e. LEAP, NLNS, NISL, SLN etc.)	(D) (5) (ii)	8	Develop evaluation tools/process January 2011 to June 2011	Debra Mahone, Executive Director Doug Anthony, Director of Human Capital, PGCPS Research & Development	A research report will be presented to Executive Council.	N
9. Principals whose schools demonstrate growth will receive a professional credential— certification in turnaround management via UVA.	(D)(5)(i) (E) (2)	8	Screening process begins January 2011 to June 2011	Charlene Rolle, Instructional specialist, Doug Anthony, Director of Human Capital, Pamela Shetley	100% of participants receive turnaround certificate	N
10. Assistant Principal fellows will participate in Leadership Education for Aspiring Principals Program (LEAPP), which is designed to develop qualified future principals. It utilizes the NISL curriculum and trains qualified assistant principals to become advanced instructional leaders, strategic thinkers, and school designers.	(D)(5)(i)	8	Cohort III begins January 2011 to June 2011	Mariellen Otterbacher, Instructional Specialist, Linda Newsome, Instructional Specialist Monica Holmes, Instructional Specialist	75% of participants receive turnaround certificate	N
11. Participants will utilize an electronic portfolio to provide insights at mid/end of the year	(D)(2)(ii)	8	Cohort I begins January 2011	Mariellen Otterbacher, Instructional	Percent of satisfactory ratings as determined by holistic scoring rubric	N

evaluation and quarterly reviews. The data will be readily available to district personnel charged with supervising administrators.			to June 2011	Specialist Linda Newsome, Instructional Specialist Monica Holmes, Instructional Specialist		
12. Standard-based professional development, based on national principal standards, will be provided to ensure alignment between the principal's activities and improved instruction (i.e. National Board Certification for Principals; ISLLC)	(D)(5)(i)	8	April 2011	Debra Mahone, Executive Director Pamela Shetley University Partner(s)		N
13. Program participants will meet with agencies and entities across the country to identify best practices and research based programs, resources and instructional practices that can be replicated and/or modified for use in PGCPs.	(D)(5)(i) (E) (2)	8	December 2010 February 2011 April 2011 June 2011	Debra Mahone, Executive Director Identified UVA participants	Number of best practices incorporated into existing district initiatives.	N
14. Support PGCPs officials in creating selection criteria and tools for NISL Leadership Team Cohort 3 (OPTIONAL ACTIVITY BASED ON NEEDS OF PGCPs)		8	Oct 2010	Bob Hughes, Instructional Specialist Jennifer Beck- Wilson, Instructional Specialist	Document(s) for identifying the most appropriate candidates for the NISL Leadership Team Cohort 3	N
14. Support PGCPs officials in selecting NISL Leadership Team Cohort 3 members (screening applications; conducting		8	Nov 2010	Juan Baughn, Instructional Specialist	By November 30, 2010 NISL Leadership Team Cohort 3 participants selected	N

interviews) (OPTIONAL ACTIVITY BASED ON NEEDS OF PGCPs)						
15. Conduct a 1-day re-certification session for NISL Leadership Team Cohort 1 members (Course One)(Course Two re-certification session will occur in March 2011. Courses Three and Four re-certification session will occur in May 2011)		8	Dec 2010	Bob Hughes, Instructional Specialist Jennifer Beck-Wilson, Instructional Specialist	All NISL Leadership Team Cohort 1 members still in PGCPs AND still committed to facilitating NISL sessions will receive new materials and will be proficient in facilitating the new curriculum	N
16. Conduct a 1-day refresher session for NISL Leadership Team Cohort 2 members (Course One)(Course Two re-certification session will occur in March 2011. Courses Three and Four re-certification session will occur in May 2011)		8	Dec 2010	Bob Hughes, Instructional Specialist Jennifer Beck-Wilson, Instructional Specialist	In conjunction with Leadership Team Cohort 1 members, Leadership Team Cohort 2 members still in PGCPs AND still committed to facilitating NISL sessions will receive new materials and will be proficient in facilitating the new curriculum	N
17. Conduct NISL Leadership Team Cohort 3 welcome session. This 2-3 hour session will introduce the cohort members to one another and to the NISL program. It will also reinforce the accountability/ commitment requirements of being a member of Leadership Team Cohort 3.		8	Dec 2010	Pam Robinson, Instructional Specialist Bob Hughes, Instructional Specialist Jennifer Beck-Wilson, Instructional Specialist	Each member of NISL Leadership Team Cohort 3 will understand both PGCPs and NISL program requirements and will begin forming professional learning community	N
18. Conduct NISL Leadership Team Cohort 3. This program involves 27 days of face-to-face facilitation by NISL Faculty as well as individual preparation, and an action learning project based on a current		8	Jan 2011 – June 2011	Select NISL Faculty to potentially include: Juan Baughn, Instructional Specialist; Glenn	Each member of NISL Leadership Team Cohort 3 will perform his/ her administrative role as an instructional leader focused on improved instruction leading to	N

school/district need.				Smartschan; Jacques Gible; Mary Ayala; Janet Palmer-Owens	higher student achievement	
19. Support facilitation of LEAPP Cohort 3. This program involves 25 days of face-to-face facilitation by PGCPs NISL-certified participants. NISL Faculty will observe select sessions to ensure program fidelity.		8	Jan 2011-to June 2011	Pam Robinson, Instructional Specialist Members of Leadership Team Cohorts 1 and 2	Each member of LEAPP Cohort 3 will identify what it means to be an instructional leader focused on improved instruction leading to higher student achievement—and will gain practical experience through the NISL program. Successful completion of NISL by these aspiring administrators will strengthen leadership potential.	N
20. Conduct a 3-day Instructional Coaching Institute		8	March 2010	NISL Faculty training Members of Leadership Teams 1, 2, and 3	This 3-day session provides practical application of the NISL instructional coaching model and will allow Leadership Team members to coach principals and aspiring administrators	N
21. Contract with School Leaders Network to create communities of practice for public school administrators to work together, to solve real problems, and create change, school-by-school.	(D)(3)(i)	8	January 2011-June 2011	Doug Anthony, Director of Human Capital,, Sharon Hodges, Supervisor	Create an MOU with School Leaders Network	N
22. Hire a Broad Fellow to manage the grant.	(D)(3)(i)	8	June 2011	Duane Arbogast, Chief Academic Officer	Secure one project manager for the duration of the grant.	N, funding ends at the end of the grant

Goal 3: Increase the number of highly effective teachers and administrators in the district to 85%.						
Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
1. All training for the NLNS Resident principals will include direct correlation to the Maryland Instructional Leadership Framework. All resident principals will receive instruction on the framework and then all agendas include where the learning fits within that framework.	(D) (2)(iii)	9	June 2010 – May 2011	NLNS Leadership Coaches	NLNS Leadership Trajectory	N
2. Each NLNS principal will be provided ongoing support that is based on an evaluation of their unique set of strengths and growth areas as well as the context variables of their school	(D)(2)(iv)(b)	9	July 2010 – June 2011	NLNS Leadership Coaches with support from National staff	NLNS Leadership Assessment NLNS School Diagnostic	N
3. Training will be provided for resident principals in national seminars	(D)(5)(i)	9	July 2010- May 2011	NLNS staff and national faculty members	Achievement data for resident principals' teacher teams	N
4. Entry Planning seminars and local context seminars for resident principals will be provided	(D)(5)(i)	9	April – July 2011	NLNS Leadership Coaches	Mid-year and end or year leadership assessment scores	N
5. NLNS Program will provide oversight, management and implementation	(D)(5)(i)	9	July 2010- June 2011	NLNS staff	Percentage of successful completers	N
6. PGPCS will convene a project Advisory Council to ensure that all stakeholders have an	(D)(5)(i-ii)	9	Convene quarterly	Debra Mahone, Executive Director ,	Recommendations and Action items identified	N

opportunity to share their perspectives on the project's implementation, for the purpose of addressing project needs, analyzing data, and suggesting refinements.				Doug Anthony, Director of Human Capital,		
7. Create learning communities through comprehensive leadership programs, the infusion of technology mediums for training and training i.e. NISL, NASSP, School Leaders Network, LEAPP, PLA, Systemic PD opportunities .	(D)(5)	9	November 2010	Doug Anthony, Director of Human Capital,, Office of School leadership Staff	Intensify and refine the current leadership programs, training and professional development opportunities	N

Goal 3: Increase the number of highly effective teachers and administrators in the district to 85%.						
Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
1. The Charlotte Danielson, Framework for <i>Teaching (FtT)</i> curriculum, will serve as the framework for teachers becoming an effective in a high need school. The <i>FtT</i> calls for modeling best teaching practice and professionalism at all times.	(D)(2)(i-iv)	10	September 2010	Office of School Leadership, Douglas W. Anthony	Successful Observations reflecting proficient and distinguished ratings on the Danielson Tool	N
2. Professional Educator Induction Program (PEIP) Five-day pre-service teacher induction; orientation days with whole group, small-group	(D)(5)(i)	10	January 2011 – June 2011	Doug Anthony, Director of Human Capital, Sharon Hodges, Supervisor	Preparation for August pre-service induction PEIP	N Local funding requested each year for induction program

differentiated sessions with school visitation.						
3. Supporting texts will be distributed to new teachers: <i>Enhancing Professional Practice: a Framework for Teaching</i> (Danielson); <i>The Teacher's Guide to Success</i> (Kronowitz); <i>Discipline Survival Kit for the Secondary Teacher</i> (Thompson); and <i>Conscious Classroom Management</i> (Smith).	(D)(5)(i)	10	July 2010 – June 2011	Doug Anthony, Director of Human Capital,, Sharon Hodges, Supervisor	Book study notes will demonstrate reflection of the text.	N
4. Professional Educator Induction Program follow-up sessions will be provided through: Continuing Professional Development Courses; school-based New Teacher Academies; Collaborative Planning Sessions; and Content-based systemic workshops.	(D)(5)(i)	10	November 2010 – June 2011	Doug Anthony, Director of Human Capital,, Sharon Hodges, Supervisor	Number of new teachers participating in follow-up induction programs and earning 1 Continuing Professional Development credit	N
5. Instructional Coaches will be provided for new and experienced teachers in high-needs schools and/or schools in improvement.	(D)(5)(i)	10	July 2010 – June 2011	Doug Anthony, Director of Human Capital,, Sharon Hodges, Supervisor	Percentage of schools receiving instructional coaching services demonstrating measurable academic progress on the School Performance Index by a minimum of 5% annually.	N Local funding requested each year for instructional coaching
6. Instructional Coaches will develop and present	(D)(5)(i)	10	July 2010 – June 2011	Doug Anthony, Director of	Number of professional development sessions	N Local funding

professional development opportunities for teachers that reflect systemic instructional initiatives.				Human Capital,, Sharon Hodges, Supervisor	provided by instructional coaches at the system and/or school level.	requested each year for instructional coaching
7. PGCPs will partner with area colleges and universities, as well as PGCPs's own state-approved resident teacher program, to provide a wide range of options for hiring and staffing, including career changers interested in becoming certified teachers.	(D)(5)(i)	10	January 2011 – June 2011	Doug Anthony, Director of Human Capital,, Sharon Hodges, Supervisor	Number of partnering resident teacher programs	N
8. Once hired, certified resident teachers will be placed in high-needs priority staffing schools.	(D)(5)(i) (E) (2)	10	January 2011 – June 2011	Doug Anthony, Director of Human Capital,, Sharon Hodges, Supervisor	Placement of resident teachers	N
9. Job-alike mentors will attend the Induction Institute, a module-based training that prepares the school-based mentor to work collaboratively with a new colleague.	(D)(5)(i)	10	July 2010 – June 2011	Doug Anthony, Director of Human Capital,, Sharon Hodges, Supervisor	Percentage of school-based mentors participating in the Induction Institute	N Local funding is requested yearly to support the Induction Institute
10. Teachers who are selected to serve as job-alike mentors will participate in follow-up training provided by TLPD and receive an emolument for their support.	(D)(5)(i)	10	July 2010 – June 2011	Doug Anthony, Director of Human Capital,, Sharon Hodges, Supervisor	Percentage of mentor participants at follow-up training sessions	N
11. ATP mentors/master teachers will provide ongoing and targeted training for resident teachers in the Prince George's County Resident Teacher	(D)(5)(i)	10	July 2010 – June 2011	Doug Anthony, Director of Human Capital,, Sharon Hodges, Supervisor	Number and topics of content	N

cohort.						
12. ATP mentors will help new resident teachers transition to their new school assignment, and provide additional support that includes lesson planning and delivery and classroom management.	(D)(5)(i)	10	July 2010 – June 2011	Doug Anthony, Director of Human Capital,, Sharon Hodges, Supervisor	Number of contacts made with resident teachers.	N
13. A New Teacher Induction Work Group will be established to review the New Teacher Induction COMAR with Division of Academics at scheduled Council meeting and will discuss implications for training and support to new teachers, including modified assignments during first year of teaching.	(D)(5)(i)	10	July 2010 – June 2011	Doug Anthony, Director of Human Capital,, Sharon Hodges, Supervisor	Creation of a Framework for Three- to Five-year New Teacher Induction Plan	N
14. Prince George’s County will commit to allocate 50 Teach For America instructors per year over the next four years (2011-2015) to continue the support of High Quality Pathways to teaching.	(D)(3)(i, ii)	10	July 2010- June 2011	Robert Gaskin, Supervisor	Count of the number of TFAs secured and disaggregated by content and type of school.	N
15. Teach For America will network with faculty, staff, and students to identify prospective corps members and reach out to them on an individual basis.	(D)(3)(i, ii)	10	July 2010- June 2011	Robert Gaskin, Supervisor	Meeting agendas	N
16. Teach for America corps members will be recommended through an incentivized process encouraging curriculum	(D)(3)(i, ii)	10	July 2010- June 2011	Gladys Whitehead, Director Doug Anthony, Director of	Rosters of Curriculum and Instruction committees and professional development trainings.	N

writing and detailed professional data analysis.				Human Capital, Sharon Hodges, Supervisor		
17. Both Teach For America and Prince George’s County observers (Principals, mentors, department chairs, etc) will share notes and plan collaboratively in order to schedule necessary professional development specifically designed to focus on instructional best practices for Teach For America corps members in their first and second years in the classroom to ensure that they are becoming stronger at their craft.	(D)(5)(i, ii)	10	July 2010-June 2011	Doug Anthony, Director of Human Capital, Sharon Hodges, Supervisor	Agendas for professional development trainings. Review of performance evaluations.	N
18. Prince George’s County will continue to cluster our new resident teachers to our lowest performing schools.	(D)(3)(i, ii) (E)(2)	10	July 2010-June 2011	Robert Gaskins, Supervisor	Relationship between type of school and placement of TFAs.	N

Action Plan: Section D

LEA: Prince George’s County Public Schools **Date:** October 22, 2010 **Year of the Grant (circle one)** 1 2 3 4

Goal(s):

1. By SY2014-15, increase the percentage of teachers at NLNS and SLFP selected schools who are designated as “highly effective” to 85% of the teaching staff.
2. By SY2014-15, increase the percentage of principals serving NLNS and SLEP selected schools who are designated as “highly effective” to 100%.
3. By SY2014-15, increase the percentage of teachers and administrators across the school district who are designated as “highly effective” to 85%.

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) (D)(3)(i - ii) (D)(5)(i - ii)					
Goal 1, Project 5: Increase the number of highly effective teachers at low performing schools to 85% of the staff.						
1. Contract with a consultant, ERS, to examine the research on the efficacy of each stipend and incentives in terms of student achievement and teacher satisfaction. Identify stipends that results in increased student achievement. This effort will determine the efficacy of the identified stipend and then align the stipends to working in high-need schools. Identify incentives that attract teachers to low achieving schools.	(D)(2) (D)(3)(i)	5	July 2011 to June 2012	Matt Stanski, CFO,, Duane Arbogast, Chief Academic Officer	Document identifying high leverage stipends in terms of student achievement.	N
2. Establish a committee to build budget parameters around stipends, incentives, and the processes for placing teachers in high-needs schools.	(D)(2) (D)(3)(i)	5	September 2011- December 2011	Synthia Shilling, Chief of HR, Jim Whattam, Director, Matt Stanski, CFO, Doug Anthony, Director of Human Capital,, Lew Robinson, Executive Director of	Document linking stipends and incentives to cost.	N

PGCEA (PGCEA)						
Goal 1, Project 6: Increase the number of highly effective teachers at low performing schools to 85% of the staff.						
Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
1. Establish cohorts of teachers around specific content and school based problems (e.g. algebra, early reading and special education).	(D)(3)(i)	6	August 2011- Sept 2011	Doug Anthony, Director of Human Capital,, Sharon Hodges, Supervisor	Formulation of teams. By August 2011, 3 cohorts will be established and functioning.	N
2. Using an inquiry model to solve systemic problems and conduct instructional rounds, monthly meetings will occur over the ten months of the school year. -These networks provide a forum for teachers to support one another and to translate initiatives into real results at the school level. -Each meeting last approximately four hours. Together teachers collaboratively coach one another.	(D)(3)(i)	6	September 2011-June 2012	Doug Anthony, Director of Human Capital,, Sharon Hodges, Supervisor	Teams will share reflections and results of action research as a result of the professional learning communities.	N, the project will end in June 2014.
Goal 1, Project 7: Increase the number of highly effective teachers at low performing schools to 85% of the staff.						
Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
1. Develop a list of leadership roles in schools in which teachers have reduced teaching loads, but greater leadership responsibilities around mentoring, content leadership,	(D)(3)(i)	7	July 2011 - June 2012	Doug Anthony, Director of Human Capital,, Sharon Hodges, Supervisor, Lew Robinson,	Teacher Leadership roles and staffing ratios will be defined.	N

student management leadership and other roles as determined by a committee. In addition, staffing ratios will be determined.				Executive Director of PGCEA, Debra Mahone, Executive Director , Kathy Malloy, HR Supervisor		
2. Principals of low-achieving schools will be allotted additional FTEs based on student performance and the number of new teachers	(D)(3)(i)	7	July 2011 June 2012	Robert Gaskins, Supervisor	Reduce vacancies in low performing schools. Increase interview pools.	N, program will be discontinued if funding is not available.

Goal 2, Project 8: Increase the number of Highly-Effective Administrators in low-achieving schools to 100%.						
Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
1. Conduct NISL Leadership Team Cohort 3. This program involves 27 days of face-to-face facilitation by NISL Faculty as well as individual preparation, and an action learning project based on a current school/district need.		8	Jan 2011 – May 2012	Select NISL Faculty to potentially include: Juan Baughn, Instructional Specialist; Glenn Smartschan; Jacques Gibble; Mary Ayala; Janet Palmer-Owens	Each member of NISL Leadership Team Cohort 3 will perform his/ her administrative role as an instructional leader focused on improved instruction leading to higher student achievement	N
2. Support facilitation of LEAPP Cohort 3. This program involves 25 days of face-to-face facilitation by PGCPs NISL-certified participants. NISL Faculty will observe select sessions to ensure		8	Jan 2011-May 2012	Pam Robinson, Instructional Specialist Members of Leadership Team Cohorts 1 and 2	Each member of LEAPP Cohort 3 will identify what it means to be an instructional leader focused on improved instruction leading to higher student	N

program fidelity.					achievement—and will gain practical experience through the NISL program. Successful completion of NISL by these aspiring administrators will strengthen leadership potential.	
3. Support facilitation of LEAPP Cohort 4. This program involves 25 days of face-to-face facilitation by PGCPs NISL-certified participants. NISL Faculty will observe select sessions to ensure program fidelity.		8	Sept 2011- June 2012	Members of Leadership Team Cohorts 1, 2, and 3	Each member of LEAPP Cohort 4 will identify what it means to be an instructional leader focused on improved instruction leading to higher student achievement—and will gain practical experience through the NISL program. Successful completion of NISL by these aspiring administrators will strengthen leadership potential.	N
4. Support facilitation of LEAPP Cohort 5. This program involves 25 days of face-to-face facilitation by PGCPs NISL-certified participants. NISL Faculty will observe select sessions to ensure program fidelity.		8	Jan 2012- June 2012	Members of Leadership Team Cohorts 1, 2, and 3	Each member of LEAPP Cohort 5 will identify what it means to be an instructional leader focused on improved instruction leading to higher student achievement—and will gain practical experience through the NISL program. Successful completion of NISL by these aspiring administrators will strengthen leadership potential.	N

5. Conduct a 1-day re-certification session for NISL Leadership Team Cohort 2 members		8	Jan 2012	Members of Leadership Team Cohort 2	All NISL Leadership Team Cohort 2 members still in PGPCS AND still committed to facilitating NISL sessions will possess the latest materials and will be proficient in facilitating the current curriculum	N
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Goal 3, Project 9: Increase the number of highly effective teachers and administrators in the district to 85%.

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
1. PGPCS will convene a project Advisory Council to ensure that all stakeholders have an opportunity to share their perspectives on the project's implementation, for the purpose of addressing project needs, analyzing data, and suggesting refinements.	(D)(5)(i-ii)	9	Convene quarterly	Debra Mahone, Executive Director , Doug Anthony, Director of Human Capital,	Recommendations and Action items identified	N

Goal 3, Project 10: Increase the number of highly effective teachers and administrators in the district to 85%.

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
1. Prince George's County will commit to allocate 50 Teach For America instructors per year over the next four years (2011-2015) to continue the support of High Quality Pathways to teaching.	(D)(3)(i, ii)	10	July 2011- June 2012	Robert Gaskin, Supervisor	Count of the number of TFAs secured and disaggregated by content and type of school.	N

2. Teach For America will network with faculty, staff, and students to identify prospective corps members and reach out to them on an individual basis.	(D)(3)(i, ii)	10	July 2011- June 2012	Robert Gaskin, Supervisor	Meeting agendas	N
3. Teach for America corps members will be recommended through an incentivized process encouraging curriculum writing and detailed professional data analysis.	(D)(3)(i, ii)	10	July 2011- June 2012	Gladys Whitehead, Director Doug Anthony, Director of Human Capital, Sharon Hodges, Supervisor	Rosters of Curriculum and Instruction committees and professional development trainings.	N
4. Both Teach For America and Prince George's County observers (Principals, mentors, department chairs, etc) will share notes and plan collaboratively in order to schedule necessary professional development specifically designed to focus on instructional best practices for Teach For America corps members in their first and second years in the classroom to ensure that they are becoming stronger at their craft.	(D)(5)(i, ii)	10	July 2011- June 2012	Doug Anthony, Director of Human Capital, Sharon Hodges, Supervisor	Agendas for professional development trainings. Review of performance evaluations.	N
5. Prince George's County will continue to cluster our new resident teachers to our lowest performing schools.	(D)(3)(i, ii) (E)(2)	10	July 2011- June 2012	Robert Gaskins, Supervisor	Relationship between type of school and placement of TFAs.	N

Action Plan: Section D

LEA: Prince George’s County Public Schools **Date:** October 22, 2010 **Year of the Grant (circle one)** 1 2 **3** 4

Goal(s):

4. By SY2014-15, increase the percentage of teachers at NLNS and SLFP selected schools who are designated as “highly effective” to 85% of the teaching staff.
5. By SY2014-15, increase the percentage of principals serving NLNS and SLEP selected schools who are designated as “highly effective” to 100%.
6. By SY2014-15, increase the percentage of teachers and administrators across the school district who are designated as “highly effective” to 85%.

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) (D)(3)(i - ii) (D)(5)(i - ii)					
Goal 1: Increase the number of highly effective teachers at low performing schools to 85% of the staff.						
1. Contract with a consultant, ERS, to examine the research on the efficacy of each stipend and incentives in terms of student achievement and teacher satisfaction. Identify stipends that results in increased student	(D)(2) (D)(3)(i)	5	July 2012 to Sept 2012	Matt Stanski, CFO, Duane Arbogast, Chief Academic Officer	Document identifying high leverage stipends in terms of student achievement.	N

achievement. This effort will determine the efficacy of the identified stipend and then align the stipends to working in high-need schools. Identify incentives that attract teachers to low achieving schools.						
2. Begin the stipend payout, paid through existing operating funds. Implement the incentive program.	(D)(2) (D)(3)(i)	5	July 2012-June 2013	Dennis Hersh, Director, Payroll, HR	Track teacher placements and stipends. By July 2013, 50% of all stipends paid to teachers will be linked to teaching in high-needs schools. By July 2014, 80% of all stipends paid to teachers will be linked to teaching in high-needs schools.	Y, but stipends would be a realignment of stipends already paid from the operating budget. The system would determine if incentives are working and need to continue.
Goal 1: Increase the number of highly effective teachers at low performing schools to 85% of the staff.						
Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
1. Using an inquiry model to solve systemic problems and conduct instructional rounds, monthly meetings will occur over the ten months of the school year. -These networks provide a forum for teachers to support one another and to translate initiatives into real results at the school level. - Each meeting last	(D)(3)(i)	6	July 2012-June 2013	Doug Anthony, Director of Human Capital,, Sharon Hodges, Supervisor	Teams will share reflections and results of action research as a result of the professional learning communities.	N, the project will end in June 2014.

approximately four hours. Together teachers collaboratively coach one another.						
Goal 1: Increase the number of highly effective teachers at low performing schools to 85% of the staff.						
Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
1. Principals of low-achieving schools will be allotted additional FTEs based on student performance and the number of new teachers	(D)(3)(i)	7	July 2012 June 2013	Robert Gaskins, Supervisor, HR	Reduce vacancies in low performing schools. Increase interview pools.	N, program will be discontinued if funding is not available.
2. Program will be evaluated based on student achievement data, teacher retention and teacher satisfaction.	(D)(3)(i)	7	July 2012-June 2013	Research and Evaluation (Kola Sunmono), Duane Arbogast, Chief Academic Officer, Synthia Shilling, Chief of HR, Matt Stanski, CFO.	Evaluation report. Annual measures of teacher vacancies, transitions, interview pool numbers, teacher effectiveness (based on the FFT electronic platform).	N

Goal 2: Increase the number of Highly-Effective Administrators in low-achieving schools to 100%.						
Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
1. Support facilitation of LEAPP Cohort 4. This program involves 25 days of face-to-face facilitation by PGCPs NISL-certified participants. NISL Faculty will observe select sessions to ensure program fidelity.	(D)(3)(i)	8	July 2012-Feb 2013	Members of Leadership Team Cohorts 1, 2, and 3	Each member of LEAPP Cohort 4 will identify what it means to be an instructional leader focused on improved instruction leading to higher student achievement—and will gain practical experience through the NISL program. Successful completion of	N

					NISL by these aspiring administrators will strengthen leadership potential.	
2. Support facilitation of LEAPP Cohort 5. This program involves 25 days of face-to-face facilitation by PGCPs NISL-certified participants. NISL Faculty will observe select sessions to ensure program fidelity.	(D)(3)(i)	8	July 2012-May 2013	Members of Leadership Team Cohorts 1, 2, and 3	Each member of LEAPP Cohort 5 will identify what it means to be an instructional leader focused on improved instruction leading to higher student achievement—and will gain practical experience through the NISL program. Successful completion of NISL by these aspiring administrators will strengthen leadership potential.	N
Goal 3: Increase the number of highly effective teachers and administrators in the district to 85%.						
Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
1. PGCPs will convene a project Advisory Council to ensure that all stakeholders have an opportunity to share their perspectives on the project's implementation, for the purpose of addressing project needs, analyzing data, and suggesting refinements.	(D)(5)(i-ii)	9	Convene quarterly	Debra Mahone, Executive Director , Doug Anthony, Director of Human Capital,	Recommendations and Action items identified	N

Goal 3, Project 6: Increase the number of highly effective teachers and administrators in the district to 85%.

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
1. Prince George’s County will commit to allocate 50 Teach For America instructors per year over the next four years (2011-2015) to continue the support of High Quality Pathways to teaching.	(D)(3)(i, ii)	10	July 2012- June 2013	Robert Gaskin, Supervisor	Count of the number of TFAs secured and disaggregated by content and type of school.	N
2. Teach For America will network with faculty, staff, and students to identify prospective corps members and reach out to them on an individual basis.	(D)(3)(i, ii)	10	July 2012- June 2013	Robert Gaskin, Supervisor	Meeting agendas	N
3. Teach for America corps members will be recommended through an incentivized process encouraging curriculum writing and detailed professional data analysis.	(D)(3)(i, ii)	10	July 2012- June 2013	Gladys Whitehead, Director Doug Anthony, Director of Human Capital, Sharon Hodges, Supervisor	Rosters of Curriculum and Instruction committees and professional development trainings.	N

<p>4. Both Teach For America and Prince George's County observers (Principals, mentors, department chairs, etc) will share notes and plan collaboratively in order to schedule necessary professional development specifically designed to focus on instructional best practices for Teach For America corps members in their first and second years in the classroom to ensure that they are becoming stronger at their craft.</p>	(D)(5)(i, ii)	10	July 2012-June 2013	Doug Anthony, Director of Human Capital, Sharon Hodges, Supervisor	Agendas for professional development trainings. Review of performance evaluations.	N
<p>5. Prince George's County will continue to cluster our new resident teachers to our lowest performing schools.</p>	(D)(3)(i, ii) (E)(2)	10	July 2012-June 2013	Robert Gaskins, Supervisor, HR	Relationship between type of school and placement of TFAs.	N
<p>6. To increase the retention rate past the two year commitment cited in section (D)(1), Teach for America corps members will be provided with the opportunity to receive additional monetary incentives at the beginning of the third and fourth consecutive years of service.</p>	(D)(3)(i, ii) (D)(5)(i, ii)	10	July 2012-June 2013	Synthia Shilling, Chief of HR, Robert Gaskin, Supervisor,	Retention rates of TFAs	N

Action Plan: Section D

LEA: Prince George’s County Public Schools Date: October 22, 2010 Year of the Grant (circle one) 1 2 3 **4**

Goal(s):

1. By SY2014-15, increase the percentage of teachers at NLNS and SLFP selected schools who are designated as “highly effective” to 85% of the teaching staff.
2. By SY2014-15, increase the percentage of principals serving NLNS and SLEP selected schools who are designated as “highly effective” to 100%.
3. By SY2014-15, increase the percentage of teachers and administrators across the school district who are designated as “highly effective” to 85%.

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) (D)(3)(i - ii) (D)(5)(i - ii)					
Goal 1, Project 5: Increase the number of highly effective teachers at low performing schools to 85% of the staff.						
1. Begin the stipend payout, paid through existing operating funds. Implement the incentive program.	(D)(2) (D)(3)(i)	5	July 2013 - June 2014	Dennis Hersh, Director, Payroll, HR	Track teacher placements and stipends. By July 2013, 50% of all stipends paid to teachers will be linked to teaching in high-needs schools. By July 2014, 80% of all stipends paid to teachers will be linked to teaching in high-needs schools.	Y, but stipends would be a realignment of stipends already paid from the operating budget. The system would determine if incentives are working and need to continue.
2. Evaluate the efficacy of	(D)(2)	5	July 2013 -	Research and	Evaluation report. Annual	N, Stipends are

stipends and incentives on student achievement, teacher retention and teacher satisfaction.	(D)(3)(i)		June 2014	Evaluation (Kola Sunmono), Duane Arbogast, Chief Academic Officer, Synthia Shilling, Chief of HR, Matt Stanski, CFO, Lew Robinson, Executive Director of PGCEA.	measures of teacher vacancies, transitions, interview pool numbers, teacher effectiveness (based on the FFT electronic platform).	already part of the operating budget.
Goal 1, Project 6: Increase the number of highly effective teachers at low performing schools to 85% of the staff.						
Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
1. Using an inquiry model to solve systemic problems and conduct instructional rounds, monthly meetings will occur over the ten months of the school year. -These networks provide a forum for teachers to support one another and to translate initiatives into real results at the school level. - Each meeting last approximately four hours. Together teachers collaboratively coach one another.	(D)(3)(i)	6	July 2013 - June 2014	Doug Anthony, Director of Human Capital,, Sharon Hodges, Supervisor	Teams will share reflections and results of action research as a result of the professional learning communities.	N, the project will end in June 2014.
Goal 1, Project 7: Increase the number of highly effective teachers at low performing schools to 85% of the staff.						
Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
1. Principals of low-achieving schools will be allotted	(D)(3)(i)	7	July 2013 June 2014	Robert Gaskins, Supervisor, HR	Reduce vacancies in low performing schools.	N, program will be discontinued

additional FTEs based on student performance and the number of new teachers					Increase interview pools.	if funding is not available.
2. Program will be evaluated based on student achievement data, teacher retention and teacher satisfaction.	(D)(3)(i)	7	July 2013- June 2014	Research and Evaluation (Kola Sunmono), Duane Arbogast, Chief Academic Officer, Synthia Shilling, Chief of HR, Matt Stanski, CFO,.	Evaluation report. Annual measures of teacher vacancies, transitions, interview pool numbers, teacher effectiveness (based on the FFT electronic platform).	N

Goal 3, Project 9: Increase the number of highly effective teachers and administrators in the district to 85%.

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
1. PGCPS will convene a project Advisory Council to ensure that all stakeholders have an opportunity to share their perspectives on the project's implementation, for the purpose of addressing project needs, analyzing data, and suggesting refinements.	(D)(5)(i-ii)	9	Convene quarterly	Debra Mahone, Executive Director , Doug Anthony, Director of Human Capital,	Recommendations and Action items identified	N

Goal 3, Project 10: Increase the number of highly effective teachers and administrators in the district to 85%.

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
1. Prince George's County will commit to allocate 50 Teach For America instructors per year over the next four years	(D)(3)(i, ii)	10	July 2013- June 2014	Robert Gaskin, Supervisor	Count of the number of TFAs secured and disaggregated by content and type of school.	N

(2011-2015) to continue the support of High Quality Pathways to teaching.						
2. Teach For America will network with faculty, staff, and students to identify prospective corps members and reach out to them on an individual basis.	(D)(3)(i, ii)	10	July 2013 - June 2014	Robert Gaskin, Supervisor	Meeting agendas	N
3. Teach for America corps members will be recommended through an incentivized process encouraging curriculum writing and detailed professional data analysis.	(D)(3)(i, ii)	10	July 2013 - June 2014	Gladys Whitehead, Director Doug Anthony, Director of Human Capital, Sharon Hodges, Supervisor	Rosters of Curriculum and Instruction committees and professional development trainings.	N
4. Both Teach For America and Prince George's County observers (Principals, mentors, department chairs, etc) will share notes and plan collaboratively in order to schedule necessary professional development specifically designed to focus on instructional best practices for Teach For America corps members in their first and second years in the classroom to ensure that they are becoming stronger at their craft.	(D)(5)(i, ii)	10	July 2013 - June 2014	Doug Anthony, Director of Human Capital, Sharon Hodges, Supervisor	Agendas for professional development trainings. Review of performance evaluations.	N
5. Prince George's County will continue to cluster our new resident teachers to our lowest performing schools.	(D)(3)(i, ii) (E)(2)	10	July 2013 – June 2014	Robert Gaskins, Supervisor, HR	Relationship between type of school and placement of TFAs.	N

6. To increase the retention rate past the two year commitment cited in section (D)(1), Teach for America corps members will be provided with the opportunity to receive additional monetary incentives at the beginning of the third and fourth consecutive years of service.	(D)(3)(i, ii) (D)(5)(i, ii)	10	July 2013-2014	Synthia Shilling, Chief of HR, Robert Gaskin, Supervisor,	Retention rates of TFAs	N
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Section E: Low Performing Schools

Narrative:

The fourth state assurance is turning around low performing schools. This is addressed through many of the projects developed in Sections A, B, C and D. In fact, all of the projects have a direct relationship to addressing the needs of low performing schools. Prince George’s County has 60 schools in School Improvement and 4 turnaround schools. It is imperative that all of the projects address low performance. However, the district recognizes that significant supports must be in place, particularly in communities with high needs. For project 11, the district plans to expand its partnership with the Hillside Work-Scholarship Connection (HW-SC) in the Suitland community which currently has a low performing middle school currently in turnaround status (Drew Freeman Middle School) with an adjacent high school. Hillside is a nationally-recognized youth development program proven to significantly increase high school graduation rates for at-risk youth. HW-SC's evidence-based model provides comprehensive, 360 degree support to youth in grades 7 - 12 who possess two or more research-based risk factors for dropping out of school, including: low socio-economic status, failure in 2-3 core subjects, low standardized test scores, multiple school suspensions, below average attendance rates, and being over-age for grade level. HW-SC promotes learning and motivation through year-round academic advocacy and referral, parent engagement, life skills & character mentoring and enrichment, post-secondary planning services, career orientations and workforce readiness training with experiential placements- all coordinated and monitored by a full-time, professional Youth Advocate serving up to 32 students from the Turnaround School, from enrollment through graduation. This works supports Assurance (E)(2) with addressing the needs of low performing schools. This project specifically targets high risk students towards graduation and being career and college ready.

Action Plan: Section E: Low Performing Schools

LEA: PGCPS

Date: October 22, 2010

Year of the Grant (circle one)

1 2 3 4

Goal: 100% of cohort of high risk students transitioning from a turnaround middle school to the local feeder high school will remain enrolled in school.

Section E: Low Performing 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)					
Goal 3: 100% of cohort of high risk students transitioning from a turnaround middle school to the local feeder high school will remain enrolled in school.						
Hire Youth Advocate and recruit case load of 32 eligible 9th grade students. Initiate evidence-based Teen Outreach Program (TOP) curricular enrichments. Provide year-round programming with particular program emphasis on supporting transitions from middle to high school settings successfully; academic and personal goal-setting, and parent/guardian engagement.	(E)(2)	11	January 2011- June 2011	HW-SC: Karene Brodie	Identify the cohort of 32 students based on at-risk factors.	N

Action Plan: Section E: Low Performing Schools

LEA: PGCPS

Date: October 22, 2010

Year of the Grant (circle one)

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Goal: Increase the graduation rate of a cohort of high risk students transitioning from a turnaround middle school to the local feeder high school to 75%.

<u>Absolute, Competitive, and Invitational Priorities</u>	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes)</i>	(E)(2)					

<i>Activities to Implement MOU Requirements</i>						
Goal 3: 100% of cohort of high risk students transitioning from a turnaround middle school to the local feeder high school will remain enrolled in school.						
Provide year-round programming with particular program emphasis on practical college and career exposure, character development of youth empowerment principles in "choice" and "voice; and, community & civic service projects.	(E)(2)	11	July 2011 - June 2012	HW-SC: Karene Brodie	Add an additional 32 students. Track progress of students by looking at GPA, attendance, discipline referrals.	N

Action Plan: Section E: Low Performing Schools

LEA: PGCPS

Date: October 22, 2010

Year of the Grant (circle one)

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Goal: Increase the graduation rate of a cohort of high risk students transitioning from a turnaround middle school to the local feeder high school to 75%.

<i>MOU Requirements: (Yes)</i> <i>Activities to Implement MOU Requirements</i>	(E)(2)					
Goal 3 100% of cohort of high risk students transitioning from a turnaround middle school to the local feeder high school will remain enrolled in school.						
Provide year-round programming with particular program emphasis on Youth Employment Training Academy (YETA/Jobs Institute), graduation transition for cohort, and Post-Secondary Preparation and engagement (PSPS).	(E)(2)	11	July 2012-June 2013	HW-SC HW-SC: Karene Brodie	Expand the program to an additional 32 students per year. Graduation results for the initial cohort.	N, project is support through non-profits.

Action Plan: Section E: Low Performing Schools

LEA: PGCPS

Date: October 22, 2010

Year of the Grant (circle one)

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Goal: Increase the graduation rate of a cohort of high risk students transitioning from a turnaround middle school to the local feeder high school to 75%.

<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(E)(2)					
Goal 3: 100% of cohort of high risk students transitioning from a turnaround middle school to the local feeder high school will remain enrolled in school.						
Provide year-round programming with particular program emphasis on Youth Employment Training Academy (YETA/Jobs Institute), graduation transition for cohort, and Post-Secondary Preparation and engagement (PSPS).	(E)(2)	11	7/2013 – 6/2014	HW-SC: Karene Brodie	Expand the program to an additional 32 students per year. Graduation results for the initial cohort.	N, project is support through non-profits.

Absolute, Competitive and Invitational Priorities: STEM NCTAF SSR

Narrative

The **Absolute, Competitive, and Invitational Priorities** will address the activities included in the original Memorandum of Understanding. PGCPS commits to participate in the National Commission on Teaching and America’s Future (NCTAF) Science, Technology, Engineering, and Mathematics (STEM) Learning Studios. PGCPS will describe optional activities that it wishes to address with its funds from Race to the Top.

PGCPS is committed to improving student achievement and is seeking to improve the STEM curriculum, specifically in Earth and Space Science. A contact person from the district has been identified to work with MSDE and with the National Commission on Teaching and America’s Future (NCTAF) and NASA/Goddard Space Flight Center to develop project-based NASA 21st Century Learning Teams in which NASA engineers and scientists work with interdisciplinary teams of high school STEM teachers.

The district strongly believes that creating long-term partnerships with NASA will be beneficial. It will enhance the professional development of teachers as it focuses on 9th grade science curriculum. Engaging young people at the start of their high school career and capturing their attention can only increase the chances that they will remain excited as they take other science, mathematics, and technology courses. The goal is that 75% of the ninth grade students will achieve a B or better in the ninth grade science class by 2014 that will prepare them for success in future STEM classes. This addresses the state's Absolute, Competitive and Invitational Priorities in developing a robust STEM curriculum.

The project consists of multidisciplinary teacher teams based on their teaching assignments in the content areas (earth science/space science/or ocean science; and appropriate mathematics, technology, or other content appropriate to the team) as well as their comfort level with teaming and willingness to co-create learning experiences in the context of this project. Working with the NCTAF, the teams will establish a list of needs and determine topics based on relevancy to participating teachers, value-added for current curriculum, teacher and science coordinator input, as well as a review of district curriculum, state standards, and NASA data sets and content. They will then work with NASA Goddard and NCTAF partners to cross-match school/classroom needs with NASA/Goddard resources (data, projects, models, human resources). They will also develop a list of options for projects and define roles of team members, length of time the intervention will take, skills/expertise/resources needed, and assessment indicators. Teams from each participating school will attend one half day and one full-day training and development sessions with their NASA partners for the development of projects and inquiry based curriculum units that will engage students in at least four classroom periods. The partnership will encourage the online discussion among teachers for planning, reaction, and debriefing with the NASA Goddard partners and leadership team. The teaching teams will participate in two design workshops to create additional curriculum units to engage students in at least four classroom periods in each of the 3rd and 4th quarters of the school year. All teacher teams will participate in a three day summer design workshop in the summer of 2011 that will become the basis for planning project activity in 2011-2012 academic year. NASA is one of the greatest scientific institutions in Maryland, therefore, it makes a great deal of sense to tap into the expert knowledge of its engineers and scientists. They can help to engage students and expand the academic pipeline to help STEM students to be college ready. Moreover, NASA and many of its sub-contractors are some of the most significant employers in the state and we welcome the opportunity for our young people to envision possible future STEM-related careers. Ninth grade is a critical transition stage for high school students. This is when they start making choices about whether to stay in school or seek a college education. Therefore, having this partnership will only enhance the STEM initiatives in our county.

Action Plan: After the narrative, the LEA will complete the below action plan for **Absolute, Competitive, and Invitational Priorities**, following the directions provided for Section A.

Action Plan: Absolute, Competitive, and Invitational Priorities

LEA: PGCPS

Date: October 22, 2010

Year of the Grant (circle one)

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Goal(s):

Increase the percentage of 9th grade students that successfully complete the ninth grade science class with a B or better to 75%, from the present level of 40% of 9th grade students with a B or better, by 2014.

Objective(s):

1. To select 21st century learning teams of five interdisciplinary teachers per school (science, technology, engineering, math and special education). These teams will develop high quality project based learning (PBL) STEM Modules that integrate real-world resources from NASA and other Governmental Agencies such as NIH, EPA, NOAA, DOT etc.
2. To provide our multidisciplinary teams of teachers with deeper content knowledge and design learning experiences to engage our students in meaningful and extended inquiry activities while simultaneously providing our teachers with embedded professional development.
3. To expose our teachers and students to collaborative research based teaching and learning through collaborations with NCTAF and Scientists.
4. To develop several multidisciplinary STEM Modules in Earth and Space Sciences, Biomedical Sciences, Environmental Sciences and Homeland Security Sciences.
5. To increase student achievement in a rigorous STEM Curricula and to sustain their interest towards pursuing STEM related fields in college and as a career.

<u>Absolute, Competitive, and Invitational Priorities</u>	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>						
No actions in year 1.						

Action Plan: Absolute, Competitive, and Invitational Priorities

LEA: PGPCS

Date: October 22, 2010

Year of the Grant (circle one)

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Goal(s): Increase the percentage of 9th grade students that successfully complete the ninth grade science class with a B or better to 75%, from the present level of 40% of 9th grade students with a B or better, by 2014.

Objective(s):

1. To select 21st century learning teams of five interdisciplinary teachers per school (science, technology, engineering, math and special education). These teams will develop high quality project based learning (PBL) STEM Modules that integrate real-world resources from NASA and other Governmental Agencies such as NIH, EPA, NOAA, DOT etc.
2. To provide our multidisciplinary teams of teachers with deeper content knowledge and design learning experiences to engage our students in meaningful and extended inquiry activities while simultaneously providing our teachers with embedded professional development.

3. To expose our teachers and students to collaborative research based teaching and learning through collaborations with NCTAF and Scientists.
4. To develop several multidisciplinary STEM Modules in Earth and Space Sciences, Biomedical Sciences, Environmental Sciences and Homeland Security Sciences.
5. To increase student achievement in a rigorous STEM Curricula and to sustain their interest towards pursuing STEM related fields in college and as a career.

<u>Absolute, Competitive, and Invitational Priorities</u>	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>						
1. Identify and engage participating teacher teams from selected schools based on their teaching assignments in the content areas (earth science/space science/or life science; and appropriate mathematics, and technology.	Emphasis on STEM Priority 2	12	7/2011	Godfrey Rangasammy, Supervisor, Science	Team composition will comprise multiple subject areas.	N
2. Establish a list of needs and determine topics based on relevancy to participating teachers, value-added for current curriculum, teacher and science coordinator input, as well as a review of district curriculum, state standards, and NASA data sets and content. Work with NASA and other	Emphasis on STEM Priority 2	12	08/2011 9/2011	Godfrey Rangasammy, Supervisor, Science NCTAF & Governmental Agencies	Topics will be aligned to course curriculum and be relevant to NASA projects, as determined by the team of NASA scientists and curriculum content experts.	N

Governmental Agencies and NCTAF partners to cross-match school/classroom needs with resources (data, projects, models, human resources)						
3. Make arrangements for the teaching teams to participate in design workshops to create a minimum of three additional curriculum units to engage students in at least 4 classroom periods in the 2 nd , 3 rd and 4 th quarters of each year.	Emphasis on STEM Priority 2	12	9/2011 – June 2012	Godfrey Rangasammy, Supervisor, Science Team.	Formative and Summative Assessments	Y
4. Develop and administer Pre and Post Authentic Assessments for each Interdisciplinary Modules developed. Analyze data of students' achievement on each module's assessment.	Emphasis on STEM Priority 2	12	End of each quarter	Godfrey Rangasammy, Supervisor, Science, teachers	Students' scores on Authentic Assessments.	Y

Action Plan: Absolute, Competitive, and Invitational Priorities

LEA: PGCPS

Date: October 22, 2010

Year of the Grant (circle one)

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Goal(s):

Increase the percentage of 9th grade students that successfully complete the ninth grade science class with a B or better to 75%, from the present level of 40% of 9th grade students with a B or better, by 2014.

Objective(s):

1. To select 21st century learning teams of five interdisciplinary teachers per school (science, technology, engineering, math and special education). These teams will develop high quality project based learning (PBL) STEM Modules that integrate real-world resources from NASA and other Governmental Agencies such as NIH, EPA, NOAA, DOT etc.
2. To provide our multidisciplinary teams of teachers with deeper content knowledge and design learning experiences to engage our students in meaningful and extended inquiry activities while simultaneously providing our teachers with embedded professional development.
3. To expose our teachers and students to collaborative research based teaching and learning through collaborations with NCTAF and Scientists.
4. To develop several multidisciplinary STEM Modules in Earth and Space Sciences, Biomedical Sciences, Environmental Sciences and Homeland Security Sciences.
5. To increase student achievement in a rigorous STEM Curricula and to sustain their interest towards pursuing STEM related fields in college and as a career.

<u>Absolute, Competitive, and Invitational Priorities</u>	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>						
1. Make arrangements for the teaching teams to participate in design workshops to create a minimum of three additional curriculum units to engage students in at least 4 classroom periods in the 2 nd , 3 rd and 4 th quarters of each year.	Emphasis on STEM Priority 2	12	July 2012 to June 2013	Godfrey Rangasammy, Supervisor Science Team.	Formative and Summative Assessments	Y

2. Develop and administer Pre and Post Authentic Assessments for each Interdisciplinary Modules developed. Analyze data of students' achievement on each module's assessment.	Emphasis on STEM Priority 2	12	End of each quarter	Godfrey Rangasammy, Supervisor, Science, teachers	Students' scores on Authentic Assessments.	Y
3. Enable all teacher teams to participate in three day summer design workshop in the summer of 2012 where year one experience will become the basis for planning project activity in years 2 -4.	Emphasis on STEM Priority 2	12	July 2012	NCTAF- PGCPs Godfrey Rangasammy, Supervisor, Science	Participants attendance and presentation at workshop	Y
4. Send representatives as presenters to the 2012 NCTAF Symposium, to be held in Washington, DC.	Emphasis on STEM Priority 2	12	July 2012	Godfrey Rangasammy, Supervisor, Science, teachers	Participants attendance and presentation at conference	Y
5. Have year 1 teams serve as mentors for years 2-4 teams.	Emphasis on STEM Priority 2	12	July 2012 to June 2013	Godfrey Rangasammy, Supervisor, Science and NCTAF	Ease of choosing STEM Topics	N

Action Plan: Absolute, Competitive, and Invitational Priorities

LEA: PGCPS

Date: October 22, 2010

Year of the Grant (circle one)

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Goal(s):

Increase the percentage of 9th grade students that successfully complete the ninth grade science class with a B or better to 75%, from the present level of 40% of 9th grade students with a B or better, by 2014.

Objective(s):

1. To select 21st century learning teams of five interdisciplinary teachers per school (science, technology, engineering, math and special education). These teams will develop high quality project based learning (PBL) STEM Modules that integrate real-world resources from NASA and other Governmental Agencies such as NIH, EPA, NOAA, DOT etc.
2. To provide our multidisciplinary teams of teachers with deeper content knowledge and design learning experiences to engage our students in meaningful and extended inquiry activities while simultaneously providing our teachers with embedded professional development.
3. To expose our teachers and students to collaborative research based teaching and learning through collaborations with NCTAF and Scientists.
4. To develop several multidisciplinary STEM Modules in Earth and Space Sciences, Biomedical Sciences, Environmental Sciences and Homeland Security Sciences.
5. To increase student achievement in a rigorous STEM Curricula and to sustain their interest towards pursuing STEM related fields in college and as a career.

<u>Absolute, Competitive, and Invitational Priorities</u>	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>						
1. Make arrangements for the teaching teams to participate in design workshops to create a minimum of three additional curriculum units to engage students in at least 4 classroom periods in the 2 nd , 3 rd and 4 th quarters of each year.	Emphasis on STEM Priority 2	12	July 2013 to June 2014	Godfrey Rangasammy, Supervisor, Science Team.	Formative and Summative Assessments	Y

2. Develop and administer Pre and Post Authentic Assessments for each Interdisciplinary Modules developed. Analyze data of students' achievement on each module's assessment.	Emphasis on STEM Priority 2	12	End of each quarter	Godfrey Rangasammy, Supervisor, Science, teachers	Students' scores on Authentic Assessments.	Y
3. Have year 1 teams serve as mentors for years 2-4 teams.	Emphasis on STEM Priority 2	12	July 2013 – June 2014	Godfrey Rangasammy, Supervisor, Science and NCTAF	Ease of choosing STEM Topics	N

Section F Action Plan: Ensuring successful conditions for high-performing charter schools and other innovative schools.

Narrative:

Maryland's intent in the Race to the Top application is to ensure successful conditions for high-performing charter schools and other innovative schools. Prince George's County supports this initiative. Prince George's is planning to open the first Middle College in the state in the 2011-2012 school year in cooperation with Prince George's Community College. This program will have a health services focus. In addition, the district is developing plans for an IT High School to open in the fall 2012. This school will focus on technology certification. Prince George's currently has four charter schools and will approve at least three additional charter schools for the 2011-2012 school year. One current charter school and one pending charter school are STEM focused. Prince George's continues to explore opportunities for innovative schools, particularly in terms of currently low performing schools. It is the district's intent to strongly consider using the charter school option as a turnaround model. It would be dependent on the quality of the responses to potential RFPs.

Funding for the IT High School and Middle College will come from operating expenses. Additional charter schools will utilize existing formulas for funding. Facilities remain a challenge. Prince George's will consider using the State's Race to the Top Allotment for the charter school option for schools entering alternative governance or turnaround status.

LEA: PGCPS

Date: October 22, 2010

Year of the Grant (circle one)

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Goal(s): Increase the opportunities for students to participate in innovative schools to ensure student performance. Students participating in innovative or turnaround charter schools will exceed the district performance on MSA tests (grades 3-8) or HSA, first time test taker and graduation rates (high schools).

Section F Action Plan: Ensuring successful conditions for high-performing charter schools and other innovative schools.

Section F Action Plan: Ensuring successful conditions for high-performing charter schools and other innovative 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>	(F)(2)					
Goal(s): Increase the opportunities for students to participate in innovative schools to ensure student performance. Students participating in innovative or turnaround charter schools will exceed the district performance on MSA tests (grades 3-8) or HSA, first time test taker and graduation rates (high schools).						
1. District will plan for the opening of the Middle College at PGCC for September 2011, including hiring a principal, secretary and preparing the facility for occupancy.	(F)(2)	13	September 2010 to June 2011	Kathy Andrews, Instructional Specialist, Duane Arbogast, Chief Academic Officer	Facility 100% prepared for occupancy.	Y, but through operating funds.
2. Planning of the IT High School: selection of potential site.	(F)(2)	14	September 2010 to June 2011	Wesley Watts, CIO, Bonita Coleman-Potter, Deputy Superintendent	Facility identified by March 2011.	N
3. Identification of potential alternative governance or turnaround schools.	(F)(2)	15	October 2010-March 2011	Duane Arbogast, Chief Academic Officer	Identification of AG and turnaround schools.	
4. Develop a needs assessment for AG and turnaround schools.	(F)(2)	15	October 2010-March 2011	Duane Arbogast, Chief Academic Officer	100% of Needs Assessments done	
5. Begin planning for 2011-2012 to include the possibility of a charter take-over, which would include an RFP.	(F)(2)	15	January 2011-June 2011	Duane Arbogast, Chief Academic Officer	100% of plans written by June 2011	

Section F Action Plan: Ensuring successful conditions for high-performing charter schools and other innovative schools.

LEA: PGCPS

Date: October 22, 2010

Year of the Grant (circle one)

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Goal(s): Increase the opportunities for students to participate in innovative schools to ensure student performance. Students participating in innovative or turnaround charter schools will exceed the district performance on MSA tests (grades 3-8) or HSA, first time test taker and graduation rates (high schools).

Section F Action Plan: Ensuring successful conditions for high-performing charter schools and other innovative 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>	(F)(2)					
Goal(s): Increase the opportunities for students to participate in innovative schools to ensure student performance. Students participating in innovative or turnaround charter schools will exceed the district performance on MSA tests (grades 3-8) or HSA, first time test taker and graduation rates (high schools).						
1. Open Middle College with 100 students	(F)(2)	13	September 2012 to June 2013	Kathy Andrews, Instructional Specialist,	Success year as determined by student enrollment, achievement and survey data.	Y, but through operating funds.
2. Planning of the IT High School: selection of curriculum, principal and facility preparation.	(F)(2)	14	September 2012 to June 2013	Wesley Watts, CIO, Bonita Coleman-Potter, Deputy Superintendent	Facility 100% prepared for occupancy.	Y, through operating budget.
3. Implementation of alternative governance and turnaround plans	(F)(2)	15	September 2012 to June 2013	Duane Arbogast, Chief Academic Officer	Success year as determined by student enrollment, achievement and survey data.	Y, through 1003G and operating budget

Section F Action Plan: Ensuring successful conditions for high-performing charter schools and other innovative schools.

LEA: PGCPS

Date: October 22, 2010

Year of the Grant (circle one)

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Goal(s): Increase the opportunities for students to participate in innovative schools to ensure student performance. Students participating in innovative or turnaround charter schools will exceed the district performance on MSA tests (grades 3-8) or HSA, first time test taker and graduation rates (high schools).

Section F Action Plan: Ensuring successful conditions for high-performing charter schools and other innovative 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>	(F)(2)					
Goal(s): Increase the opportunities for students to participate in innovative schools to ensure student performance. Students participating in innovative or turnaround charter schools will exceed the district performance on MSA tests (grades 3-8) or HSA, first time test taker and graduation rates (high schools).						
1. Enroll second new ninth grade for Middle College with 100 students	(F)(2)	13	September 2013 to June 2014	Kathy Andrews, Instructional Specialist,	Success year as determined by student enrollment, achievement and survey data.	Y, but through operating funds.
2. Opening of the IT High School: 100 students	(F)(2)	14	September 2013 to June 2014	Wesley Watts, CIO, Bonita Coleman-Potter, Deputy Superintendent	Success year as determined by student enrollment, achievement and survey data.	Y, through operating budget.
3. Implementation of alternative governance and turnaround plans	(F)(2)	15	September 2013 to June 2014	Duane Arbogast, Chief Academic Officer	Success year as determined by student enrollment, achievement and survey data.	Y, through 1003G and operating budget

Section F Action Plan: Ensuring successful conditions for high-performing charter schools and other innovative schools.

LEA: PGCPS

Date: October 22, 2010

Year of the Grant (circle one)

1 2 3 **4**

Goal(s): Increase the opportunities for students to participate in innovative schools to ensure student performance. Students participating in innovative or turnaround charter schools will exceed the district performance on MSA tests (grades 3-8) or HSA, first time test taker and graduation rates (high schools).

Section F Action Plan: Ensuring successful conditions for high-performing charter schools and other innovative 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>	(F)(2)					
Goal(s): Increase the opportunities for students to participate in innovative schools to ensure student performance. Students participating in innovative or turnaround charter schools will exceed the district performance on MSA tests (grades 3-8) or HSA, first time test taker and graduation rates (high schools).						
4. Enroll third new ninth grade for Middle College with 100 students	(F)(2)	13	September 2014 to June 2015	Kathy Andrews, Instructional Specialist,	Success year as determined by student enrollment, achievement and survey data.	Y, but through operating funds.
5. Enroll new ninth grade IT High School: 100 students	(F)(2)	14	September 2014 to June 2015	Wesley Watts, CIO, Bonita Coleman-Potter, Deputy Superintendent	Success year as determined by student enrollment, achievement and survey data.	Y, through operating budget.
6. Implementation of alternative governance and turnaround plans	(F)(2)	15	September 2014 to June 2015	Duane Arbogast, Chief Academic Officer	Success year as determined by student enrollment, achievement and survey data.	Y, through 1003G and operating budget