# Somerset County Public Schools



**Revised Scope of Work
Plans
Submitted November 17, 2010**

# Somerset County Public Schools
# FINAL SCOPE OF WORK PLAN

## Section A: Executive Summary

**Somerset County Public Schools Vision for Educational Reform Aligned to the State Plan:**

Somerset County Public Schools applauds and embraces Maryland's vision of educational reform and results by explicitly:

1.  Adopting the common Core Standards and raising the expectations for all students;
2.  Aligning and enhancing the curriculum, including STEM and World Languages, to provide a stronger foundation for standards-based instruction;
3.  Aligning Assessments: formative, interim, and summative, showing whether students are meeting the standards;
4.  Enhancing data infrastructure to enhance collection of, analysis of, and distribution of student achievement to principals, teachers, and parents;
5.  Using student achievement data to drive more accurate teacher and principal evaluations, as well as identify low-performing schools;
6.  Using performance based evaluations to drive professional development, placement and compensation incentives; and
7.  Targeting placements and professional development to drive instructional improvements to help all students meet higher standards.

Somerset County Public Schools will be recognized and known as a learning community, getting better every day at everything we do by continuously advancing our mission of service to Somerset's future through education, by realizing continuous growth in all students' achievement, by experiencing on-going increases in family and community partnerships, and by addressing needs while celebrating progress.

**Needs and Goals:**
SCPS has met with success over the last five years in raising MSA scores. Reading MSA scores are presently at 84% at the elementary level, 80% at the middle level, and 77% at the HSA or high school level. Math scores are presently at 84% at the elementary level, 69% at the middle level, and 83% at the HSA or high school level. Presently 28% of the Advanced Placement students score a three or better on AP exams. SAT scores average approximately 50 points below the Maryland State average in all three areas.

SCPS is not satisfied with these results.  The goals for both reading and math at all three levels are for 90% proficiency by 2013.  The goal for Advanced Placement participation and scoring will increase also.  As better prepared students rise to the high school level, an increase of 30% more participation is expected, as well as a 50% success rate for achieving a 3 or better on exit exams.  SCPS has experienced a 60% rise in the number of students completing Algebra II.  This will help raise the SAT average in Math.  As reading scores have increased at each level, the SAT averages in reading should increase in direct correlation.  As more "rigor" is built into every course with the adoption and implementation of the Common Core Goals and the statewide collaborative links to instructional strategies and assess-mint banks, SCPS expects to achieve or exceed the state average in all three areas of the SAT by 2013.  SCPS continues to address, decrease, and ultimately close gaps among subgroups in all areas of achievement.  Although the African American and FARMS subgroups of SCPS do experience some gap in performance in measured areas at specific grade levels and areas, the widest gaps occur with the Special Education subgroup and in any given year, the Limited English Proficient subgroup.

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

SCPS intends to meet these demanding goals with rigorous reforms.  Reforms begin with adopting the State Common Core Goals and Assessments, expanding educators' access to real time data and capacity to fully use that data to improve instruction, increasing both educator effectiveness and student engagement.  SCPS will increase its power to serve students by aligning its data system to MSDE and expanding the implementation of the one-to-one laptop initiative through the high schools.  SCPS will align and support the Maryland *Race to the Top* assurances of Standards and Assessments, Data Systems to Support Instruction, Great Teachers and Leaders, and Turning Around Lowest Performing Schools.

SCPS has, and will continue to address gaps in achievement with subgroups.  Explicit strategies include:

1. Providing Reading and Math Intervention teachers at the elementary and middle level.
2. Providing Reading Intervention teachers at the high school level
3. Expanding Job Embedded Professional Development with instructional coaches in Reading, Mathematics, and Technology
4. Utilizing the CFIP(Classroom Focused Improvement Process) to modify and improve instruction and intervention
5. Linking student results with teacher professional growth and development to determine and deliver differentiated, embedded professional development activities
6. Maximizing Co-Teaching Professional Development skills and strategies of special and regular education teachers through classroom monitoring, the analysis of student results, and continuous improvement
7. Developing common assessments in math and reading at all grade levels linked to the Common Core Goals
8. Converting common grade level and content common assessments to online administration providing instantaneous formative results to classroom teachers

9. Increasing student engagement and rigor through expanding one-to-one laptop initiative, which now includes all students in 7th, 8th, 9th grades (January 2011) throughout high school.
10. Uncovering institutional racism through the  SCPS Cultural Diversity Initiative and facing covert messages or practices that inhibit any students' academic or social potential
11. Differentiating the use of current and new intervention programs and practices with Special Education students to better meet their specific needs
12. Embedding high levels of family and community involvement in each school's culture and prizing parents' commitment to their students' academic growth

SCPS has expanded its STEM program over the last two years.  STEM lessons are integrated into the K-5 science curriculum at the elementary level and robotics is integrated into the technology education classes at the middle level.  The high school program offers a course that combines robotics and pre-engineering, provided by the Technology Education Department. Currently, this is a modest initiative which *Race to the Top* will support and expand.  To increase the offerings and expand availability at all schools in Somerset, lead STEM teachers will be identified at each school.  The lead STEM teachers will collaborate and direct Somerset Schools in incorporating rigorous STEM objectives and courses being developed by Maryland over the next decade into the PK-12 program of studies.

**Stakeholder Involvement**

Development of the *Race to the Top* scope of work for Somerset County Public Schools has included several stakeholder groups. Primary development has been through the central office staff; however, multiple forums were used to gather information.  SCPS convenes a yearly "Steering Committee" consisting of community members to gain ideas and thoughts for educational improvement. *Race to the Top* discussions were held with the Administrators and Supervisors group, the County Parent Advisory Group, and the local Board of Education.  The Instructional Council, which is made up of teachers, instructional coaches, and administrators, has also been a source for direction through discussions on *Race to the Top*.  Some communication has been held with the Somerset Educators Association as well.  Plans are being made to form a transparent Task Force, incorporate all stakeholders' voices, and gather "best thinking and best practices" in order to develop the local portion of the teacher and principal evaluations as required by The Education Reform Act of 2010.

**Integration into Master Plan**

SCPS reports progress toward achievement for all students annually through the Master Plan process. SCPS has instituted an embedded site based system of monitoring, documenting, and analyzing academic and behavioral strategies and results for continuous

improvement. Each site uses its gathered data for School Improvement planning, summer Leadership Team workshops, the Leadership Summit, and Master Plan Update analysis and preparation. Summer Leadership Team workshops are designed and delivered by system leadership with support from MSDE resources and in collaboration with local universities and educational partners. The expanded strategies and initiatives seeded in *Race to the Top* projects support the SCPS Master Plan and will be incorporated in the Master Plan Update for 2011-2012 and forward.

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

Somerset County Public Schools is committed to participate in the national and statewide evaluation of the *Race to the Top* Program

**Action Plan: Section A**

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

**Goal(s):**
- Reading and Mathematics proficiency at the elementary, middle and high school levels will reach 90% by 2013
- Subgroup gaps on state testing will be reduced to within 10 percentage points by 2013
- Advanced Placement participation and scoring will increase by 2013.
- Somerset County average SAT scores will rise to the level of the state average by 2013

| 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:* | | | | | | |
| 1. Cooperate with national and statewide evaluation | (A)(2) | | 12/01/10 – Expiration of Grant | | | N |
| *Optional Activities:* | | | | | | |
| 1. | | | | | | |
| 2. | | | | | | |
| 3. | | | | | | |
| 4. | | | | | | |
| 5. | | | | | | |

**B. Standards and Assessment**

**(B) (3) Supporting the transition to enhanced standards and high-quality assessments**

Somerset County Public Schools will develop a local plan for implementation of the Common Core Standards, addressing a timeline, action plan, and stakeholders to be involved in the development and approval of the plan. The SCPS plan will fully align with MSDE's plan for statewide implementation of the Common Core Standards. As part of the SCPS plan, members of the Instructional Division will participate in state gap analysis and curriculum development activities which will support Maryland's transition to full implementation of the Common Core Standards. Throughout the course of the Race to the Top program, SCPS will implement, monitor, and evaluate the local plan for transitioning to the Common Core Standards, curriculum, and assessment, making changes and adjustments as needed. Ongoing work will include minor adjustments and revisions that become the regular work of the system in grade and content teams during the year and in summer workshops funded locally.

Based on their work at the state level and locally, the Instructional Division will continue to review the State's Common Core and Maryland State Curricula to determine the extent of curricular movement and modification necessary at the local level, including changes in course schedules (i.e. semester vs. yearlong, course sequences, etc.).

Beginning in the summer of 2011, SCPS will participate in MSDE'S Instructional Educator Academy by sending critical personnel, including principals, reading content specialists, math content specialists, and a STEM representative from each school site, as part of MSDE's transition to the Common Core Standards. Following the Academy, school- based teams will convene grade-specific development groups in mathematics, reading/English language arts, science, and STEM (including technology specialists) to analyze the grade-specific expectations aligned to the Common Core State Standards and backwards map local curriculum and instructional resources to ensure student learning. Using a "train-the-trainers" model, participants in the Instructional Educator Academy, as well as members of the grade-specific content development teams, will work within existing professional development structures to provide staff members at each school site with professional development on transitioning to the Common Core Standards.

A variety of stakeholders will be provided with multiple opportunities to provide input and feedback on both the SCPS transition plan for the Common Core Standards and the local curriculum documents, aligned with the new state curriculum. Administrative personnel will be asked to provide feedback on the SCPS transition plan and the local curriculum development through monthly Administrators and Supervisors meetings while Parent-Teacher Organizations and the Somerset Educational Association will be asked to provide feedback in a variety of formats. Additionally, the SCPS transition plan will be posted on the district's website and a forum for feedback will be provided. Once stakeholders have provided feedback, the Instructional Division will finalize the local curriculum and present it to the Board of Education for approval.

SCPS will continue implementation of MSA/HSA until Maryland's (and PARCC) new assessment system tied to the Common Core Standards is fully operational. The Instructional Division will provide information and professional development designed to help SCPS educators fully understand both the new summative and formative assessments and how they differ from the assessments they are replacing. Teachers will be trained to use the new assessments, as well as the MSDE-developed data dashboards and other tools, to make data-driven instructional decisions that meet the needs of all students. Secondary content area leads in each building will be designated to coordinate school-based implementation of formative assessments, lead regular data sessions, and facilitate collaboration between and among content area and grade level groups.

In order to meet the goal of all students' full readiness for college and/or careers, SCPS will purchase and implement Scholastic's *Read 180,* a computerized, adaptive reading intervention program. This will be implemented with students in need of the most intense intervention while also serving to overcome persistent achievement gaps that follow most national trends. The initial purchase of the program with RTTT funds in year one includes all materials, ample software licenses, vendor provided training, and technical support. As a comprehensive instructional program, most materials are not consumable and will be used multiple years. On going fees and replacement costs are $3000 per year and will be assumed by the local budget.

Higher education personnel and business people have said for many years that students leaving public schools are ill-equipped for the level of communication necessary to be college and/or career ready. In response to this need, the Common Core Standards contain a strong emphasis on the skills and processes associated with effective writing. Somerset County educators recognize this same need in our local school system, and in advance of this transition, the Instructional Division has launched a writing initiative which includes a partnership with the Eastern Shore Writing Project to implement an intense, high-quality writing professional development program which includes co-hosting a writing conference, online and traditional courses, and collaborative instructional planning. As part of this partnership, SCPS instructional leaders and ESWP personnel will also work to strengthen the ties between local school systems in their efforts to strengthen writing skills and to maximize the potential for collaboration across the region.

Additionally, SCPS educators will be trained through existing professional development structures on the best practices on content area literacy and writing instruction, as well as strategies for implementing these research-based best practices in their individual classes. SCPS also anticipates the need to enhance our existing STEM activities and support network through the addition of professional development activities designed to improve teachers' knowledge of instructional practices relating to a STEM curriculum; SCPS will also name a STEM leader at each school to coordinate STEM activities and coach teachers on effectively incorporating STEM into their curriculum.

As part of the transition to new, high quality assessments, SCPS will transition from traditional paper-and-pencil testing to online benchmarking. Utilizing online benchmark administration, SCPS will allow educators to use $21^{st}$ century technology and real-time data to track the progress of individual students toward the goal of college and career readiness for every child. This will continue to be provided by the data warehouse, *Performance Matters*, and will be funded by building this into the SCPS budget at the end of the Race to the Top grant period.

**Section B: Standards and Assessments**

**Action Plan: Section B**

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

**Goal(s):**
- Develop a local plan for implementation of the Common Core State Standards.
- Ensure that Maryland educators, parents, and other stakeholders understand the transition plan for implementation of the Common Core State Standards and Curriculum.
- Create curricular documents in parallel format for all curricular areas (including STEM) to ensure that Maryland's students have a rich and full education and that classroom teachers are supported in the effective implementation of Common Core State Standards.
- Ensure that educators in all schools are trained in the new Common Core State Standards, the revised State Curriculum and Assessment system, and effective differentiated instructional practices.
- Continue implementation of Maryland's high-quality summative assessment system (MSA/HSA) until a new system tied to the Common Core State Standards is operational.
- Build stakeholder support for the design of a comprehensive assessment system that will improve classroom instruction.
- Ensure that SCPS Educators fully understand summative assessments developed with the State consortium partners and how they are similar to and different from the assessments they replace.
- Ensure that SCPS educators can access, understand, and use formative assessment tools in concert with the state's instructional improvement system and local curriculum documents that allow students to achieve college- and career-ready standards of achievement**.**

| Section B: Standards and Assessments | Correlation to State Plan | Project. # | Timeline | Key Personnel | Performance Measure | Recurring Expense: Y/N |
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| *MOU Requirements:* (Yes) *Activities to Implement MOU Requirements* | (B)(3) | | | | | |
| 1. Develop a local plan for the implementation of the new Common Core State Standards. | (B) (3) | | 10/2010—5/2011 | District Supervisory Team | Completed plan, with timeline aligned with state "roll-out" plan | N |
| 2. Participate in State gap analysis and curriculum development activities to support the transition to the Common Core Standards and curriculum. | (B) (3) | 1 | 09/2010—5/2011 | District Supervisory Team | Completed and implemented state-level gap analysis document and online curriculum management system | N |
| 3. Review the State's Common Core and Maryland State Curricula to determine the extent of curricular movement and modification necessary at the local the level, including changes in course schedules (i.e. semester vs. yearlong, course sequences, etc.). Determine gaps between existing local curriculum for reading/English language arts, mathematics, and science for PreK-12 by reviewing the gap analysis. | (B) (3) | | 5/2011-5/2014 | District Supervisory Team | Revised local curriculum and corresponding resources; modification to local course schedules as needed; PD and materials to close identified gaps scheduled and implemented | N |

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| 4. Critical personnel (principal, reading specialist, math specialist, and STEM representative) from each SCPS school site will participate in the Instructional Educator Academy activities, as part of MSDE's transition to the Common Core Standards. | (B) (3) | 2 | 7/2011- 10/2013 | Doug Bloodsworth, Assistant Superintendent<br><br>District and School Teams | Annual completion of academy activities | |
| 5. Critical personnel will use a "train the trainers" model and provide professional development on transition to the Common Core Standards at individual school sites. | (B) (3) | | 7/2012- 7/2014 | Doug Bloodsworth, Assistant Superintendent | Participants from the academies train site level staff on transition activities | N |
| 6. Present an overview of the plan for developing a new curricular framework to the local school board. | (B) (3) | | 9/20/2011 | Instructional Supervisory Team | Plan developed and presented to school board. | N |
| 7. Implement, monitor, and evaluate the local plan for transitioning to the Common Core Standards, curriculum, and assessment. | (B) (3) | | 6/2011— 6/2014 | District Supervisory Team | Walkthrough and observational data will indicate the Common Core Standards are being implemented. Development and usage of local formative testing will indicate the successful transition to PARC assessments. | N |

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| 8. Share the SCPS transition plan with administrators and teachers at monthly Administrator and Supervisors meetings, Instructional Council meetings, faculty meetings, and/or professional development sessions. | (B) (3) | | 7/2011-12/2011 | District Supervisory Team | Plan published to district administrators and supervisors, teachers, etc.; feedback collected and applied as appropriate. | N |
| 9. Share the SCPS transition plan with the individual school level Parent-Teacher Organizations and the Somerset Educational Association. | (B) (3) | | | Principals | Transition plan published to site-level PTO groups; feedback collected and applied as appropriate. | N |
| 10. Post the SCPS transition plan on the county's public website. | (B) (3) | | 7/2011-9/2011 | Nancy Smoker | Transition plan published on SCPS website. | N |
| 11. Convene grade-specific development groups in mathematics, reading/English language arts, science and STEM, including technology specialists to analyze the grade-specific expectations aligned to the Common Core State Standards and backwards map local curriculum and instructional resources to ensure student learning. | (B) (3) | 3 | 2011—2012 | District Supervisory Team | Instructional materials and curriculum developed for math, reading/English/Language Arts, science, and STEM. Published on local shared networks. Job-embedded professional development planned, as appropriate. | Y |
| 12. Schedule both face-to-face and electronic opportunities for a variety of stakeholders to | (B) (3) | | 2011-2014 | | Feedback collected and applied, as appropriate. | N |

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| provide input and feedback on the local curriculum documents, aligned with the State curriculum documents. | | | | | | |
| 13. Continue implementation of MSA/HSA until a new assessment system tied to the Common Core Standards is operational. | (B) (3) | | 2/2011— 7/2014 | | MSA/HSA testing implemented in compliance with state regulations and calendars. | N |
| 14. Ensure SCPS educators fully understand summative assessments and how they are similar and different from the assessments they replace. | (B) (3) | | 2011—2014 | District Supervisory Team | SCPS educators trained on new assessments. | N |
| 15. Ensure SCPS educators fully understand the new formative assessments and how to use these to make data-driven instructional decisions that meet the needs of all students. | (B) (3) | | 2011—2014 | District Supervisory Team | SCPS administrators, supervisors and coaches will use the Classroom Focused Improvement Process (CFIP) rubric to monitor and evaluate instructional/data meetings with common core assessments. | N |
| 16. Ensure that SCPS 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. | (B) (3) | | 2011—2014 | District Supervisory Team | SCPS administrators, supervisors and coaches will use the Classroom Focused Improvement Process (CFIP) rubric to monitor and evaluate instructional/data meetings with common core assessments. | N |
| 17. Appoint secondary content area leads in each building, for each content to coordinate | (B) (3) | | 2011—2014 | | Secondary content areas leaders appointed and coordinating ongoing | N |

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| school-based implementation of formative assessments, lead regular data sessions, and facilitate collaboration between and among content area and grade level groups. | | | | | activities with formative assessment, data analysis, and collaboration. | |
| 18. Ensure that SCPS educators fully understand the best practices of writing instruction and how to incorporate this instruction in all content areas. | (B) (3) | | 2011—2014 | | Writing instruction incorporated across the content areas. | N |
| 19. Ensure that SCPS educators fully understand the best practices of content area literacy and how to incorporate this instruction in all content areas. | (B) (3) | | 2012—2014 | | Literacy instruction incorporated across the content areas. | N |
| 20. Participate in writing professional development opportunities through a partnership with the Eastern Shore Writing Project at Salisbury University in order to support the implementation of the Common Core Standards.<br>• Host a Writing Revision conference featuring Barry Lane, in partnership with the Eastern Shore Writing Project and other Eastern Shore school districts<br>• Encourage teachers to participate in 2 online | (B) (3) | 4 | 3/2011—6/2014 | District Supervisory Team<br><br>Designated Teachers at Each School | SCPS supervisory staff will use the Maryland Professional Development 6-step process to implement and evaluate the Writing Professional Development. | N |

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| courses offered through the ESWP—writing across the content areas, making the writing process work in real classrooms<br>• Utilize ESWP fellows and leadership to provide ongoing PD opportunities for teachers in the areas of writing process, using technology to support literacy, and the reading/writing connection. | | | | | | |
| 21. Purchase and implement Scholastic's *Read 180* computerized, adaptive reading intervention program to help ensure career and college readiness for all students. | (B )(3) | 5 | 2010—2011 | District Supervisors | *Read 180* implemented with high need students. | N |
| 22. Provide professional development opportunities to teachers on the effective teaching of science and STEM by naming a STEM Leader at each school to coordinate STEM activities and work with teachers on effectively incorporating STEM into their curriculum. | (B)(3) | 6 | 2011--2013 | District Supervisors | STEM Leaders will be appointed and will receive extra-duty pay. Evaluation of the STEM professional development will follow the evaluation plan from the Maryland 9-Step Professional Development Plan. Walkthrough and Observational data will provide evidence that STEM lessons have been incorporated into the | Y |

| | | | | | curriculum. | |
|---|---|---|---|---|---|---|
| 23. Contract with Performance Matters for online formative assessment services | (B)(3) | 7 | 2011-2012 | District Supervisors | Online assessment services in place and in use. | Y |

**C. Data Systems to Support Instruction**

**(C)(1) Statewide Longitudinal Data System (MLDS)**
Somerset County Public Schools fully supports Maryland's commitment to creating and using a state wide Longitudinal Data System (MLDS).

**(C)(2) Accessing and Using State Data**
Somerset County Public Schools understands and supports the overall goal of the 10-step MLDS and the MLDS-EAP expansion program is to provide data to various stakeholders to improve instruction and increase student achievement.

**(C)(3) Using Data to Improve Instruction**
The high-quality Instructional Improvement System (IIS) will give Somerset County teachers and administrators on demand access to student achievement data, curriculum resources, assessments, and online professional development. The use of this system will benefit all Somerset County students by providing instructional and intervention tools and resources to every teacher in order to improve instruction.

**(C)(3)(i) Local Instructional Improvement System**
Although Somerset County Schools will support the use of the newly developed Instructional Improvement System (IIS), the use of the system by teachers and administrators will require the school system to address the following questions:
- Are we currently collecting the data that will be needed by the MLDS?
- Are we providing teachers with adequate bandwidth to support real-time access to the IIS.

Beginning in the winter of 2011, a team will begin looking at the existing data collection systems to determine what systems are being used and which data elements are being collected. A gap analysis will be conducted to indicate which of the data elements required by Maryland's Longitudinal Data System are not being collected currently. An evaluation of the data systems will also be conducted to ensure they meet the state standards and are able to transfer data to the MLDS. During the summer of 2011 a plan will be developed for adding the necessary data elements and upgrading any data systems that will not communicate with the MLDS.

A preliminary look at current data systems has already indicated that the system used by the Human Resources Department will not meet system needs. Therefore, a committee will begin to look at other available Human Resources database systems. A new system will be selected by June 2011. The new system will be purchased in the fall of 2011, and a Data Design Specialist will be hired to manage the implementation. Responsibilities will include setting up the system, importing the data from the existing system, training the existing HR staff, and working with the data on an on-going basis.  The Data Specialist's salary will gradually be absorbed into the

local budget.  Recurring costs for the software program, which may include licensing and maintenance fees, will also be absorbed by the local budget.

The Data Specialist will also assume most of the responsibilities associated with *Performance Matters,* Somerset County's data warehouse.  Additionally, one Office Associate will be assigned to support the Data Specialist in this area.  This will enable the current Student Information Specialist to focus solely on student data accumulated in *Power School*.

The issue of providing adequate bandwidth for our teachers and administrators must be addressed in Somerset County. Currently, a maximum of 9 Mb of external bandwidth is being shared by all schools. Real time access to the tools included in the Instructional Improvement System will require an increase in order for staff to access components of the system without the frustration of downtime or less than immediate response time. Somerset County is committed to finding the means to upgrade the infrastructure in order to improve access for teachers and administrators. In early 2010 SCPS signed on to Maryland Broadband Grant Initiative, which was awarded funding in the fall of this year. Throughout the 2010-11 school year SCPS will be investigating participating in this grant. In the interim, a consultant will be hired to evaluate the current infrastructure and develop a 2 year plan to upgrade the necessary equipment and increase bandwidth to a minimum of 45Mb. *Race to the Top* funds will be used to purchase upgraded equipment, such a faster routers, servers and upgraded connections. The cost of the broadband or additional T-1 lines will be absorbed in the local budget as a communications cost. This is a recurring cost which will be supported by the local operating budget after the grant ends. The maintenance of this upgraded network will put a strain on the small technical staff. An additional Network Technician position will be added in July 2013 with the use of local funds. In the event that MSDE is able to provide local LEAs with funds to upgrade infrastructure and Somerset County will not have to use *Race to the Top* funds to upgrade equipment, then the funds will be used to add the Network Technician position prior to July 2013.

In the spring of 2011, Somerset County Schools will begin to examine the eight elements of the technology infrastructure (curriculum management system, item test bank, e-learning system, etc) that will be implemented in all LEAs and the State. Decisions will need to be made regarding the use of State provided elements versus using locally developed, which meet the required standards. In the event that Somerset County chooses to implement a local system for any of the eight elements, a committee will research available options. The cost of any local systems will be included in the FY'13 operating budget.

**(C)(3)(ii) Support LEAs in using the Instructional Improvement System**
Somerset County Public Schools will participate in the Educator Instructional Improvement Academies. Plans for participation are described in detail in Section B: Standards and Assessment.

**(C)(3)(iii) Making Data Accessible**

Somerset County Public Schools supports the initiative to make data available and accessible to researchers for the purpose of evaluating the Instructional Improvement System. A local policy will be approved by the Board of Education giving permission for our data to be shared with researchers through the MLDS.

## Section C: Data Systems to Support Instruction

**Action Plan: Section C**

**LEA:** __Somerset_____ **Date:** _November 3, 2010_ Year of the Grant (circle one)    **1        2        3        4**

**Goal(s):**
- Provide adequate bandwidth to implement an Instructional Improvement System to support classroom teachers in real time data-based planning and instruction.
- Provide adequate local data systems and personnel to communicate with the *Maryland Longitudinal Data System*
- Make effective use of Maryland's IIS the centerpiece of face-to face and online professional development for current and prospective teachers and administrators.
- 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) | | | | | |
| **Local Instructional Improvement System** | | | | | | |
| **A. Increase Bandwidth** | | | | | | |
| 1. Investigate SCPS system participation in the Maryland Broadband Grant Initiative by attending informational meetings, reading the associated documents and contacting other school systems involved. | (C)(3)(i) | | 10/2010-9/2011 | Director of Technology Network Administrator | Components of the Broadband grant will be used in the infrastructure upgrade plan. | N |
| 2. Pursue opportunities of fiscal support for Bandwidth Expansion Project | | | 10/2010-9/2012 | Director of Technology Superintendent | Formal contact and application has been made to six or more benefactors | N |
| | | | | | | |

| Section C: Data Systems to Support Instruction | Correlation to State Plan | Project. # | Timeline | Key Personnel | Performance Measure | Recurring Expense: Y/N |
|---|---|---|---|---|---|---|
| 3. Contract expert assistance (a consultant) to develop a 2 year infrastructure SCPS redesign | (C)(3)(i) | 8 | 1/2011 – 9/2011 | Director of Technology Network Administrator | A completed plan is presented to and approved by Cabinet | N |
| 4.Request Board of Education approval and County Commissioners support of the Bandwidth Expansion Plan | | | 9/2011 | Superintendent | Plan receives unanimous Board approval and fiscal support of Commissioners | N |
| 5. Implement the first phase of the infrastructure upgrade plan. | (C)(3)(i) | 9 | 10/2011-9/2012 | Director of Technology Network Administrator | Components of upgrade are in place and working | N |
| 6. Implement the second phase of the infrastructure upgrade plan. | (C)(3)(i) | | 10/2012-12/2012 | Director of Technology Network Administrator | Components of upgrade are in place and working. Increase speed of network is documented. | N |
| 7. Add a mid-level technical position with networking responsibilities to keep the system running. | (C)(3)(i) | | 7/2013 | Director of Human Resources Director of Technology Network Administrator | A Network Technician is hired. The cost will be picked up locally. | N |
| 8. Maintain Infrastructure Upgrades | (C)(3)(i) | | 1/2012- ongoing | Director of Technology Network Administrator | Network is up and running 99% of the time. | N |
| **State vs Local Instructional Improvement System (IIS) Components** | | | | | | |
| 9. Select the state provided IIS components that will be used. | (C)(3)(i) | | 12/2010- 8/2011 | Assistant Superintendent Director of Technology Instructional Supervisors | List of components | N |

| Section C: Data Systems to Support Instruction | Correlation to State Plan | Project # | Timeline | Key Personnel | Performance Measure | Recurring Expense: Y/N |
|---|---|---|---|---|---|---|
| 10. Investigate available applications for remaining components. | (C)(3)(i) | | 9/2011-1/2012 | Assistant Superintendent Director of Technology Instructional Supervisors | List of applications | N |
| 11. Compare applications features to state provided components | (C)(3)(i) | | 1/2012-6/2012 | Assistant Superintendent Director of Technology Instructional Supervisors | Chart comparing of features for each application | N |
| 12. For each component make a recommendation to use the state provided option or a specific application | (C)(3)(i) | | 6/2012 | Assistant Superintendent Director of Technology Instructional Supervisors | List of recommendations | N |
| 13. Purchase the application(s) | (C)(3)(i) | | 7/2012 | Director of Finance Director of Technology | Purchase Order issued (Local funds will be used) | N |
| 14. Develop a plan to implement the application(s) | (C)(3)(i) | | 7/2012 | Assistant Superintendent Director of Technology Instructional Supervisors | Plan is presented and improved by Instructional Council | N |
| 15. Implement the application plan | (C)(3)(i) | | 8/2012-6/2013 | Assistant Superintendent Director of Technology | Review plan for proper implementation | N |

| Section C: Data Systems to Support Instruction | Correlation to State Plan | Project # | Timeline | Key Personnel | Performance Measure | Recurring Expense: Y/N |
|---|---|---|---|---|---|---|
| **C. Data Elements** | | | | | | |
| 16. Examine the data elements of the MLDS, assess the gap between it and SCPS data systems and develop a plan to collect all required data elements. | (C)(3)(i) | | 1/2011-6/2011 | Director of Technology Student Information Specialist HR Generalist | Cross walk chart of data elements and system collected in | N |
| 17. Implement the data collection plan | (C)(3)(i) | | 7/2011-6/2012 | Director of Technology | Review plan for proper implementation | N |
| 18. Research and select a new Human Resource database system | (C)(3)(i) | | 11/2010-6/2011 | Director of Technology Director of Human Resources HR Generalist | Selected system presented to Board | N |
| 19. Purchase the new HR management system | (C)(3)(i) | 10 | 10/2011 | Director of Finance Director of Technology | Purchase Order issued | Y |
| 20. Develop an implementation plan for the HR system | (C)(3)(i) | | 7/2011-11/2011 | Director of Technology Student Information Specialist HR Generalist | Plan is presented to Cabinet | N |
| 21. Implement the HR system | (C)(3)(i) | | 10/2011ongoing | Director of Technology | Review HR data | N |
| **Additional Data Responsibilities** | | | | | | |
| 22. Revise the job description for the Student Information Specialist to remove Performance Matters responsibilities and emphasize Power School responsibilities. | (C)(3)(i) | | 1/2011-6/2011 | Director of Technology Student Information Specialist HR Generalist | Job description is approved by Board | N |

| Section C: Data Systems to Support Instruction | Correlation to State Plan | Project # | Timeline | Key Personnel | Performance Measure | Recurring Expense: Y/N |
|---|---|---|---|---|---|---|
| 23. Revise the job description of one of the office associates to include Performance Matters responsibilities | (C)(3)(i) | | 1/2011-6/2011 | Director of Technology Student Information Specialist HR Generalist | Job description is approved by Board | N |
| 24. Develop a job description for the Data Design Specialist. | (C)(3)(i) | | 1/2011-6/2011 | Director of Technology Student Information Specialist HR Generalist | Job description is approved by Board | N |
| 25. Hire a Data Design Specialist | (C)(3)(i) | 11 | 10/2011 | Director of Human Resources | Performance Assessment | Y |
| **Data Quality** | | | | | | |
| 26. Develop a local data validation plan | (C)(3)(i) | | 1/2011-6/2011 | Director of Technology Student Information Specialist LAC | Plan presented to Cabinet | N |
| 27. Implement data validation plan | (C)(3)(i) | | 7/2011-ongoing | Director of Technology Student Information Specialist LAC | Review accuracy of data submitted to state | N |

| Support LEAs in using the Instructional Improvement System | | | | | | |
|---|---|---|---|---|---|---|
| **Educator Instructional Improvement Academies** | | | | | | |
| 1. Recruit administrators, coaches, teacher leaders to participate. | (C)(3)(ii) | | 1/2011-6/2011<br>1/2012-6/2012<br>1/2013-6/2013<br>1/2014-6/2014 | Assistant Superintendent Instructional Supervisors | List of strategies used | N |
| 2. Send participants to Educator Instructional Improvement Academies | (C)(3)(ii) | See project 2 | 7/2011-8/2011<br>7/2012-8/2012<br>7/2013-8/2013<br>7/2014/82014 | Assistant Superintendent Instructional Supervisors | List of participants | N |
| **Section C: Data Systems to Support Instruction** | **Correlation to State Plan** | **Project #** | **Timeline** | **Key Personnel** | **Performance Measure** | **Recurring Expense: Y/N** |
| **Making Data Available** | | | | | | |
| **Providing access to data** | | | | | | |
| 1. Develop a policy to allow researchers access to appropriate data through the MLDS | (C)(3)(iii) | | 7/2011-6/2012 | Superintendent Director of Technology | Policy approved by Board | N |

**D. Great Teachers and Leaders**

**(D)(2) Improving teacher and principal effectiveness based on performance:**
Somerset County Public Schools will embrace the State definition of student growth once it is adopted by the State Board of Education.

While student growth gains will comprise 50 percent of the teacher and principal evaluation frameworks, 30 percent of the evaluation will be based on the final approved regulation of the Maryland State Board of Education anticipated in early 2011. For the remaining 20 percent of student growth, SCPS is committed to working with teachers' and administrators' bargaining units to arrive at mutually agreeable measures of student growth linked to our local goals and priorities.

For the remaining 50 percent of the teacher evaluation framework, SCPS will work with the 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 50 percent will be based on the eight outcomes in the Maryland Instruction Leadership Framework, and percentages will be worked out for all 8 outcomes with the principals' bargaining unit. In addition, SCPS will arrive at other mutually agreed upon domains for the remaining 25 percent with the principals' bargaining unit based on local goals and priorities. In the event that an agreement cannot be reached on an evaluation framework with either the teachers' or the principals' bargaining unit, the State default model will be used.

Somerset County Public Schools will participate in State led meetings and briefings to discuss the Principal and Teacher Evaluation procedure and instrument. The non-recurring travel expense will be funded through local funds.

Somerset County Public Schools will also work with bargaining units to agree on a process for implementing annual evaluations of teachers and principals that includes monitoring effectiveness, training and constructive feedback, using the individual teacher's student growth metric as the underlying basis for those conversations. SCPS will seek $2,000 of non-recurring Race to the Top funds to facilitate the evaluation implementation process through six meetings/work sessions to be held during the work day.

Somerset County Public Schools will develop in collaboration with bargaining units a new incentive model that provides differentiated compensation to Effective or Highly Effective teachers and principals who agree to teach in the system's lowest-achieving schools. Leadership will also work with the teacher bargaining unit to look at special incentives for attracting and retaining hard to fill positions in low-achieving schools.

Finally, teacher and principal evaluations will be used to make coach/induction, tenure and or full certification 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 bargaining units. Somerset County Public Schools is requesting $1,500 of non-recurring *Race to the Top* funds to support three work sessions to develop and implement procedures for using the evaluation to inform decisions listed above. The funds will be used for work session materials and to pay for substitute costs while selected teachers attend the work sessions.

**(D)(3) Ensuring equitable distribution of effective teachers and principals:**
Once the new evaluation system is in place, it will be used to improve how we assign principals and teachers to schools. Somerset County Public Schools understands the key to improving lowest-achieving schools is having effective principals and teachers serve those students. As a result, SCPS is committed to placing only those principals and teachers who have been rated Satisfactory in those schools, using current evaluation instruments. Once the new evaluation system is in place, SCPS will ensure that only teachers and principals who have been rated as Effective or Highly Effective will be placed in these schools.

SCPS will ensure the proposed incentive model will be mutually agreed upon by the Board of Education and bargaining units and will meet state guidelines for Effective and Highly Effective teachers and principals.

**(D)(5) Providing effective support to teachers and principals:**
Somerset County Public Schools will participate in the Educator Instructional Improvement Academies and the Induction Program Academies. The system will also send principals from lowest-achieving schools to MSDE's Priority Schools Academy. New Principals will continue to participate in the Maryland Principals' Academy, and prospective leaders will participate in the Aspiring Leaders Academy sponsored by MSDE.

Somerset County Public Schools' professional development plan focuses on increasing rigor in the classroom. Based on an analysis of student data and teacher observation, lowest achieving schools were identified as needing more intensive support. In order to supplement the district-wide professional development for these low-achieving schools, support will continue through After School Professional Development activities and the Elementary Extended Day Professional Development Program. 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.

SCPS will develop a comprehensive annual report of system and site-based professional development for the purpose of analyzing the link between student growth learning results and professional development. The annual report will be reviewed for adjusted changes for the two streams of professional development: system based and site-based. Somerset County Public Schools is seeking $150 of non-recurring RTTT funds to pay for materials for three focus group meetings. No other costs should be associated as these are work day meetings with Central Office, Administrative and Institute for Higher Education representatives.

Somerset' s current student assessment data vendor (*Performance Matters*) is developing a software component (FASTe) that collects individual teacher's professional development knowledge, participation, and practice in reference to the system's professional standards model. This information can readily correlate with student growth already in the system.

Finally, Somerset County Public Schools will participate in MSDE's evaluation of professional development as part of its Race to the Top application.

Beginning in the summer of 2011, Somerset County Public Schools will participate in the State's Teacher Induction Academies by sending the Teacher Induction Program Coordinator and as many mentors as the State budget will cover. By July 2011, Somerset County Public Schools will revise the induction program for new teachers based on COMAR 13A.07.01, which will result in revisions to the mentor program, orientation, and new teacher induction programs. For the 2011-2012, 2012-2013, and 2013-2014 SCPS will seek $2,000 each respective year of Race to the Top Funds for monthly mentor training and annual school based administrative leadership and professional development staff training. Beginning with the 2014-2015 school year, the system will pay for this re-occurring training cost through local funds. Successful training 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 administration 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. SCPS will comply with all the requirements of COMAR 13A.07.01 regulation to revise the mentor program.

Currently the district is using a combination of part-time and "buddy" mentors to support new teachers. At the beginning of the 2010-2011 school year, one mentor teacher/coordinator will be hired. In year 2011-2012 an additional part time mentor will be hired using RTTT funds. This person must be rated satisfactory on the current evaluation system and highly regarded by principals and peers to serve as mentors. In 2012-2013 a third part-time mentor whose sole purpose is mentoring will be hired for one year to complete any third year mentees. In 2013-2014 mentor staffing funded by the RTTT grant will consist of 1 part-time coordinator/mentor and one part-time mentor. Additional mentor staffing for 2013-2014 if needed, will be funded locally. The part-time mentor coordinator will serve as an eleven month employee which will provide an additional twenty days in the summer to organize and plan for the overall induction program. This will allow the mentor coordinator to perform mentor duties during the school year. SCPS is requesting

$208,000 of *Race to the Top* Funds to pay for the coordinator/ mentor and mentors.  All re-occurring costs associated with mentor staffing through local funds beginning 2013-2014 school year.

SCPS feels strongly that new teachers will need a mentor "buddy" at their respective school to serve as the introductory mentor for the new teacher.  This "buddy" will be funded for the first week of school to assist the new teacher in setting up the classroom, familiarizing them with the curriculum and orienting them with the students and staff of the school.  The system is seeking $4,000 of Race to the Top Funds for year 2011-2012; $6,000 for 2012-2103, and $4,000 for 2013-2014 for the "buddy" mentors.  SCPS will seek local funding for these re-occurring costs beginning 2014-2015.

Once the new evaluation system is in place, Somerset County Public Schools will also use a similar mentoring approach to support any teacher who is rated Ineffective for two years in a row and who have been put on a second-class certificate.   As the system does not have a mentor program for principals, it will participate in the principal mentor-certificating program proposed in MSDE's plan in its *Race to the Top* application.

**Section D: Great Teachers and Leaders**

**Action Plan: Section D**

**LEA:** Somerset County Public Schools  **Date:** October 13, 2010    **Year of the Grant (circle one)**    1    2    3    4

**Goal(s):**
- Implement an evaluation system that complies with the State Framework
- Implement a mentoring system that complies with regulations of the Comprehensive Teacher Induction Program
- Provide an incentive for Highly Effective staff to work in a low-achieving school

| Section D: Great Teachers and Leaders | Correlation to State Plan | Project # | Timeline | Key Personnel | Performance Measure | Recurring Expense: Y/N |
|---|---|---|---|---|---|---|
| *MOU Requirements: (Yes)* *Activities to Implement MOU Requirements* | (D)(2)(i – iv) (D)(3)(i - ii) (D)(5)(i - ii) | | | | | |
| 1. Develop a plan that embraces the state model of student growth which will be adopted by MSDE. | D 2 (i) | | 1/2011-6/2012 | | Use of developed instrument(s) of student growth measure. | N |
| 2. Participate in state led meetings and briefings on the development of performance model. | D 2 (ii) | | 9/2010-6/2011 | Doug Bloodsworth Asst. Superintendent Leo Lawson Human Resource Director | Adoption of Performance Model | N |

| | | | | Beth Whitelock<br>Human Resource Generalist | | |
|---|---|---|---|---|---|---|
| 3. Form a committee of all stake holders including teachers, administrators and association representatives charged with developing mutually agreed upon evaluation models per state requirements. | (D) 2 (ii) | 12 | 1/2011-6/2012 | Doug Bloodsworth<br>Asst. Superintendant<br><br>Leo Lawson<br>HR Director<br><br>Vicki Miller<br>Director of Finance<br><br>Beth Whitelock<br>Human Resources Generalist<br><br>Jim Webster<br>CTE Supervisor<br><br>JC Parker<br>Uniserv Director<br><br>Virginia Riggs<br>Uniserv Director<br><br>Dawn White<br>President of SEA<br><br>Principals<br><br>Central Office Staff<br><br>Teachers | Principal and teacher evaluation models per state requirements. | N |

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| 4. Revise teacher and principal evaluations using the state framework. | (D) (2) (ii) | | 1/2011-6/2012 | Doug Bloodsworth Asst. Superintendant<br><br>Leo Lawson Human Resource Director<br><br>Vicki Miller Director of Finance<br><br>Beth Whitelock Human Resources Generalist<br><br>Jim Webster CTE Supervisor<br><br>JC Parker/Virginia Riggs/Uniserv Directors<br><br>Dawn White SEA President<br><br>Principals<br><br>Central Office Staff<br><br>Teachers | Teacher and principal evaluations meeting state framework | N |
| 5. Adapt the state model in the event that the internal developed evaluation models are not agreed upon. | (D)(2) (ii) | | 1/2011-6/2012 | Karen-Lee Brofee Superintendent<br><br>Doug Bloodsworth Asst. Superintendent<br><br>Leo Lawson HR Director | Teacher and principal evaluations aligned to the state framework. | |

| | | | | Principals<br><br>Central Office Staff<br><br>Teachers | | |
|---|---|---|---|---|---|---|
| 6. Orient, train and monitor principals, supervisors and mentors on new teacher and principal evaluation tools. | (D) (2) (ii)(iii) | | 6/2012, ongoing | Superintendent for Principals<br><br> Principals<br><br>Central Office Staff<br><br>Teachers | Successful completion of the orientation, training and monitoring of the teacher and principal evaluation tools. | N |
| 7. Prepare and support principals in planning and delivery of introduction of teachers to new evaluation tool. | (D)(2) (ii) (iii) | | 6/2012-8/2012 (Summer Leadership Training) | Dr. Karen- Lee Brofee Superintendent<br><br>Doug Bloodsworth Asst. Superintendent<br><br>Leo Lawson HR Director<br><br>David Elebash Secondary Supervisor<br><br>Tracie Holland Elementary Supervisor<br><br>Additional Central Office Staff<br><br>Principals | Successful planning and delivery of introduction of new evaluation tool to teachers. | N |

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|---|---|---|---|---|---|---|
| 8. Implement and monitor use of teacher and principal evaluation tools. | (D) (2) (iii) | | 8/2012 ongoing<br><br>3/2011, ongoing (implement) | Dr. Karen-Lee Brofee Superintendent<br><br>Doug Bloodsworth Asst. Superintendent<br><br>Leo Lawson HR Director<br><br>Central office Staff<br><br>Principals<br><br>Teachers | The demonstration of the effective use of the teacher and principal evaluation tools. | N |
| 9. Develop and implement procedures for using evaluations to inform decisions regarding:<br>   a. Site based professional development<br>   b. System based professional development<br>   c. Placement<br>   d. Tenure/full certification<br>   e. Coaching/induction<br>   f. Promotion/retention<br>   g. Removal<br>   h. Differentiated compensation (as related to effective or highly effective teachers and principals working in our lowest achieving schools. | (D)(2) (iv) | 13 | 8/2012 ongoing | Dr. Karen-Lee Brofee Superintendent<br><br>Doug Bloodsworth, Assistant Superintendent<br><br>Leo Lawson HR Director<br><br>Central Office Staff<br><br>Principals<br><br>Selected teachers/ Facilitators/ Coaches | The development and implementation of procedures. | N |
| 10. Review the linkage of individual | (D)(5) (i) | | 9/2011, | Dr. Karen-Lee Brofee | A report of the | N |

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|---|---|---|---|---|---|
| professional development and site based professional development activities and participation with student growth measures. | (ii) | | ongoing | Superintendent<br><br>Doug Bloodsworth, Assistant Superintendent<br><br>David Elebash, Secondary Supervisor<br><br>Tracie Holland, Elementary Supervisor<br><br>Central Office Staff<br><br>Principals | linkage of individual and site based professional development activities and participation to student growth measures. | |
| 11. Use findings from correlation of professional development activities and participation with student growth measures to inform professional development plans and implementation. | (D)(5) (i) (ii) | | 10/2010 5/2011<br><br>8/2011, ongoing | Karen L. Brofee, Superintendent<br><br>Doug Bloodsworth Assistant Superintendent<br><br>Leo Lawson, HR Director<br><br>Central Office Staff<br><br>Principals<br><br>Beth Whitelock/ HR Generalist | The correlation of the professional development activities of each teacher with his/her student's academic growth or progress. | N |
| 12. Develop and apply association sanctioned and Board approved incentives and procedures that meet state ERA guidelines for the assignment of effective and highly effective teachers and principals to schools failing to meet state standards. | (D)(3)(i) (ii) | | 1/2011 6/2011 | Doug Bloodsworth Assistant Superintendent<br><br>Leo Lawson HR Director | A developed procedure for the assignments of effective and highly effective teachers and | N |

| | | | | | | |
|---|---|---|---|---|---|---|
| | | | | Vickie Miller, Director of Finance<br><br>Beth Whitelock<br>HR Generalist<br><br>Jim Webster<br>CTE Supervisor<br><br>J.C. Parker<br>UniServe Director<br><br>Dawn White<br>SEA President | principals to schools failing to meet state standards. | |
| 13. Develop a comprehensive annual report of system based professional development requirements and options for teachers and principals at different career stages and competency levels. The report includes:<br>• Offerings<br>• Leadership/Instructor/Facilitator<br>• Participation<br>• Feedback<br>• Results (Effective, Highly Effective , Highly Qualified) | (D)(5)(i)(ii) | | 9/2011<br>9/2012 | Doug Bloodsworth<br>Assistant Superintendent<br><br>Human Resources Department<br><br>Central Office Staff<br><br>Principals | Development of a system based professional development comprehensive report. | N |
| 14. Convene a review team (focus group) of participants and experts to analyze the comprehensive annual report for student learning results and make recommendations for adjusted changes for the coming year for the two streams of professional development: system based and site based. | (D)(5)(i)(ii) | 14 | 1/2012<br>6/2012 | Dr. Karen-Lee Brofee<br>Superintendent<br><br>Doug Bloodsworth, Assistant Superintendent<br><br>Leo Lawson<br>HR Director<br><br>Beth Whitelock | The summary and analysis of the comprehensive annual report by the review team. | N |

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|---|---|---|---|---|---|---|
| | | | | HR Generalist<br><br>School-based administrators and professional development staff<br><br>Central Office Staff<br><br>Representatives from IHE | | |
| 15. Implement the review team's (focus group's) recommendation for changes to professional development at the system and site levels regarding:<br>  a. Planning and collaboration<br>  b. Differentiated instruction<br>  c. Instructional improvement strategies<br>  d. High needs students<br>  e. Gathering and analyzing data | (D)(5)(i)<br>(ii) | | 8/2012, ongoing | Dr. Karen-Lee Brofee Superintendent<br><br>Doug Bloodsworth Assistant Superintendent<br><br>Leo Lawson, HR Director, Principals<br><br>Beth Whitelock Human Resources Generalist<br><br>Central Office<br><br>Principals | The implementation of the Board approved changes to professional development activities as recommended by the review team. | N |
| 16. Monitor professional development changes for impact on student learning growth and report findings in comprehensive annual report. | (D)(5) (i)<br>(ii) | | 9/2012, ongoing | Doug Bloodsworth, Asst. Superintendent<br><br>Leo Lawson<br> HR Director<br><br>Central office Staff<br><br>Principals | The report of professional development changes which impact student learning growth. | N |

| | | | | | | |
|---|---|---|---|---|---|---|
| 17. Revise and implement the induction program for new teachers. | D (5) (i) (ii) | | 10/2010 – 5/2011<br><br>8/2011 - ongoing | Karen L. Brofee, Superintendent<br><br>Leo Lawson, HR Director<br><br>Beth Whitelock, HR Generalist | Creation of a Syllabus for the induction program.<br><br>Written feedback from new teachers regarding the effectiveness of the training.<br><br>New Teacher Retention Data. | N |
| 18. Revise the current teacher mentor program and hire a part time mentor coordinator/mentor and mentors whose sole purpose is for mentoring.<br>• Site-based mentor "buddies" to assist teachers new to the system with beginning of the year tasks. | D (5) (i) (ii) | 15 | 1/2011 – 3/2011<br><br>3/2011 – 6/2011 | Leo Lawson, HR Director<br><br>Beth Whitelock, HR Generalist<br><br>Principals/Central Office Staff | Developed written procedures that align to COMAR 13A.07.01<br><br>Hired mentors for the 2011-2012 school year. | Y |
| 19. Have two mentors participate in the Educator Instructional Improvement Academies. | (D) (5) (i) | | 2011-2013 (with MSDE) 2014 (online), ongoing | Leo Lawson, HR Director<br><br>Mentor Program Coordinator<br><br>Hired Program Mentors<br><br>Principals | The observation of mentors working with teachers to determine their understanding of the academy content. | N |

| | | | | | The review of new teacher evaluations. | |
|---|---|---|---|---|---|---|
| 20. Provide monthly training for mentors and annual training for school based administrative leadership and professional development staff. | (D) (5) (i) (ii) | 16 | 9/2011 - ongoing | Leo Lawson, HR Director<br><br>Beth Whitelock, HR Generalist<br><br>Mentor Program Coordinator<br><br>School-based administrators and professional development staff. | Written feedback from mentors regarding the effectiveness of the training.<br><br>The observation of mentors working with and providing feedback to teachers to determine their effectiveness in enhancing teachers' performance | Y |
| 21. Assign mentors to work with the new teachers and teachers on a second-class certificate. | (D) (5) (i) (ii) | | 8/2011 - ongoing | Leo Lawson, HR Director<br><br>Principals<br><br>Beth Whitelock, HR Generalist | The observation of mentors working with and providing verbal and written feedback to teachers to determine their effectiveness in enhancing teacher's performance. | N |
| 22. Participate in MSDE's Educator Instructional Improvement and Induction Academies for teachers, | (D) (5) (i) (ii) | | 7/2011 - ongoing | Doug Bloodsworth, Assist. Superintendent | Appropriate designated staff will attend all | N |

| Priority Schools and Maryland Principals' Academies for appropriate principals, Aspiring Leaders' Academy, and Executive Officer professional development opportunities. | | | | Leo Lawson, HR Director<br><br>Supervisors/Principals/School-Based Professional Development Staff/Teachers | MSDE sessions. | |
|---|---|---|---|---|---|---|

**(E) Turning around the lowest-achieving schools**

**(E)(1) Identifying the lowest achieving schools.**

Somerset County Public Schools supports the State of Maryland in its efforts to turn around the lowest achieving schools. Somerset County defines a low achieving school as a school identified in need of improvement based on the spring 2010 administration of the Maryland School Assessment as well as by the English and Algebra HSA and graduation rate. There are currently 3 schools in Corrective Action: two high schools and one intermediate school. SCPS will focus on the two high schools: Crisfield High School (CD) and Washington High School (CD).

**(E)(2) Turning around the identified schools**

Somerset County will use the 5 goals outlined as Breakthrough Center strategies to guide the process of turning around the two high schools. These goals include: needs assessment, teacher and principal effectiveness, networking with Breakthrough schools, using technology in instruction, and improving school climate.

The Teacher Capacity Needs Assessment (TCNA), an MSDE developed process, will be conducted at the two high schools in Somerset County in the fall of 2010. This process will assist the staff at these two schools in identifying the root causes underlying their low achievement thereby leading to strategies that they will commit to in their efforts to reach AYP. Once root causes are identified and priorities are set, SCPS will offer support in the form of targeted professional development and collaborative initiatives to assist teachers in their classrooms.

School Improvement Plans for the two high schools will be constructed using the 10 key components of Title I school plans. These plans will be monitored by audit teams made up of feeder school staff trained in monitoring the plans and providing feedback with regards to strategies for improvement. These strategies will include content area leaders, trained in data analysis and the Classroom Focused Improvement Process (CFIP) during the summer of 2011, who will meet bi-weekly with content teams beginning FY 2012 to review instruction and plan remediation. The principals of these schools will work to explore innovative ways to allow for collaboration between and among the various grade levels in an effort to effectively plan for ways to work with the lowest achieving students.

SCPS staff (administrators and teachers) will travel to Kent County, MD by January 2011, to meet with individuals concerning the Breakthrough strategies used in turning around low performing schools in Kent County. SCPS instructional division will also review

the exemplary practices website designed by MSDE through the Breakthrough Center.  Consideration will be given to those strategies identified during the visit and website review that may be appropriate for the two high schools to implement.

**(E)(3) Integrate Technology**

SCPS plans to use technology to turn around the two high schools through the use of technology integrated lessons that will engage students in the content presented.  SCPS will continue with the implementation of the 1-to-1 laptop initiative, currently providing laptops to students in grades 8 and 9.  Each year, the incoming 8th grade (placed in the high schools) will receive laptops that will remain with them throughout their high school careers.  In order to make this successful, teachers will need intense training to give them the tools that they need to plan and execute effective technology lessons in their classrooms.   An Instructional Technology Facilitator (ITF) will be hired during for FY 2012 to work with teachers at both high schools.  A second ITF will be hired for FY 2013 so that each high school will have a dedicated facilitator as the 1-to-1 initiative expands.  These two positions will gradually be absorbed into the local budget through retargeting staffing funding through attrition.

**(E)(4/5) School Climate**

A school climate survey will be administered and analyzed in Years 2 and 4 to determine needs in the area of climate.  Goals, strategies, and objectives will be set following the analysis of the collected survey data.  After the life of the RTTT grant, a climate survey will be done every three years.  Local funding will be used to cover the cost of the survey.

The Positive Behavior Interventions and Supports (P.B.I.S.) initiative will be enhanced to decrease office referrals and suspensions.  Funds for P.B.I.S. incentives will be provided by the RTTT grant.  Following the grant's end, local funding will be provided to maintain the use of incentives for the program.  The Student Services division will continue the Learning Support Team process by linking students and families to those resources that will help students overcome barriers to achievement.  Community partnerships will be enhanced to pursue activities related to mentoring of students, character education, school safety teams, after school activities, and other needs that are identified by the climate survey.

**(E)(6) Comprehensive Transition Program**

The Student Services division will develop and implement a comprehensive transition program (summer 2011) that will better prepare students for integration into a new school (1 Intermediate School to 2 High Schools).  The division will also review current alternative learning programs and explore methods of improving/expanding these programs.

Somerset County Public Schools will continue to engage families and community members in the collaboration for improvement. Each high school will conduct parent activities four times per year beginning with FY 2012. These activities will be designed by school leaders during the School Improvement Plan process and will be based on the identified needs of each high school. RTTT funding will support expanding the Title 1 parental involvement program into the secondary schools. Local funding will continue this after the RTTT grant is completed.

## Section E: Turning Around Lowest Achieving Schools

**Action Plan: Section E**

**LEA:** ___Somerset_____    **Date:** _November 3, 2010_____    **Year of the Grant (circle one)**    1    2    3    4

**Goal(s):**    **1. Conduct robust needs assessment to determine priorities for district action.**
**2. Focus on teacher and principal effectiveness.**
**3. Network with Breakthrough Schools to strengthen capacity.**
**4. Use technology to accelerate school performance.**
**5. Improve school culture, climate and support to increase performance.**

| 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) | | | | | |
| Identify those schools not meeting AYP and having the status of "School In Improvement". | (E)(1) | | 8/2010 | Instructional Division, Secondary Principals | MSDE AYP report | N |

| **Needs Assessment** | | | | | | |
|---|---|---|---|---|---|---|
| 1. Monitor and assess data with the implementation of the 10 key components of the Title I School Improvement Plan (SIP) and determine impact at all levels: classroom, school, and district. | (E) (2) (i.i) | | Yearly On-Going | Principal, Instructional Division, School Improvement Leaders | Peer Review SANE Documentation | N |
| 2. Monitor high school SIP and provide feedback to the schools and district with a focus on building the capacity of the district and school to meet needs.   Recommendations will be used to modify improvement strategies. | (E) (2) (i.i) | | Fall 2011 Fall 2012 Fall 2013 Fall 2014 | Monitoring Team (Elementary and Middle School Reps) | Monitoring Tool Completely Passed | N |
| 3. Conduct Teacher Capacity Needs Assessment with the two high schools to understand the root causes underlying school performance related to instruction. | (E) (2) (i.i) | | Fall 2010/Winter 2010 | TCNA Group | TCNA Forms Completed | N |
| **Networking Teacher/principal effectiveness** | | | | | | |
| 4. Train high school teacher leaders to coordinate Data and Curriculum collaboration and professional work in content areas | (E)(2)(ii) | 17 | Summer 2011 | Instructional Supervisors and Facilitators | SANE of training sessions; Products of collaborative work sessions; survey of session participants | N |
| 5. Provide stipends for Content Area Data and curriculum leaders at the High School | (E)(2)(ii) | 18 | Annually | Instructional | Evaluation by instructional supervisor and survey of content area staff | Y |

| | | | | | | |
|---|---|---|---|---|---|---|
| 6. Review the online practice sharing portal of exemplary practices developed by MSDE through the Breakthrough Center. | (E)(2)(ii) | | 11/2010 | Assistant Superintendent, Instructional Division | SANE | N |
| 7. Select those exemplary practices to be considered for implementation in the two high schools | (E)(2)(ii) | | 1/2011-3/2011 | Assistant Superintendent, Instructional Division | SANE | N |
| 8. Visit Kent County schools to network on Breakthrough Center strategies. | (E)(2)(ii) | | 1/2011-3/2011 | Instructional Division, Selected Teachers Facilitators | SANE | N |
| 9. Investigate the business model of "Zero staffing" in reallocating resources to areas of critical need. | (E)(2)(ii) | | 11/2010 – 5/2011 | Instructional Division, Superintendent, Assistant Superintendent | SANE | N |
| **Integrated technology** | | | | | | |
| 10. Provide teachers with technology equipment to support instruction. | (E)(2)(ii) | | 7/2010-9/2010 7/2011-9/2011 7/2012-9/2012 7/2013-9/2013 | Director of Technology | Inventory | N |
| 11. Develop a plan for professional development for teachers in the use of technology to support instruction | (E)(2)(ii) | | 9/2010-1/2011 | Director of Technology | Written plan | N |
| 12. Implement the professional development plan for teacher use of technology to support instruction | (E)(2)(ii) | | 7/2011-6/2012 7/2012-6/2013 | Director of Technology; Supervisors of Instruction | Teacher registrations for training - SANE | N |
| 13. Provide laptops for all 8th & 9th grade students. | (E)(2)(ii) | | 8/2010-12/2010 | Director of Technology | Student registration logs and contracts | N |

| | | | | | | |
|---|---|---|---|---|---|---|
| 14. Develop a plan for professional development for teachers for integrating the use of student laptops in instruction. | (E)(2)(ii) | | 9/2010-12/2010 | Director of Technology | Written plan | N |
| 15. Implement the professional development plan for integrating the use student laptops into instruction | (E)(2)(ii) | | 1/2011-6/2011 7/2011-6/2010 7/2012-6/2013 7/2013-6/2014 | Director of Technology; Supervisors of Instruction | SANE | N |
| 16. Provide laptops for each incoming 8th grade class. | (E)(2)(ii) | | 8/2011 8/2012 8/2013 | Director of Technology | Student registration logs and contracts | N |
| 17. Employ an FTE technology instructional facilitator at each high school to support the integration of technology into instruction. | (E)(2)(ii) | 19 | 9/2011 9/2012 | Director of Technology; Director of Human Resources | Technology Facilitator will be hired. | Y |
| 18. Manage and analyze instructional data to inform instructional planning and practice | (E)(2)(ii) | | 8/2010-6/2011 7/2011-6/2012 7/2012-6/2013 7/2013-6/2014 | Director of Technology; Instructional Supervisors | SANE CFIP agendas & results | N |
| | | | | | | |
| **School Climate** | | | | | | |
| 19. Administer a county wide school culture and climate survey to administration, staff, students, parents, and community members. | (E)(2)(ii) | 20 | 10/1/2011 – 12/30/2011  10/10/2013- 12/2013 | Student Services Staff in conjunction with an evaluator | Survey data and analysis | Y |
| b. Develop mandatory training program for all school administrators and teaching Staff on differentiated classroom management by incorporating the following: ➢ FBA/BIP | (E)(2)(ii) | | 09/01/2012- 09/01/2014 | Internal Trainers (i.e., school psychologist, LSS, etc.) | Training attendance sheet SANE | Y |

| | | | | | | |
|---|---|---|---|---|---|---|
| ➤ CPI (de-escalation skills)<br>➤ Beyond Diversity | | | | | | |
| c. Maintain highly effective Student Services Support Staff (i.e., counselors, LSS, nurses, etc.) in all schools in order to provide students and staff with the resources and supports that are needed (to include supervisory positions) | (E)(2)(ii) | | 07/01/11, ongoing | Superintendent, School Board | HR | Y |
| d. Enhance and Expand the PBIS initiatives to include incentives (students and Staff) for the following:<br>➤ Academics<br>➤ Attendance<br>➤ Discipline (school and bus) | (E)(2)(ii) | 21 | 7/2011, ongoing | Student Services-PBIS Coaches (Teams) | PBIS data | Y |
| e,. Continue and enhance community partnerships in (mental health agencies, local police agencies (SRO), etc.) | (E)(2)(ii) | | 07/01/11, ongoing | Superintendent & Student Services | SANE | N |
| f. Develop a comprehensive county wide Student mentoring program that targets struggling Learners (red and yellow zone students) incorporating character education development | (E)(2) (ii) | | 8/2012-6/2013 | Student Services in conjunction with Community and Faith based Organizations | Student Mentoring Data | N |

| | | | | | | |
|---|---|---|---|---|---|---|
| g. Expand Title I parent involvement model to the secondary level in order to actively engage parents in the educational process | (E)(2)(ii) | 22 | 07/01/2012 ongoing | Superintendent, Principals, and Parent Involvement Coordinator | Parent Involvement Data-SANE | Y |
| h. Develop a county safety committee that will target issues surrounding school and bus safety such as gangs, crisis management, bullying, etc. | (E)(2)(ii) | | 7/2011-ongoing | Facilities & Transportation Director, Student Services, and community agencies | Quarterly Meeting Agendas and minutes to include Goals and Objectives that are established | N |
| i. Develop and Implement a comprehensive transition program that would better prepare students for integration into new or returning school | (E)(2)(ii) | | 08/2011, ongoing | Student Services staff, School Administrators, Director of Facilities & Transportation | Written transition plans/procedures for students entering grades PreK-K, 6, 8, ALC, or placement in and out of system | N |
| j. Expand After School and summer program opportunities for students in 2nd – 8th grade | (E)(2)(ii) | | 09/2011, ongoing | Asst. Superintendent/After School Program Coordinator | After School Program data | N |
| k. Continue to utilize coordinated school based Learning Support Teams (LST) to identify and address barriers students are facing to learning. LST would be the hub to addressing school wide student issues | (E)(2)(ii) | | 7/2011, ongoing | Student Services, School Administrators | LST Meeting Dates & Referral and Case management Data | N |

| | | | | | | |
|---|---|---|---|---|---|---|
| l. Explore and develop a comprehensive Alternative Learning Center program for students in K – 12<sup>th</sup> grade | (E)(2)(ii) | | 07/2011 (research); 08/2012 Implement | Superintendent, JMT Tawes Principal, Special Education, Student Services | Student Data and Program Data | N |
| m. Develop and Implement an ED program for eligible students in grades K-12 and to continue to partner with ESPS to provide an Intensive Outpatient Program for students that are emotionally or behaviorally challenged (look to expand to middle school) | (E)(2)(ii) | | 7/2011, ongoing | Special Education, Student Services, and ESPS | Program Data | N |
| n. Monitor attendance at CHS | (E)(2)(ii) | | 8/2011, ongoing | Student Services | Attendance data monthly and EOY | N |

## Signature Page

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


_____
Signature of LEA Superintendent

Karen-Lee N. Brofee                        Date: November 16, 2010
_____          _____
Print Name:

**ARRA - Race to the Top Grant**
**Estimated Grants to Participating Local Education Agencies**

| Local Unit | Title I Part A Funding to Participating LEAs | | | | |
|---|---|---|---|---|---|
| | Regular Grant | ARRA Stimulus Grant | Total Title 1 Part A ARRA & Regular | Percent of Total | Estimated Allocation |
| Allegany | $ 2,444,384 | $ 1,338,768 | $ 3,783,152 | 1.37% | $ 1,714,775 |
| Anne Arundel | 9,049,651 | 6,064,980 | 15,114,631 | 5.48% | 6,850,953 |
| Baltimore City | 64,438,588 | 52,026,875 | 116,465,463 | 42.23% | 52,789,872 |
| Baltimore | 21,975,519 | 16,419,289 | 38,394,808 | 13.92% | 17,403,073 |
| Calvert | 1,187,624 | 681,608 | 1,869,232 | 0.68% | 847,260 |
| Caroline | 1,088,108 | 633,040 | 1,721,148 | 0.62% | 780,138 |
| Carroll | 1,148,377 | - | 1,148,377 | 0.42% | 520,521 |
| Cecil | 2,642,456 | 1,680,729 | 4,323,185 | 1.57% | 1,959,554 |
| Charles | 2,478,094 | 1,560,795 | 4,038,889 | 1.46% | 1,830,692 |
| Dorchester | 1,361,130 | 679,626 | 2,040,756 | 0.74% | 925,006 |
| Frederick | - | - | - | 0.00% | - |
| Garrett | 1,234,134 | 604,295 | 1,838,429 | 0.67% | 833,298 |
| Harford | 3,843,039 | 2,565,257 | 6,408,296 | 2.32% | 2,904,665 |
| Howard | 1,816,276 | - | 1,816,276 | 0.66% | 823,257 |
| Kent | 479,444 | 258,370 | 737,814 | 0.27% | 334,426 |
| Montgomery | - | - | - | 0.00% | - |
| Prince George's | 29,373,752 | 22,630,755 | 52,004,507 | 18.86% | 23,571,891 |
| Queen Anne's | 686,505 | 370,044 | 1,056,549 | 0.38% | 478,898 |
| St. Mary's | 2,182,520 | 1,353,636 | 3,536,156 | 1.28% | 1,602,820 |
| Somerset | 1,436,925 | 833,781 | 2,270,706 | 0.82% | 1,029,235 |
| Talbot | 703,762 | 377,974 | 1,081,736 | 0.39% | 490,314 |
| Washington | 4,072,047 | 2,779,725 | 6,851,772 | 2.48% | 3,105,678 |
| Wicomico | 4,244,731 | 2,555,509 | 6,800,240 | 2.47% | 3,082,320 |
| Worcester | 1,634,919 | 838,217 | 2,473,136 | 0.90% | 1,120,989 |
| Total | $ 159,521,985 | $ 116,253,273 | $ 275,775,258 | 100.00% | $ 124,999,635 |

Calculations Based Upon:
1. State receives requested Race to the Top funds and distributes 50% based on FY-2010 Title I, Part A allocation (Regular & ARRA)
2. 22 Participating LEAs receive RTTT funds.