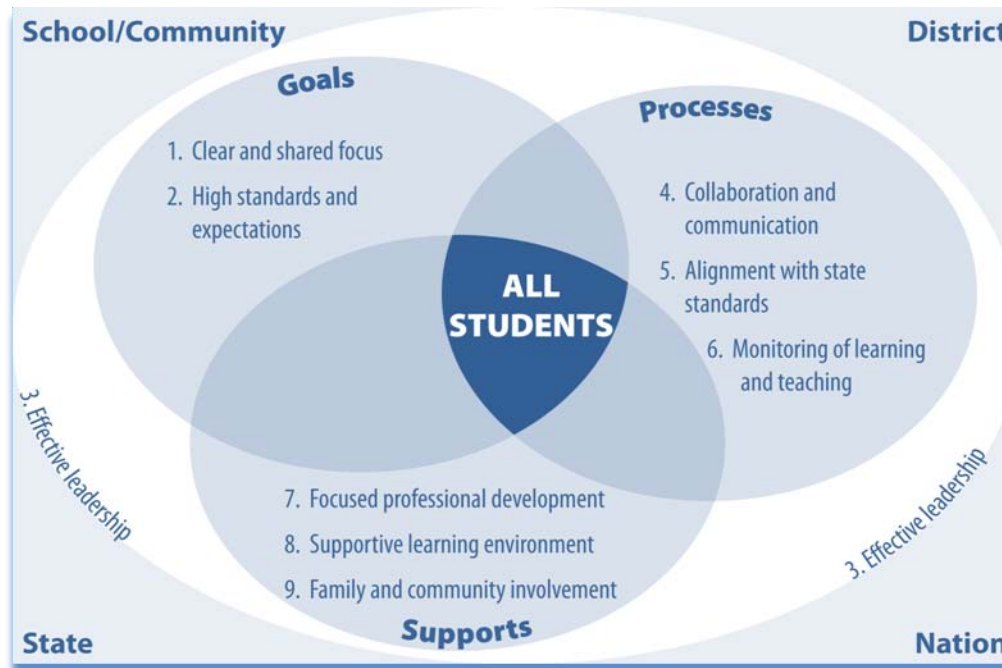**QUEEN ANNE'S COUNTY PUBLIC SCHOOLS**

## Race to the Top Scope of Work Plan

## Creating 21st Century Schools and Learners



Submitted: November 1, 2010

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# Queen Anne's County Public Schools

## RACE TO THE TOP
## SCOPE OF WORK PLAN

*"One can't believe impossible things," said Alice to the Queen*

*"I daresay you haven't had much practice," said the Queen.*

*"When I was your age I always did it for half-an-hour a day.  Why, sometimes I've believed as many*

*as six impossible things before breakfast."*

*Lewis Carroll,   Alice's Adventures in Wonderland*

*For too long, like Alice, many educators, policy makers and even the general public responded resoundingly with "That's impossible!" when challenged to adopt a new paradigm of education for the 21st century.  Many people still adhere to a paradigm of education that is strictly 19th century.  But, like the Queen, a growing number of educators across the nation and state are believing in and accomplishing "the impossible".  Queen Anne's County Public Schools believes all students can achieve high standards and believes in our own ability to provide a world class education program to accomplish this.*

## Section A:  Executive Summary

### NARRATIVE

**QACPS Vision for Reform Aligned to State Plan**

Queen Anne's County Public Schools embraces the State's vision of educational reform and results:
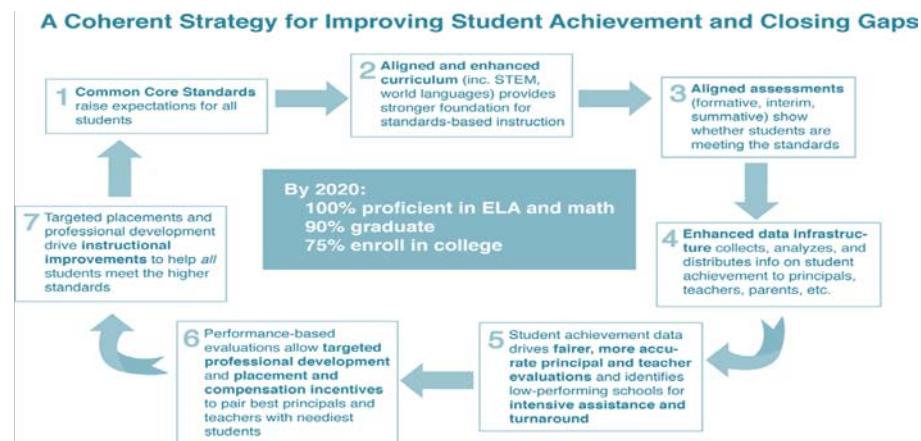


Queen Anne's County Public Schools' (QACPS) vision, mission, and core values are based on a commitment to ensure that all children receive a rigorous academic program in a learning environment that is safe, respectful and caring.  Additionally, all students will leave school prepared to be successful in a diverse and changing world.  We also recognize the importance of a close partnership among school staff, students, parents and community members in achieving success.

**Needs**

Queen Anne's County Public Schools has a long-standing commitment to achieving a culture of **Everyday Excellence** for our students, staff and organization.  The current national, state and local climate of accountability in education brings a new focus to the most important work of our schools and their community partners – ensuring a high level of achievement for every student so they leave school with the skills,

attitudes and dispositions to be successful in a 21st century world that many of us can not even imagine. We are intentional in our efforts to close the achievement gap for students who have traditionally struggled to achieve high levels of learning. Our mission is clear and focused. It is also consistent with that of the State Board of Education: to create a world-class school system preparing students for college and career success in the 21st century.

Intensive and intentional strategic planning has been and continues to be the vehicle for shaping and focusing our efforts. From 2003-2010 QACPS has implemented a Comprehensive Master Plan for improved outcomes and accountability. That plan has largely been achieved and it is timely to begin another cycle of self study and strategic planning. During the 2010-11 school year we will undertake a comprehensive needs assessment, taking stock of what we have accomplished, the new national and state standards and developing an updated Strategic Plan for 2011-2017 that merges our RTTT plan with the Master Plan process. This updated plan will be based on a shared vision of a 21st century oriented preferred future for all of our students, our staff and our organization. It will be a future-oriented and visionary process that will have input from diverse constituent groups who will be encouraged to participate in charting the future of our school system. Additionally, our efforts toward excellence will continue to be measured by the Baldrige National Quality Program, the Association of Middle States Schools *Excellence by Design* strategic planning model and the Maryland State Department of Education's (MSDE) Master Planning process.

An analysis of our data for 2009-2010 indicates many successes and some significant challenges. We celebrate what our efforts have accomplished toward our targets and believe that QACPS is an excellent school system poised on the brink of making excellence an everyday expectation and occurrence. None-the-less, an excellent school system is never satisfied with the results it is getting. We need to focus our efforts and raise the bar on our expectations for all students, teachers and principals. We must continue to study the data for the stories it tells. We must set clear targets for the skills, attitudes and appreciations that we expect of a QACPS graduate. Based on the new national common core learning standards we must collaborate with State and local partners to articulate clear performance targets for what we expect of all students. We must develop, implement, monitor and evaluate an aligned curriculum, assessments, programs, and initiatives toward achieving those targets and equip our teachers and leaders with a college/career–ready framework for success. We must enhance our data systems to better support a school culture for high quality, collaborative data-driven decision making. We must revisit our systems for teacher and school leadership induction, support, ongoing professional development and performance evaluation. We must identify the resources and supports needed to turn around our lowest performing schools.

**Ambitious and Aligned Local Goals**

The Race to the Top Program provides a timely opportunity for QACPS to engage with the Maryland State Department of Education, other local education agencies and local community partners in assessing our strengths and getting better clarity about our weaknesses as we respond to the initiatives outlined in the national Race to the Top agenda: QACPS embraces the State's ambitious goals and response to the Race to the Top Program. We have created set of ambitious local goals aligned to the State goals that address our response to the State

initiative. These broad goals include: 1) implement ambitious goals to raise student achievement, close achievement gaps, increase graduation rates and increase college enrollment, consistent with the State goals for student achievement, 2) Implement the transition to the common core learning standards, 3) implement the transition to an aligned common state curriculum and set of high quality assessments, 4) implement an improved data systems to support instruction, develop great teachers and principals, and 5) improve the performance of our lowest achieving schools.

**Stakeholder Involvement**

In developing our Scope of Work plan we have engaged diverse stakeholders to seek and receive input into the plan that is presented. Information was shared and input solicited through school-level faculty meetings and parent groups meetings, board briefings, administrative and supervisor meetings, teacher, reading and math specialist meetings and website postings.

A copy of the QACPS RTTT plan was posted on the website for two weeks to solicit public input. The Superintendent discussed the RTTT components with the representative of the teacher and administrator bargaining units.

**Integration of the Final Scope of Work as Part of the QACPS Comprehensive Master Plan**

Beginning in the spring of 2011, the Master Plan Committee will integrate the goals and action plans contained in our 2010-2011 Scope of Work plan into our Master Plan to ensure there is one comprehensive plan guiding our efforts for 2011-2012 and beyond.

**Strategies for Increasing Student Achievement and Closing the Achievement Gap**

QACPS is committed to increasing student achievement and closing achievement gaps. Our strategy for accomplishing this is to accelerate our current efforts to transform our schools into 21$^{st}$ century learning communities for students, teachers and leaders. Expanding on current efforts, as outlined in the 2010-11 Master Plan, QACPS will adopt the more ambitious goals to raise student achievement, close achievement gaps, increase graduation rates and increase college enrollment consistent with the performance targets set by the State. We have identified key research-based strategies for highly effective schools to frame our efforts. This conceptual framework is shown on the cover page of our application. The strategies include:
1. Establishing and communicating a clear & shared focus
2. Setting high standards & expectations for all students
3. Developing and nurturing effective teachers and school leadership
4. Creating and sustaining high levels of collaboration & communication

5. Implementing curriculum, instruction & assessments aligned with state standards
6. Routinely engaging teacher teams in technology-supported, data-driven decision-making within collaborative school cultures will have high impact results
7. Frequent monitoring of learning & teaching
8. Providing high-quality job-embedded focused professional development, based on assessed needs
9. Ensuring a supportive learning environment
10. Seeking high levels of family & community involvement

**Participate in the National and Statewide Evaluation of the Race to the Top Program.**

Queen Anne's County Public Schools is committed to participate in the national and statewide evaluation of the Race to the Top Program.

Our Scope of Work Plan comprehensively addresses all sections of the State Race to the Top Program with a particular emphasis on the increasing the effectiveness of our teachers and leaders though the goals and actions plan within each section. We strongly believe that achieving ambitious goals for student achievement rests solely with developing, nurturing and sustaining our staff to ensure that they have the skills, knowledge, tools and dispositions necessary to transform our schools.

# Section A:  School Success Factors

## ACTION PLAN

**LEA:  Queen Anne's County Public Schools**          **Date:  October 2010**          **Year of the Grant – Year 1 - Expiration of Grant**

**Local Goal(s) Aligned with the State RTTT MOU Requirements and Correlated to the State Plan**:

Queen Anne's County Public Schools will participate in and complete all required national and statewide program evaluation activities.

| Section A:  State Success Factors | Correlation to State Plan | Project. # | Timeline | Key Personnel | Performance Measure | Recurring Expense: Y/N |
|---|---|---|---|---|---|---|
| *MOU Requirements:*  (No) | | | | | | |
| *Additional Required Activities:* | | | | | | |
| Queen Anne's County Public Schools will participate in and complete all required national and statewide program evaluation activities. | | | | | | |
| a.    Cooperate with national and statewide evaluation | (A)(2) | | 12/01/10 – Expiration of Grant | • Superintendent<br>• Leadership Team<br>• Data Manager | • Completion of national and statewide evaluation activities<br>• Submission of required data and reports | N |
| *Optional Activities:* | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |

# SECTION B:  STANDARDS AND ASSESSMENTS

## NARRATIVE

QACPS believes that the common core State standards are the foundation for ensuring that all students are provided a rigorous educational program leading to graduation from high school college and career- ready.  We are committed to implementing these standards and the aligned State assessments to measure our progress and to provide our teachers and leaders with the skills and knowledge to be effective.

**(B) (1) Developing and Adopting Common Standards**

Queen Anne's County Public Schools will support MSDE's efforts to develop and adopt a common set of high quality standards.

**(B) (2) Developing and Implementing Common, High Quality Assessments**

Queen Anne's County Public Schools will support MSDE's efforts to develop and implement common, high quality assessments.

**(B) (3) (i), (ii), (iii) - Supporting the Transition to Enhanced Standards and High-Quality Assessments**

QACPS will support the Maryland's Race to the Top initiative to move to enhanced standards and high-quality assessments through participation in MSDE activities and developing corresponding local efforts to:
* transition from the  current MSC and assessments to the revised ones aligned to the Common Core Standards
* translate the new standards into aligned, challenging and engaging curriculum, lesson plans and classroom projects
* align and enhance the MSDE online instructional toolkit and other online resources
* prepare teachers and administrators to effectively plan, implement, monitor and evaluate aligned and enhanced instruction and assessments
* enhance the QACPS technology infrastructure to support the four components of the MSDE IIS (Instructional Improvement System, Technology Infrastructure, Longitudinal Data System, and the Online Instructional Toolkit).
* participate in the development of the interdisciplinary STEM-based curriculum

Aligned local goals and detailed supporting activities have been developed to drive this effort in QACPS.  These are described in the attached action plan.  Thorough these we provide input and participate, as requested, in State workgroups related to the transition to the new common core State standards, revising the MSC to align with the common core standards, enhancing assessment item banks and the online toolkit.  We collaborate with the State in identifying the status of our infrastructure and planning upgrades needed to support the State Instructional Improvement System.  We will

make stakeholders aware of the transition to the new standards, curriculum and assessments and provide professional development to all teachers and leaders to support their effective implementation.

## Section B:  Supporting Transition to Higher Standards and Assessments

### ACTION PLAN

**LEA:  Queen Anne's County Public Schools**            **Date:  October 2010**          **Year of the Grant – Year 1 - Expiration of Grant**

**Local Goal(s) Aligned with the State RTTT MOU Requirements and Correlated to the State Plan**:

1. Develop a local plan for the implementation of the new Common Core State Standards.
2. Ensure that QACPS educators, parents and other stakeholders understand the transition plan for implementation of the Common Core State Standards and curriculum.
3. Participate in State and local efforts to create curricular documents in parallel format for all curricular areas (including STEM).
4. Ensure that QACPS' students have a rich and full education and that classroom teachers are supported in the effective implementation of Common Core Standards.
5. Ensure that educators in all QACPS are trained in the new Common Core State Standards, the revised State Curriculum and Assessment System and Effective Differentiated Instruction activities.
6. Continue implementation of MSA/HSA until a new system tied to the common core standards is operational.
7. Build stakeholder support for the design of a comprehensive assessment system that will improve classroom practices.
8. Ensure QACPS educators fully understand summative assessments and how they are similar and different from the assessments they replace.
9. Ensure that QACPS educators can access understand and use formative assessment tools in concert with the State's Instructional Improvement System that allows students to achieve college and career-ready standards of achievement.
10. Enhance the QACPS technology infrastructure to support the four components of the MSDE IIS (Instructional Improvement System, Technology Infrastructure, Longitudinal Data System, and the Online Instructional Toolkit).
11. Participate in the development of the interdisciplinary STEM-based curriculum.
12. Continue to develop and expand local STEM opportunities for students and the professional development for teachers to effectively implement the opportunities.
13. Explore additional options for increasing Early Learning Outcomes.
14. Explore the expansion of the world languages program.

| Section B:  Standards and Assessments ACTIVITIES | Correlation to State Plan | Project . # | Timeline | Key Personnel | Performance Measure | Recurring Expense: Y/N |
|---|---|---|---|---|---|---|
| *MOU Requirements:* (Yes) *Activities t o Implement MOU Requirements* | (B)(3) | | | | | |
| **Goal 1:  Develop local plan for implementation of Common Core State Standards.** | | | | | | |
| a.   Develop, implement, monitor and evaluate a local 4-year scope of work plan for implementation of the Common Core State Standards aligned with State Race to the Top Plan. Review and revise as appropriate | (B)(3) | | Years 1-4 | • Superintendent • Assistant Superintendent • Leadership Team | • Written plan is disseminated, implemented, reviewed and revised as needed | N |
| **Goal 2:  Ensure that QACPS educators, parents and other stakeholders understand the transition plan for the implementation of the Common Core Standards.** | | | | | | |
| a.   Develop and share the transition plan for implementation of the Common Core State Standards and curriculum with the QACPS leadership team at monthly Administrator & Supervisor meetings, Curriculum & Instruction meetings and Specialist briefings | (B)(3) | | Year 1 | • Superintendent • Assistant Superintendent | • Transition plan included on meeting agendas for A&S, C&I and Specialists groups | N |
| b.   Share the transition plan with teachers and other staff through county-wide and school-based professional development meetings | (B)(3) | | Year 1 | • Principals • Curriculum Supervisors | • Transition plan included on meeting agendas | N |
| c.   Share the transition plan with Board members, parents and community stakeholders through presentations at board meetings, school-parent meetings and website postings | (B)(3) | | Year 1 | • Superintendent • Assistant Superintendent • Principals • Public Information Officer (PIO) | • Transition plan included on meeting agendas, posted on QACPS website | N |
| **Goal 3:  Participate in State and local efforts to create curricular documents in parallel format for all curricular areas (including STEM).** | | | | | | |
| a.   Involve QACPS representatives from each level and content area in State opportunities to address the gap between Common Core and MSC | (B)(3) | #1 | Year 1 | • Curriculum and Instruction Supervisors • Selected Core Content Teachers | • Number of QACPS staff who participated in State gap activities and engage local gap analysis | N |

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| | | | | | | activities between local curriculum and Common Core State Standards | |
| b. Provide staff to assist in evaluation of electronic resources from the MD online curriculum toolkit for alignment | (B)(3) | #1 | Year 2 | • Assistant Superintendent<br>• Curriculum and Instruction Supervisors<br>• Selected Core Content Teachers | • Number of QACPS staff who participated in State activities to evaluate resources from the MSC Toolkit for alignment | | N |
| c. Participate in State CTE-STEM program development | (B)(3) | #1 | Year 1-3 | • Curriculum and Instruction Supervisors<br>• Selected Teachers | • Number of QACPS staff who participated in State CTE-STEM program development activities | | N |
| d. Involve QACPS representatives from each level and content area in State opportunities to provide input into the revised state assessments | (B)(3) | #1 | Years 2-3 | • Curriculum and Instruction Supervisors<br>• Selected Teachers | • Number of QACPS staff who participated in State committees providing input into revised State assessments | | N |
| e. Form grade level committees/subject level committees to revise QACPS/MSC to include Common Core State Standards | (B)(3) | #1 | Year 2 | • Curriculum and Instruction Supervisors<br>• Selected Grade Level/ Subject Teachers | • Number of QACPS staff who participated on local curriculum development committees<br>• Revised QACPS/MSC includes Common Core State Standards | | N |
| f. Review current textbooks and other resources to determine alignment with the CCSS and/or identify alternate aligned materials | (B)(3) | #1 | Year 2 | • Curriculum and Instruction Supervisors<br>• Selected Core Content Teachers | • Available text and the curriculum match | | N |
| Goal 4: Ensure that QACPS' students have a rich and full education and that classroom teachers are supported in the effective implementation of Common Core Standards. | | | | | | | |
| a. Teachers are supported in the implementation of the Common Core Standards, revised MSC and assessments through professional development opportunities, walkthroughs and constructive | (B)(3) | | Years 2-4 | • Assistant Superintendent<br>• Curriculum and Instruction Supervisors<br>• Specialists | • Professional development agendas/evaluation feedback, number of walkthroughs and formal and informal observations | | N |

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| | feedback | | | | | |
| b. | Provide training for teachers and leaders in utilizing tools such iPads and iObservation to conduct walkthroughs and monitor the implementation of instruction, to provide timely data to teacher teams in support of the Curriculum Focused Improvement Process (CFIP) and informed instructional decision-making, especially for struggling students | (B)(3) | #1 | Years 2-4 | • Supervisors<br>• Principals<br>• Teacher Specialists<br>• Teacher Teams | • Purchase of iPADS, or other similar technology<br>• Log of walkthroughs/ teacher feedback using iObservation tool and data | N |
| **Goal 5: Ensure that all educators in QACPS are trained in the new Common Core State Standards, the revised State Curriculum, Assessment System and effective differentiated instruction activities.** | | | | | | | |
| a. | Identify staff to participate on State committees to plan and carryout the regional State-sponsored Instructional Improvement Academies and follow up activities | (B)(3) | #1 | Year 1 | • Superintendent<br>• Assistant Superintendent<br>• Leadership Team | • List of staff selected to participate on the planning committees for State-sponsored Instructional Improvement Academies and follow up activities and dates attended | N |
| b. | Identify key staff in each school (administrator, one math, one reading and one STEM and appropriate central office leadership) to participate in State sponsored Instructional Improvement Academy and follow up activities | (B)(3) | #1 | Years 1-3 | • Superintendent<br>• Assistant Superintendent<br>• Leadership Team | • List of key staff from each school who participated in the State-sponsored Instructional Improvement Academies and follow up activities and dates attended | N |
| c. | Identify a local planning team for each curricular area; develop and implement a professional development plan for communicating the information from the State-sponsored Academy to appropriate school system staff. | (B)(3) | #1 | Years 1-3 | • Superintendent<br>• Assistant Superintendent<br>• Leadership Team<br>•  Instructional Improvement Academy Participants<br>• Specialists | • List of planning team members, professional development plan, timeline for dissemination of information | N |

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| d. Implement and evaluate high quality professional development provided by the school and system Instructional Academy participants and others in the Common Core State, the revised State Curriculum, effective differentiated instruction activities, instructional resources, such as the online toolkit. | (B)(3) | #1 | Years 1-4 | • Superintendent<br>• Assistant Superintendent<br>• Leadership Team<br>• Instructional Academy Participants<br>• Teacher Specialists<br>• Reading/Math Specialists<br>• Technology/Assistive Technology Specialists | • In-service agendas and rosters document that all QACPS teachers have received training in the new Common Core Standards, the revised State Curriculum, and effective differentiated instruction activities | N |
| **Goal 6: Continue implementation of MSA/HSA until a new system tied to the Common Core Standards is operational.** | | | | | | |
| a. Administer MSA/HSA assessments, as directed by the State | (B)(3) | | Years 1-3 | • Curriculum and Instruction Supervisors<br>• Principals<br>• Teacher Specialists<br>• Reading/Math Specialists<br>• Technology/Assistive Technology Specialists | • Assessments are administered as directed | N |
| **Goal 7: Build stakeholder support for the design of a comprehensive assessment system that will improve classroom practices.** | | | | | | |
| a. Support State efforts to design a new assessment system through participation in focus groups as requested and communication of information to local stakeholders through meetings and media | (B)(3) | #1 | Years 1-2 | • Curriculum and Instruction Supervisors<br>• Teacher Specialists<br>• Reading/Math Specialists | • Number of QACPS staff who participated in State focus groups, as requested<br>• Local dissemination of information to stakeholders as it becomes available through Board meetings, other stakeholder meetings and website as documented in agendas and online postings | N |
| **Goal 8: Ensure QACPS educators fully understand summative assessments and how they are similar and different from the assessments they replace.** | | | | | | |
| a. Provide State with information regarding the system's technology infrastructure and the capacity to | (B)(3) | | Years 1-4 | • Information Management Coordinator<br>• Local Accountability | • State survey completed and information requests responded to in an accurate | N |

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| implement universal assessment delivery using technology | | | | Coordinator OR Testing & Measurement Coordinator | and timely manner | |
| b. Provide professional development and updates to QACPS educators regarding the revised summative assessments and how they are similar and different from the assessments they replace | (B)(3) | | Years 2-4 | • Curriculum and Instruction Supervisors<br>• Teacher Specialists<br>• Reading/Math Specialists | • Professional development agendas and rosters document that sessions were held, information was disseminated through standing committees, collaborative school-based data team meetings, website and media | N |

**Goal 9:** Ensure that QACPS educators can access, understand and use formative assessment tools in concert with the State's improvement system that allows students to achieve college and career –ready standards of achievement.

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| a. Participate in State efforts to develop formative assessment tools as requested | (B)(3) | #1 | Years 1-4 | • Curriculum and Instruction Supervisors<br>• Teacher Specialists<br>• Reading/Math Specialists | • Number of QACPS staff who participated on State committees to provide input | N |
| b. Provide professional development and updates to QACPS educators regarding accessing, understanding and using revised formative assessment tools in concert with the State's improvement system, as they become available | (B)(3) | #1 | Years 2-4 | • Curriculum and Instruction Supervisors<br>• Teacher Specialists<br>• Reading/Math Specialists | • Professional development agendas and rosters document those sessions were held and that information was disseminated through standing committees, school-based collaborative data team, website and media | N |
| c. Examine and revise LEA formative assessments in math and reading/LA to align with State assessments and format | (B)(3) | #1 | Year 2 | • Math Supervisor<br>• Reading/LA Supervisor<br>• Reading/Math Specialists | • Formative assessments are revised by content supervisors and reviewed by content area specialists<br>• Revised documents available | N |

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| d. Examine and revise LEA formative assessments in science and social studies to align with State assessments and format | (B)(3) | #1 | Year 3 | • Science Supervisor<br>• Social Studies Supervisor<br>• Selected Teachers | • Formative assessments are revised by content supervisors and reviewed by content area specialists<br>• Revised documents available | N |
| e. Examine and revise LEA formative assessments in other curricular areas to align with State assessments and format | (B)(3) | #1 | Year 4 | • Curriculum and Instruction Supervisors<br>• Selected Teachers | • Formative assessments are revised by content supervisors and reviewed by content area specialists<br>• Revised documents available | N |
| **Goal 10: Align high school curricular standards as contained in the Common Core State Standards and assessed with a comprehensive assessment system with college requirements.** | | | | | | |
| a. Participate as requested in the State workgroup with IHE partners as requested | (B)(3) | | Year 1 | • QACPS Leadership Team Representative | • Number of QACPS staff who participated in the State workgroup | N |
| **Goal 11: Enhance the QACPS technology infrastructure to support the four components of the MSDE IIS (Instructional Improvement System, Technology Infrastructure, Longitudinal Data System, and the Online Instructional Toolkit).** | | | | | | |
| a. Identify gaps in technology infrastructure, hardware, software and resources to upgrade to meet the system demands and purposes for implementing the IIS | (B)(3) | | Years 1-4 | • Coordinator of Information Mgt. | • Technology assessment completed<br>• Resources identified<br>• Upgrades made | N |
| b. Develop and implement a technology plan/ fiscal strategies to expand and upgrade to a one-to-one computer environment for teachers, leaders and students that will enable them to effectively access the IIS resources in a timely manner | (B)(3) | #1 | Years 1-4 | • Superintendent<br>• Coordinator of Information Mgt. | • Technology/fiscal plan<br>• All schools have a computer environment to effectively and efficiently access the IIS resources | N |
| c. Provide professional development opportunities for QACPS teachers and leaders to support effective implementation of computer/ technology applications to enhance | (B)(3) | #1 | Years 2-4 | • Coordinator of Information Mgt.<br>• Specialist in Technology Staff Development | • Agendas/Rosters<br>• Observations | N |

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|---|---|---|---|---|---|---|
| student learning, data driven instructional decision making and collaboration | | | | | | |
| **Goal 12:  Participate in the development, implementation and evaluation of the interdisciplinary STEM-based curriculum to expand STEM opportunities for students.** | | | | | | |
| a.  Participate, as requested, on State STEM Curriculum committees | (B)(3) | #1 | Years 1-4 | • STEM Supervisor<br>• Math Supervisor<br>• CTE Supervisor<br>• Selected Teachers | • Number of QACPS staff who participated in STEM curriculum work groups<br>• List of additional STEM opportunities for students | N |
| b.  Provide professional development for QACPS teachers to support their implementation of  an enhanced, integrated STEM curriculum aligned with the State developed curriculum | (B)(3) | #1 | Years 2-4 | • STEM Supervisor<br>• Math Supervisor<br>• CTE Supervisor<br>• Selected Teachers | • Agendas/Rosters | N |
| **Goal 13:  QACPS will continue to develop and expand the STEM opportunities for teachers and students.** | | | | | | |
| a.  Continue the STEM Academy for high school students, focusing on minority and FARMS, ELL and students with disabilities | (B)(3) | | Years 1-4 | • STEM Supervisor<br>• Principals<br>• Selected Teachers | • Academy held<br>• Syllabus<br>• Roster of participants | N |
| b.  Continue the STEM Academy for middle school students focusing on minority and FARMS, ELL and students with disabilities | (B)(3)(F) | | Years 1-4 | • STEM Supervisor<br>• Principals<br>• Selected Teachers | • Academy held<br>• Syllabus<br>• Roster of participants | N |
| c.   Establish  a STEM Academy for elementary school students, focusing on minority and FARMS, ELL and students with disabilities | (B)(3) | | Year 2 | • STEM Supervisor<br>• Principals<br>• Selected Teachers | • Academy held<br>• Syllabus<br>• Roster of participants | N |
| d.  Continue the NASA STEM Academy partnership for teacher to promote their professional development, focusing on minority and FARMS, ELL and students with disabilities | (B)(3) | | Years 1-4 | • STEM Supervisor | • Academy held<br>• Syllabus<br>• Roster of participants<br>• Lessons generated | N |

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| e. | Continue the Northrop Grumman mentoring partnership for teachers and students, focusing on minority and FARMS, ELL and students with disabilities | (B)(3) | | Years 1-4 | • STEM Supervisor | • List of activities/Roster of participants<br>• Log of hours NG mentors spend in the schools | N |
| **Goal 14: QACPS will explore additional options for increasing Early Learning Outcomes.** | | | | | | | |
| a. | Explore options that would give access to a high quality pre-kindergarten program for all four-year olds without additional local cost | (B)(3) | | Year 1 | • Elementary Supervisor<br>• Elementary Principals<br>• Community Stakeholders | • Completion of Study | N |
| b. | As feasible, implement the selected option | (B)(3) | | Year 2 | • Superintendent<br>• Assistant Superintendent | • Additional students participate in program | N |
| c. | Continue partnership with Judy Center, Family Support Program, and Title I Program | (B)(3) | | Years 1-4 | • Elementary Supervisor<br>• Principals<br>• Judy Center Director<br>• Family Support Center Director | • Advisory meeting notes | N |
| d. | Ensure all Pre-K and Kindergarten programs are accredited | (B)(3) | | Year 1 | • Elementary Supervisor<br>• Elementary Principals | • Accreditation documentation | N |
| **Goal 15: Explore the expansion of the world languages program.** | | | | | | | |
| a. | Conduct a feasibility study for an elementary after school language program, including considerations for community interest, space, staffing, curriculum and fiscal strategies | (B)(3) | | Year 1 | • Superintendent<br>• Assistant Superintendent<br>• Elementary Supervisor<br>• World Language Supervisor<br>• After School Program Director | • Study completed, including recommendations for action | N |

## SECTION C:  DATA SYSTEMS TO SUPPORT INSTRUCTION

### NARRATIVE

We believe the key to bringing about breakthrough achievement for high needs students lies in teams of teachers routinely engaging in a laser-focused, collaborative, data-driven decision-making instructional process.  Using technology and data more effectively and efficiently will improve instructional decision-making leading to high student achievement, closing achievement gaps and improving teacher practice.  Our efforts will build on research and best practice of how school leaders can meet the need through a culture of collaboration at the district, school and classroom levels to create and implement a data-driven instructional system designed to intentionally and systematically bring about accelerated, gap closing achievement for high need students.

**(C)(1) Statewide Longitudinal Data Systems**

QACPS will support the implementation of the State's new longitudinal data system to monitor progress in Race to the Top implementation (Section A), share aligned standards, assessments, curriculum tools (Section B), to accurately evaluate  and support great teachers and leaders (Section D), to pinpoint interventions for low-achieving schools (Section E) and to allocate resources fairly and transparently (Section F).

**(C)(2) Accessing and Using State Data**

QACPS will collaborate with the State's initiatives to improve the accessibility and use of data systems to increase effectiveness, accountability and performance progress feedback to students, teachers, principals, supervisors and parents.   The nine categories of the State developed dashboards will be used locally to provide Race to the Top accountability data.  Standards, assessment and growth performance data will be used to provide in-depth information for teachers to use to track student progress toward college and career readiness, triangulate State, local and classroom data to inform instruction, and to determine gaps and plan interventions and acceleration strategies to meet the needs of each student.  Dashboards for longitudinal data will allow us to more easily provide data to researchers.  The dashboard for great teachers and leaders will improve our access to data to support more effective recruitment, and certification data.  Other dashboards will also provide profiles of low-achieving schools,  information to allow the evaluation of intervention and reform efforts and report funding information, student access to STEM programming and data on their effectiveness, gap analysis and student performance.

**(C)(3) Using Data to Improve Instruction**

   **(i)  Use of Local Instructional Improvement Systems**

      The new State-developed Instructional Improvement System (IIS) will provide a resource that will support local efforts to close achievement gaps, support great teachers and leaders and improve our lowest performing schools.  It will provide our teachers and leaders with timely access to student performance data, curriculum resources, assessment item banks and professional development tools, including STEM opportunities for

students and teachers. It will also provide our district leadership and State partners with information to assess how effectively we are meeting the instructional goals and preparing students for college and careers. In year one, we will cooperate with State efforts to assess our technology infrastructure to identify gaps. In subsequent grant years we will work with the State to enhance our infrastructure as necessary to support teachers and leaders in implementing real-time, data-based planning and instruction. QACPS is committed to working with State and LEA partners in the development, implementation and evaluation of the Maryland Instructional Improvement Framework, shown below. Additionally, in our Section B Action Plan, Goal 11, we list the steps we will undertake to work with the State to address this issue. We anticipate the need to request assistance from the funds set aside in the State RTTT grant to help fund LEA needs. We anticipate extensive hardware and software upgrades will be required to support the IIS.
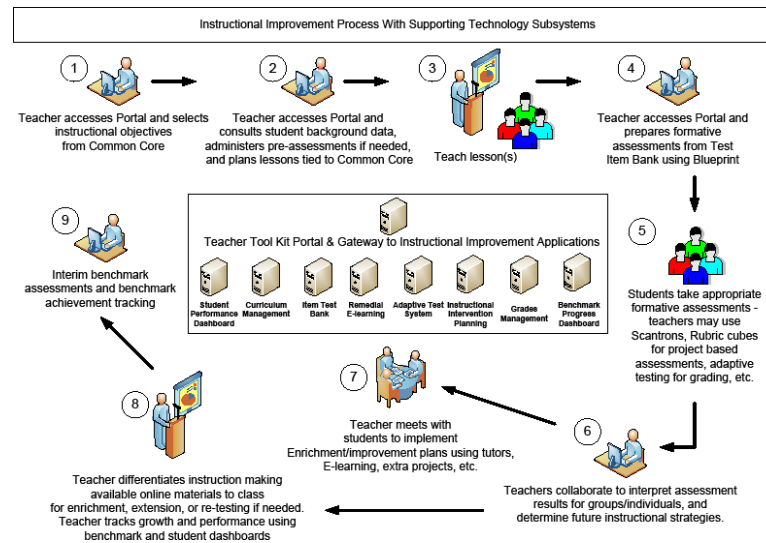


**(i)        Professional Development on the Use of Data**

QACPS will participate in the development, implementation and evaluation of the State-sponsored Educator Instructional Improvement Academies and use the information gleaned from the training to design and deliver additional training to all teachers and leaders in QACPS.

**(ii)       Availability and Accessibility to Researchers**

QACPS will cooperate with State initiatives to make data available to researchers to evaluate the effectiveness of the Instructional Improvement Systems.

**Goals and Action Plans**

We have established local goals and supporting activities described in the attached action plan. They are aligned to the State RTTT MOU, and correlated to the goals in the State plan for using data to improve instruction, including using the MD Instructional Improvement System (IIS), providing professional development on the use of data and cooperating with the State and its researchers in the availability and accessibility of data.

# Section C:  Data Systems to Support Instruction

## ACTION PLAN

**LEA:  Queen Anne's County Public Schools**          **Date:  October 2010**          **Year of the Grant – Year 1 - Expiration of Grant**

**Local Goal(s) Aligned with the State RTTT MOU Requirements and Correlated to the State Plan**:

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

| Section C:  Data Systems to Support Instruction | Correlation to State Plan | Project. # | Timeline | Key Personnel | Performance Measure | Recurring Expense: Y/N |
|---|---|---|---|---|---|---|
| *MOU Requirements:* (Yes) *Activities to Implement MOU Requirements* | (C)(3)(i-iii) | | | | | |
| Goal 1:  Build or enhance, as necessary, the technology infrastructure in QACPS to implement an instructional improvement system to support classroom teachers and administrators in implementing real time data-based planning and instruction. | | | | | | |
| a.  Continue to utilize a data warehouse  such as our current  vendor, Performance Matters, including piloting enhanced features  such as ones that link educator professional development to student achievement and collaborative data-driven decision-making processes | (C)(3)(i) | #1 | Years 1-4 | • Information Mgt. Coordinator<br>• Data Processing Mgt. Specialist | • Ongoing contract with Performance Matters or other compatible warehouse vendor that includes additional solutions, as required<br>• Report results of pilot of enhanced features | N |

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|---|---|---|---|---|---|---|
| b. | Cooperate with State efforts to establish a mechanism to enable Performance Matters to interface with MSDE IIS | (C)(3)(i) | | Years 1-3 | • Information Mgt. Coordinator<br>• Data Processing Mgt. Specialist | • System interface is in place | N |
| c. | Pilot technology that allows teachers/administrators to collect data and analyze regularly at the classroom level to inform instruction | (C)(3)(i) | #1 | Years 1-4 | • Superintendent<br>• Information Mgt. Coordinator<br>• Data Processing Mgt. Specialist | • Technology plan that addresses strategies such as iPADs to assist teachers/administrators to collect/analyze data regularly at the classroom level | N |
| d. | Participate in State and local selection of instructional intervention systems | (C)(3)(i) | #1 | Years 2-4 | • Curriculum Supervisors<br>• Specialists<br>• Selected Teachers | • Number of QACPS staff who participated on State and local committees to review and select instructional intervention systems | N |
| e. | Develop content and instructional activities that a student can use for remediation or enrichment | (C)(3)(i) | #1 | Years 2-4 | • Curriculum Supervisors<br>• Specialists<br>• Selected Teachers | • Number of QACPS staff who participated on committees to develop content and instructional activities that can be used for remediation or enrichment.<br>• Activities developed | N |
| f. | Participate in Statewide survey of existing LEA instructional improvement systems and current hardware and software platforms | (C)(3)(i) | #1 | Year 1 | • Information Mgt. Coordinator | • Survey results reflecting participation in statewide activity | N |
| g. | Using information regarding the status of QACPS technology infrastructure from the Statewide survey, review and revise our local three year | (C)(3)(i) | | Years 1-2 | • Information Mgt. Coordinator<br>• Technology Committee | • Updated technology plan and budget strategy | N |

| | | | | | | |
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| technology plan to address new State requirements; formulate a funding strategy | | | | | | |
| h. Cooperate with State efforts to build a test bank of formative assessment items | (C)(3)(i) | #1 | Years 1-4 | • Curriculum and Instruction Supervisors<br>• Selected teachers | • Number of QACPS staff who participate in State-sponsored efforts to build a test bank of formative assessment items | N |
| Goal 2: Make effective use of Maryland's IIS, the centerpiece of face-to-face and online professional development for current and prospective teachers and administrators. | | | | | | |
| a. Participate in State-sponsored Instructional Improvement Academies and Induction Academies | (C)(3)(ii) | #1 | Years 1-4 | • QACPS School Teams<br>• Curriculum Supervisors<br>• Mentors | • Number of QACPS staff who participated in the academies | N |
| b. Provide QACPS educators with professional development in the use of the State-developed IIS and online professional learning community opportunities | (C)(3)(ii) | #1 | Years 2-4 | • Curriculum Supervisors<br>• Technology Team<br>• Online Learning Coordinator<br>• Professional Development Supervisor | • Professional development activities provided; Evaluation feedback used to inform further professional development needs | N |
| c. Provide training to teachers and administrators on use of data collection/analysis technology, including iPADs | (C)(3)(ii) | #1 | Years 2-4 | • Technology Team<br>• Teacher Specialists | • Professional development activities provided; evaluation feedback used to inform further professional development needs | N |
| d. Develop school-based experts to coach teachers and administrators on the use of data collection/analysis technology and monitor use and effectiveness of technology | (C)(3)(ii) | | Years 1-4 | • Assistant Superintendent<br>• Teacher Specialists<br>• Academic Deans<br>• Technology Team | • Professional development provided to Teacher Specialists/Academic Deans to serve as school based- data coaches<br>• Training agendas/rosters | N |
| e. Volunteer to be early adopter/ | (C)(3)(ii) | | Years 2-4 | • Superintendent | • Feedback provided to | N |

| | | | | | | |
|---|---|---|---|---|---|---|
| end user for state data dashboard | | | | • Assistant Superintendent<br>• School Leadership Team | MSDE regarding the use of the State data dashboard in a timely manner, as requested | |
| f. Conduct tutorials for teachers and administrators that demonstrate how to use data to improve instruction | (C)(3)(ii) | #1 | Years 2-4 | • Teacher Specialists<br>• Reading Specialists<br>• Math Specialists<br>• School Leadership Team<br>• Teachers<br>• Administrators | • Professional development activities provided; evaluation feedback used to inform further professional development needs | N |
| Goal 3: Make local data from the IIS available and accessible to researchers to evaluate IIS effectiveness. | | | | | | |
| *Required Activities*: | | | | | | |
| a. Identify local requirements, timeline, resources needed and procedures for responding to data requests in a timely and accurate manner | (C)(3)(iii) | | Year 1 | • Technology Team | • Requirements, timeline, resources needed are indentified and included in the budget.<br>• Procedures are developed for responding to data requests | N |
| b. Provide data, as requested | (C)(3)(iii) | | Years 2-4 | • Assistant Superintendent | • Data provided | N |

## SECTION D:  GREAT TEACHERS AND LEADERS

### NARRATIVE

**A Simple Truth:  The Key to Change Lies in Each of Us…**

*Fighting for in Schools*, captures a fundamental truth about systemic change and how we should approach it:

> *"The starting point for what's worth fighting for is not system change, not change in others around us, but change in ourselves.  This is both more achievable and paradoxically the first step towards system change because it contributes actions, not words." (Michael Fullan, 1998)*

**(D)(1) High Quality Pathways**

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

**(D)(2) (i), (ii), (iii), (iv, a & b) Improving Teacher and Principal Effectiveness Based On Performance**

Once adopted by the State Board of Education, QACPS will incorporate the statewide student growth measure into our educator evaluation systems and processes, as required by the State Race to the Top plan.   The State framework identifies that student growth gains will account for 50% of the teacher and principal evaluation.  Within that 50%, 30% will be based on the final approved regulation of the Maryland State Board of Education anticipated in 2011.  For the remaining 20%, we are committed to working with our teachers' and principals' bargaining units to arrive at mutually agreeable measures of student growth reflected in our local goals and priorities within our *Excellence by Design* Master Plan.

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

We will also work with our bargaining units to agree on a process for implementing annual evaluations of teachers and principals that include timely and constructive feedback, and using the individual teacher's student growth metric as the underlying basis for those conversations.

**Teacher Induction and Mentoring**:  Beginning in the summer of 2011, QACPS will participate in the State's Teacher Induction Academies by sending the appropriate supervisors and as many mentors as the State budget will cover.   As our mentor and new teacher induction programs were recently revised to align with COMAR 13A.07.01 and previously received MSDE approval, our Curriculum and Instruction (C&I) Team will update these programs, as necessary.   Our teacher induction program will continue to be coordinated through the C&I Team, with the supervisors collaborating in the development, implementation, monitoring and evaluation of induction activities.

Currently our district is providing mentor support to novice teachers through contractual part-time mentors who are retired master teachers/administrators. We have found this strategy for providing high quality mentoring to be effective and anticipate continuing this approach with enhancements, as needed, to comply with any new regulations. These contractual positions are locally funded and will continue to be so.  The Mentoring Program supervisor will continue to plan, coordinate and evaluate a program of monthly training for mentors focusing on subject matter content, effective instructional strategies, and appropriate mentoring techniques.  The success of the mentor program will be measured by utilizing the novice teacher's evaluation results (including student growth), administrative input, documentation of support provided, and a survey completed by the novice teacher.  The Leadership Team from the novice teacher's school and personnel from the Central Office will use information from the evaluation to provide professional development targeted to the needs of the novice teachers both in the seminar and through their individual mentors.

We will continue to comply with all requirements of the COMAR 13A.07.01 regulation as we make any updates to our mentor program. Once the new evaluation system is in place, QACPS will also use a similar mentoring approach to support any teacher who is rated Ineffective for two years in a row and who has been put on a second-class certificate.   We plan to review and strengthen our mentor program for principals, and are interested in participating in the principal mentor-certificating program proposed in MSDE's plan in its Race to the Top application.    We will also work with our teacher bargaining unit to look at special incentives for attracting and retaining STEM, Special Education, and ESOL teachers to our lowest-achieving schools.

Teacher and principal evaluations will be used to make tenure decisions as well as to inform placement, individual professional development plans, promotion, and removal decisions, once those rated Ineffective have had ample support and opportunity for improvement.  The process for making these decisions will be mutually agreed to with our bargaining units.

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

Once the new evaluation system is in place, we plan to use it to improve how we assign principals and teachers to schools. QACPS understands that key to improving our lowest-achieving schools is having effective principals and teachers serve those students. Currently, it is our goal to place only those principals and teachers who have been rated Satisfactory in these schools, using our current evaluation instruments. Once the new evaluation system is in place, our goal will be that only teachers and principals who have been rated as Effective or Highly Effective will be placed in these schools. The only exception will be the most promising new teachers – they will be considered for these positions.

We also recognize that building capacity in our district is critical to the future of our lowest-achieving schools. Therefore, central office staff will assist the schools in enhancing existing collaborative leadership teams and professional learning communities. They will provide team members monthly professional development sessions focused on topics such as leading change, establishing a school culture of collaboration, and implementing and coaching effective data-driven, instructional leadership team processes and skills aligned to the content of the Educator Instructional Improvement Academies. This process will increase the teams' effectiveness as either teacher leaders or administrators and align the school-level professional development with the State and LEA goals. The school will benefit as these future leaders will serve as members of the instructional leadership team and help to build the capacity of the staff. These efforts are also supported through our ongoing work in seeking system-wide accreditation through the Association of Middle States Schools and Baldrige National Quality Program.

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

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

**(D)(5) Providing Effective Support to Teachers and Principals**

QACPS will participate in the Educator Instructional Improvement Academies and the Induction Program Academies. We will continue to send our newest principals to the Maryland Principals' Academy, and we will participate in the Aspiring Leaders Academy sponsored by MSDE. Additionally, our Executive Officers will participate in the regional professional development opportunities through the Executive Officers Network.

QACPS's professional development plan focuses on increasing rigor in the classroom. Based on an analysis of student data and teacher observation, we selected the lowest achieving high school and its two feeder middle schools that need more intensive support. In order to supplement the district-wide professional development for these low-achieving schools, central office language arts and mathematics staff will collaborate with school-based Teacher Specialists/Academic Deans and reading/math specialists to facilitate the collaborative planning

process (lesson planning, lesson implementation, debriefing/analysis of student work) on a weekly basis in each school. We have assigned an additional Learning Support Specialist to work with the three targeted schools to coach teachers in analyzing data and implementing effective co-teaching practices. The intended outcomes of this additional support are as follows:

- To increase the rigor of the classroom instruction
- To build the capacity of the school leadership teams to provide job-embedded professional development to increase student achievement
- To establish a school culture of collaborative data-driven decision-making.

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

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

## Section D:  Great Teachers and Great Leaders

### ACTION PLAN

**LEA:  Queen Anne's County Public Schools**        **Date:  October 2010**        **Year of the Grant – Year 1 - Expiration of Grant**

**Local Goal(s) Aligned with the State RTTT MOU Requirements and Correlated to the State Plan**:

1. Incorporate the statewide student growth measure into the QACPS educator evaluation form and process (D)(2)(i)
2. Re-design and implement evaluations systems that conform with the State requirements and reflect a rigorous evaluation process for improving teacher and principal effectiveness (D)(2)(ii), (iii).
3. Ensure QACPS educator evaluations inform district and school decisions about professional development, promotion, retention, compensation, tenure and removal of ineffective teachers (D)(2)(iv a, b,c,d).
4. Increase the equitable distribution of teachers and principals in high poverty, high minority and hard to staff schools (D)(3)(i).
5. Increase the number and percentage of effective teachers teaching in hard to staff subjects and specialty areas, including math, science and special education and  teaching in language instruction programs (ESOL) and world languages, as well as other high need areas (D)(3)(ii).
6. Ensure all teachers effectively transition into the profession through a high quality teacher induction program and that all new principals have access to mentors who can improve their effectiveness (D)(5).
7. Design, implement and evaluate an ongoing program of high quality professional development support to teachers and principals in becoming effective or highly effective educators consistent with State requirements (D)(5)(ii).
8. Expand successful preparation and in-service programs (D)(5).

| Section D: Great Teachers and Leaders | Correlation to State Plan | Project. # | Timeline | Key Personnel | Performance Measure | Recurring Expense: Y/N |
|---|---|---|---|---|---|---|
| *MOU Requirements: (Yes) Activities to Implement MOU Requirements* | (D)(2)(i-iv) (D)(3)(i-ii) (D)(5)(i-ii) | | | | | |
| Goal 1: (D)(2) i:  Incorporate the statewide student growth measure into the QACPS educator evaluation form and process. | | | | | | |
| a.   The QACPS educator | (D)(2)( i) | | Years 2-4 | • Superintendent | • QACPS educator evaluation | N |

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| evaluation forms and process will incorporate the statewide student growth measure, once adopted by the State Board of Education | | | | • Assistant Superintendent | form and process description. | |
| Goal 2: (D) (2) ii-iii: Re-design and implement evaluation systems that conform with the State requirements and a rigorous evaluation process for improving teacher and principal effectiveness (D) (2) (ii), (iii). | | | | | | |
| a. Participate in state pilot group | (D)(2)(ii-iii) | | Years 1-2 | • Superintendent | • Pilot data available | N |
| b. Form a committee to develop criteria that are aligned with the requirements of the Education Reform Act | (D)(2)(ii-iii) | #1 | Years 1-2 | • Superintendent<br>• Assistant Superintendent<br>• Supervisors<br>• Principals<br>• Teachers<br>• Bargaining Unit Representatives | • Roster of committee members<br>• Criteria for aligned evaluations | N |
| c. Using the State Frameworks, revise teacher and principal evaluations or adopt the State model | (D)(2)(ii-iii) | #1 | Years 2-3 | • Superintendent<br>• Assistant Superintendent<br>• Supervisors<br>• Principals<br>• Teachers<br>• Bargaining Unit Representatives | • Teacher and principal evaluations align to the State Framework | N |
| d. Train principals on the use of the new teacher evaluation and explain the new principal evaluation procedures to principals | (D)(2)(ii-iii) | #1 | Years 2-4 | • Superintendent<br>• Assistant Superintendent | • Observational measures of principals demonstrating effective evaluations of principals | N |
| e. Implement the teacher and principal evaluations | (D)(2)(ii-iii) | | Years 3-4 | • Superintendent<br>• Assistant Superintendent<br>• Principals | • Review principals' evaluations of teachers for proper implementation<br>• Review executive officers' | N |

| | | | | | evaluations of principals for proper implementation | |
|---|---|---|---|---|---|---|
| Goal 3: (D)(2)( iv): Ensure QACPS educator evaluations inform district and school decisions about professional development, promotion, retention compensation, tenure, the removal of ineffective teachers and assignments to lowest performing schools. | | | | | | |
| a. Pilot a plan that links student performance to educator performance for teachers and principals | (D)(2)(iv) | | Year 1-2 | • Superintendent | • Pilot plan used to link student performance to teachers and principals evaluation | N |
| b. Run a dual system of evaluation for year of transition for selected individuals | (D)(2)(iv) | | Year 1-2 | • Superintendent<br>• Principals<br>• Supervisors | • Copies of dual evaluations for selected individual | N |
| c. Review current evaluation systems and procedures for alignment with State guidelines and agreed upon teacher effectiveness indicators | (D)(2)(iv) | #1 | Year 1-2 | • Superintendent<br>• Assistant Superintendent<br>• Supervisors<br>• Principals<br>• Selected Teachers<br>• Stakeholders | • Alignment document available | N |
| d. Develop, implement and evaluate pre and post assessment items for non tested areas (16 areas) | (D)(2)(iv) | #1 | Years 1-4 | • Supervisors | • Pre/post assessment items available, as developed over the four years of the grant (four non tested areas per year) | N |
| e. Develop, implement and evaluate procedures for using evaluations to inform decisions regarding:<br>• tenure<br>• placement<br>• individual professional development plans<br>• promotion | (D)(2)(iv) | | Years 3-4 | • Superintendent<br>• Assistant Superintendent | • Agreed upon sets of procedures developed through collaborative process with stakeholders<br>• Evidence of use of procedures by district staff<br>• Evaluation of feedback on implementation | N |

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| <ul><li>removal</li><li>differentiated compensation to Effective or Highly Effective teachers and principals working in our lowest-achieving schools</li><li>assigning teachers and principals to the lowest-achieving schools</li></ul> | | | | | | |
| **Goal 4: (D)(3)(i-ii):** Increase the collaborative data-driven planning process for equitable distribution of teachers and principals in high poverty, high minority and hard-to-staff schools. | | | | | | |
| a. Implement and evaluate a collaborative data- driven decision-making process in the three lowest-achieving schools | (D)(3)(i -ii) | #1 | Years 2-4 | <ul><li>Supervisors</li><li>Principals</li><li>Teacher Specialists</li><li>School Leadership Team from EII Academy</li></ul> | <ul><li>List of schools selected</li><li>Professional development sessions</li><li>Data meeting notes</li></ul> | N |
| **Goal 5: (D)(3)(i):** Increase the number and percentage of effective teachers teaching hard to staff subjects and specialty areas, including math, science, special education, language instruction programs (ESOL) and world languages and other high need areas. | | | | | | |
| a. Assess the effectiveness of teachers in hard to staff areas and provide staff development to enhance their performance | (D)(3)(i) | | Years 1-4 | <ul><li>Supervisors</li><li>Principals</li></ul> | <ul><li>Teacher evaluations</li></ul> | N |
| **Goal 6: (D)(5):** Ensure all teachers effectively transition into the profession through a high-quality teacher induction/mentoring program and that all new principals have access to mentors who can enhance their effectiveness. | | | | | | |
| a. Implement and evaluate an induction /mentoring program consistent with COMAR requirements | (D)(5) | | Years 1-4 | <ul><li>Supervisors</li><li>Principals</li><li>Teacher Specialists</li></ul> | <ul><li>Syllabus of induction program</li><li>Written feedback from new teachers regarding the</li></ul> | N |

| | | | | | | | |
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| | | | | | | • effectiveness of the training<br>• New teacher evaluations<br>• New teacher retention data | |
| b. Have mentors and the mentor Program Supervisor participate in the Mentor Instructional Improvement Academies | (D)(5) | #1 | Years 1-4 | • Supervisor<br>• Mentors | | • Observe mentors working with teachers to determine their understanding and implementation of the Academy content<br>• Review new teacher evaluations | N |
| c. Provide monthly training for mentors | (D)(5) | | Years 1-4 | • Supervisor<br>• Mentors | | • Agenda/ Rosters<br>• Written feedback from mentors regarding the effectiveness of the training<br>• Observe mentors working with and providing feedback to teachers to determine their effectiveness in enhancing teachers' performance | N |
| d. Assign mentors to work with the new teachers and teachers on a second-class certificate | (D)(5) | | Years 1-4 | • Mentor Supervisor<br>• Content Supervisors<br>• Principals<br>• Academic Deans<br>• Teacher Specialists | | • Observe mentors working with and providing feedback to teachers to determine their effectiveness in enhancing teachers' performance<br>• Data on teachers on second class certificate meeting teacher effectiveness metrics in their evaluation | N |
| Goal 7: D(5): Implement and evaluate an ongoing program of high quality professional development to teachers and principals to support them in becoming effective or highly effective educators. | | | | | | | |
| a. Design, implement, and evaluate district and school improvement plans that include a comprehensive | (D)(5) | #1 | Years 1-4 | • Assistant Superintendent<br>• Supervisors | | • School and district professional development plans<br>• Evaluation of district and | N |

| | | | | | | |
|---|---|---|---|---|---|---|
| professional development plan linked to identified teacher and student needs that are consistent with MSDE guidelines for professional development and RTTT requirements | | | | • Principals<br>• District *Excellence by Design* Team<br>• School Improvement Teams | school professional development plans and activities | |
| b. Participate in Maryland Principals' Academies for appropriate principals, Aspiring Leaders' Academy, and Executive Officer professional development opportunities | (D)(5) | | Years 1-4 | • Assistant Superintendent<br>• Supervisors<br>• Principals<br>• Aspiring Leaders<br>• Assistant Principals | • List of attending staff | N |
| c. Continue to implement and evaluate our certified novice principal mentoring and induction program. Review and revise, as needed | (D)(5) | | Years 1-4 | • Assistant Superintendent<br>• Supervisors<br>• Principals | • Induction/mentoring program description<br>• Evaluations of participants/ mentors | N |
| Goal 8: (5): Expand successful preparation and in-service programs. | | | | | | |
| a. In the three lowest performing schools, assign central office personnel to work with the four school based staff members who attend the Educator Instructional Improvement Academies to implement the collaborative planning process on a weekly basis | (D)(5) | #1 | Years 1-4 | • Supervisors<br>• Principals<br>• Teacher Specialists<br>• Academic Dean<br>• Teachers | • Teachers' instruction reflects the Common Core State Curriculum<br>• Student benchmarks show student growth on target to reach State goals | N |
| a. Continue to implement, and evaluate local Aspiring Leaders Program | (D)(5) | | Years 1-4 | • Superintendent | • Agendas/Roster<br>• Participant evaluations | N |
| a. Continue to develop and | (D)(5) | #1 | Years 1-4 | • STEM | • List of expanded programs | N |

| | | | | | | |
|---|---|---|---|---|---|---|
| expand STEM professional development and other opportunities for teachers | | | | Supervisor | • Agendas/Rosters | |
| *Additional Required Activities:* | | | | | | |
| 1. Participate in State-sponsored Educator Instructional Improvement Academies and follow up sessions | (D)(5) | #1 | Years 1-4 | • Supervisors<br>• Principals | • Number of QACPS who participated in MSDE's Instructional Improvement Academies | N |
| 2. Participate in State-sponsored Induction Academies | (D)(5) | #1 | Years 1-4 | • Mentor Supervisor<br>• Mentors | • Number of QACPS staff who participate in MSDE's Induction Academies | N |
| *Optional Activities:* | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |

# SECTION E:  TURNING AROUND LOWEST ACHIEVING SCHOOLS

## NARRATIVE

**(E)(2) Turning Around Lowest Achieving Schools**

QACPS will  has identified Queen Anne's County High School and its feeder middle schools as needing additional support to achieve the district and State ambitious goals for student achievement. Our efforts to support their accelerated performance focus on two high-impact strategies **aligned to State RTTT MOU requirements and correlated to the State RTTT plan**:

    a.  extend student learning and improving school culture and student support

    b.  provide professional development and technology to accelerate teacher effectiveness and student achievement

We have developed clear, measurable goals for this section that are **aligned to the State's** plan along with detailed activities to accomplish the goals. These are presented in the attached action plan.

# Section E:  Turning Around Lowest Performing Schools

## ACTION PLAN

**LEA:  Queen Anne's County Public Schools**          **Date:  October 2010**          **Year of the Grant – Year 1 - Expiration of Grant**

**Local Goal(s) Aligned with the State RTTT MOU Requirements and Correlated to the State Plan**:

1. Provide support to our lowest performing schools by extending student learning and improving school culture, climate and student support.
2. Provide support to our lowest performing schools through professional development and technology to accelerate teacher effectiveness and student achievement.

| Section E: Turning Around Lowest-Achieving Schools | Correlation to State Plan | Project. # | Timeline | Key Personnel | Performance Measure | Recurring Expense: Y/N |
|---|---|---|---|---|---|---|
| *MOU Requirements:* (Yes) *Activities to Implement MOU Requirements* | (E)(2) | | | | | |
| Goal 1:  (E)(2):  Provide support to our lowest performing schools by extending student learning and improving school culture, climate and student support. | | | | | | |
| a.  Focus training and transformation on research-based elements of highly effective schools, with emphasis on school culture and belief that every child deserves a rigorous curriculum | (E)(2) | | Years 1-4 | • Assistant Superintendent <br> • Supervisors <br> • Principals <br> • Teacher Specialists <br> • Academic Deans <br> • Principal | • Agendas/Rosters | N |

| | | | | | Mentors | | |
|---|---|---|---|---|---|---|---|
| b. | Provide tutors to support identified students' needs in core content areas | (E)(2) | | Years 1-4 | • School Leadership Teams | • List of Tutors<br>• Tutoring Schedules<br>• List of Participants<br>• Tutor Training Agendas/Rosters | N |
| c. | Evaluate the implementation of school wellness plan in the 3 target schools | (E)(2) | | Years 1-4 | • School Leadership Teams<br>• Health Supervisor | • Completed evaluation and observations | N |
| d. | Increase student achievement and school wellness by training teachers and students to use "Fitness Gram" as part of an expanded STEM program | (E)(2) | #1 | Years 1-4 | • School Leadership Teams<br>• Health Supervisor | • Agendas/Rosters<br>• Observations<br>• Data correlation between participation and student achievement reflect improved performance | N |
| Goal 2: (E)(2): Provide support to our lowest performing schools through professional development and technology to accelerate teacher effectiveness and student achievement. | | | | | | | |
| a. | On a weekly basis, use iPAD technology, in coordination with the data warehouse and tools such as iObservation, to:<br>1.provide teachers with timely feedback on the effectiveness of their instruction and<br>2. to facilitate a collaborative data-driven instructional decision-making process | (E)(2) | #1 | Years 1-4 | • Assistant Superintendent<br>• Content Supervisors<br>• School Leadership Teams | • Samples of feedback to teachers<br>• Notes from data team meetings | N |
| *Optional Activities:* | | | | | | | |
| | | | | | | | |

# Signature Page

The signature of the LEA superintendent commits the LEA to the terms and conditions in this Final Scope of Work Plan for Race to the Top funds.


*Carol A. Williamson*

_____
Signature of LEA Superintendent


_____Carol A. Williamson, Ed.D._____     Date: _____November 12, 2010_____
Print Name:

**Attachment A**
**Grant Awards by LEA**

**Attachment B**
**Budget (C-1-25)**

Include all of the budgeting forms and directions they will need
(C-1-25 forms and Project Level Budget Forms)