

St. Mary's County Public Schools

Section A: St. Mary's County's Vision for Reform Aligned to the State's Race to the Top Program

St. Mary's County believes that the State's Race to the Top program has provided us a unique opportunity to improve student outcomes. It is the catalyst for comprehensive statewide reform. In St. Mary's County, we have aligned our Scope of Work to the four assurances of the state plan. The goals in each assurance will in and of themselves provide opportunities for profound change; but it is the integration of the goals across the assurances that provide a substantive change in the way business is done and, in turn, in the results it will produce. **Our school system mission statement requires that we know the learner and the learning, expecting excellence in both. We commit to educating all students, accepting no excuses, while focusing on rigor, relevance, respect and positive relationships.** All that we do is built on these commitments to our students, teachers, and community. An epidemic of targeted improvement via strengthened relationships prevails. We believe that our vision is fully aligned to the expectations in the State's Race to the Top Program and we plan to take bold, yet measured steps, to assure that we meet those expectations.

Scope of Work to Support the MOU

St. Mary's County Public Schools (SMCPS) will adopt the Common Core State Standards, Common Core State Curriculum, and assessments; participate in the longitudinal database; adopt the statewide teacher and principal evaluation system; and foster equitable distribution of effective teachers and principals in the lowest-achieving schools. We will work in collaboration with our Education Association to craft mutually agreed upon measures of student growth linked to our local goals and priorities.

SMCPS will adhere to all elements of the State Reform Plan contained in the MOU. Those elements (assurances) are Standards and Assessment; Data Systems to Support Instruction; Great Teachers and Leaders; and Turning Around our Lowest Achieving Schools.

Scope of Work to Support the Education Reform Act

SMCPS will support moving tenure from two to three years; will support the creation by the state of a framework for teacher and principal evaluation system that requires student learning and growth as a significant factor in the evaluation; and will study the initiative to consider locally negotiated incentives for teachers and principals who work in our lowest-achieving schools.

Needs and Goals Identified in Our Action Plan

In order to fully implement our Scope of Work Plan and significantly impact student achievement, our greatest needs, and therefore our primary goals, will be in the areas of 1) professional development to assure that all staff are ready to implement the new curriculum and assessments, and of greatest importance, 2) the development of our ability to provide the web-based instruction and assessments required in this plan. To that end, the funding expended will be in those areas of the action plan.

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Our most challenging goals, although not requiring any significant funding, will be those related to crafting a teacher and principal evaluation system on which we and our Education Association mutually agree.

(A)(1) Ambitious Goals

The State has set ambitious goals for our schools in the areas of NAEP, MSA, graduation and college participation. SMCPSS will adopt those ambitious goals and implement our action plan to assure that we meet them by 2020. We will create a plan that allows us to meet the interim goals established by 2014. These goals, when met, will assure that we have raised our proficiency rates, closed our achievement gaps, and increased graduation and college participation rates.

To further clarify our commitment to the MOU and the Education Reform Act, SMCPSS will specifically:

- Adopt the Common Core State Standards and new assessments and equip teachers and leaders with a college-ready framework for their classrooms and schools.
- Provide even better linking of data systems to enable our schools to track students more closely, identify struggling and advanced students earlier, and provide educators with additional support to help struggling students catch up **and ensure they are college and career ready.** We will work with our provider, *Performance Matters*, to assure a linkage to the state longitudinal data system to allow a seamless stream of information.
- Incorporate student academic growth into teacher and principal evaluations, professional development, and other human capital needs to enable principals to focus on teachers who need assistance-and match up struggling students with highly effective teachers. This strategy will also help our Executive Officers do a better job of evaluating the performance of our principals.
- Coordinate academic and student support resources to our low-achieving schools to accelerate academic progress for students in these schools.
- Expand further STEM efforts to create new opportunities for students across the spectrum and, in many cases, give students a clear road map from high school to successful careers.

(A)(3) Demonstrate Significant Progress in raising achievement and closing gaps

Just as the State has made significant gains in increasing student achievement in reading/language arts and mathematics, both on the NAEP and on the assessments required under the ESEA, and has decreased achievement gaps between subgroups in those content areas, so too has SMCPSS. And, as the State has increased the high school graduation rate, so too has SMCPSS.

SMCPSS will put significant focus on the four assurances that are highlighted in the application. We will also continue our focus on STEM education and the integration of technology across our school system. We will study the possibility of moving world language options to the elementary level. A significant portion of our RTTT funding will be targeted to upgrading our technology infrastructure to support the enhancements and expectations that are a part of the state plan, particularly in Assurance C-Data

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Systems to Support Instruction. SMCPSS will make significant improvements in our ability to provide blended web based instruction and assessment in all 27 of our schools.

Maryland's Reform Plan is broad, comprehensive and positioned to meet the ambitious goals established to raise achievement and close gaps. SMCPSS is committed to the requirements of the MOU in all of the State's proposals. We are committed to providing the necessary professional development in all areas of the plan to assure the proficiency of our teachers and leaders in implementing the plan.

The elimination of the achievement gap continues to be our number 1 priority. Our continued focus looking closely at individual student data and providing directed interventions has resulted in a significant reduction in the achievement gap between student groups. Each of our schools has identified an achievement gap task force and targeted professional learning communities, connected with a system-wide group, which identifies individual students' learning needs and provides the appropriate instructional intervention. In addition, SMCPSS has created four high school graduation coaches, each with the sole purpose of working with students who have achievement challenges to be successful and to graduate career and college ready. Further, recognizing the importance of cultural proficiency in eliminating achievement gaps, SMCPSS will be implementing mandatory online training in this area beginning in the 2011-2012 school year.

Stakeholder Participation

St. Mary's County Public Schools held two Executive Advisory Council Work Sessions (October 12th and 20th) where fifty community members (business, military and government agency), school system members (teachers, principals and assistant principals), parents and members of the Education Association came together to work in subgroups on the various components of the plan. The plan has also been reviewed by our Administrator and Supervisory group (80 participants) and will be brought before our board of education when finalized. As we implement the plan, we will partner with the Director of Technology for County Government to improve the infrastructure for our schools and with the Education Association in implementing the evaluation systems.

Integrations of RTTT Scope of Work and Comprehensive Master Plan

Beginning in the 2011-2012 school year, SMCPSS will fully integrate the Final Scope of Work Plan into our Comprehensive Master Plan.

National and Statewide Evaluations of RTTT

St. Mary's County Public Schools will participate in the national and statewide evaluations of the Race to the Top program.

STEM

St. Mary's County Public Schools offers a rigorous course of study via our highly competitive STEM Academies in elementary (grades 4-5), middle (grades 6-8) and high school (grades 9-12) as well as in

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our STEM for All initiatives. We partner with industry experts, universities, our hospital and our military base to promote effective and relevant integrated instructional modules and courses that offer applied learning opportunities for our students. We are dedicated to building deep knowledge and strong skills so that our students leave the STEM pipeline as college and career ready to take on the STEM-related professional, scientific, medical, and technical positions. Our first high school cohort will graduate from high school in June of 2011. They will have enjoyed mentorships where they will have worked side-by-side with practicing professionals completing 100 hours of independent work. Capstone projects are a culminating experience for seniors who engage in an internship with a local science or engineering professional and provide a multimedia presentation, a written summation and a presentation in a symposium format. The trans-disciplinary curriculum also integrates analytical reading and technical writing skills with the rigorous laboratory experiences utilizing contemporary and diverse technologies for scientific inquiry, mathematical calculation and modeling, engineering design and problem solving techniques. Our students have used all of these skills in nationally recognized academic and engineering competitions where they have been most successful with national and international peers. Our STEM for All initiative is active at all school levels and continues to develop (more information in B).

Section B: Standards and Assessments

Common Standards and Common High-Quality Assessment

Over the past six years, St. Mary's County Public Schools (SMCPS) has implemented a robust assessment system through which professional learning communities examine student proficiencies to make instructional decisions. This assessment system includes a combination of summative assessments (e.g., state assessments, mid-course, and end-of-course tests) and formative assessments (e.g., local diagnostic and benchmark assessments). Each of these measures of student proficiency is designed in alignment to our curriculum pacing guides, which are in turn fully aligned with Maryland's State Curriculum. Student proficiencies, item analyses, and comparative reports through our systemic data warehouse (*Performance Matters*) are available and used as collaborative instructional teams use this information to determine student interventions, flexible grouping, re-teaching, and redesigning instruction to ensure student mastery.

Maryland's transition to the Common Core State Standards (CCSS) sets the bar for student achievement based on a rigorous set of expectations across content areas. As Maryland has embraced the CCSS, instructional staff members from SMCPS have been active participants in the gap analysis for the state curriculum. The Maryland State Department of Education (MSDE) provides the curricular frameworks; SMCPS content leads will provide the related professional development. Further, content leads will revise local curriculum documents and syllabi to align with CCSS expectations and pacing, as well as determine gaps with materials of instruction. Local assessments will be evaluated in light of these standards and modeled after the MSDE guidance relative to both formative and summative assessment structures.

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Transitioning to Enhanced Standards and Assessments

In our plan to support the transition to enhanced standards and high-quality assessments, SMCPs is committed to the following:

- Developing a roll-out plan for the standards together with all their supporting components;
- Working with the Community College and other institutions of higher education to align our high school exit criteria and the college entrance requirements with the new standards and assessments;
- Developing or acquiring, disseminating and implementing high-quality instructional materials and assessments to include formative and interim assessments;
- Developing or acquiring and delivering high-quality professional development to support the transition to new standards and assessments; and
- Engaging in other strategies that translate the standards and information from the assessments into classroom practice for all students including high need students.

SMCPs will translate the standards into challenging and engaging curriculum, lesson plans, classroom projects and homework assignments.

The roll out plan is built upon the presentation and integration of the Common Core State Standards (CCSS). Content lead teachers and supervisors are involved in the gap analysis and ongoing professional development provided by MSDE related to the transition to the CCSS, and SMCPs will be evaluating local assessments in light of these standards and modeled after the MSDE guidance relative to both formative and summative assessment structures. In addition to local assessments, other supporting components will include curricular frameworks and pacing guides, as well as text resources and materials of instruction aligned with the CCSS. Further, an integral component of success will be the high quality professional development provided to ensure the transition to the CCSS. As such, the audience for the standards themselves will be primarily teachers, but will also include other key stakeholders such as students, parents, and community members.

STEM

An integral component of SMCPs instructional pathways has been providing an integrated STEM curriculum. The STEM focus is evident in two ways: (1) SMCPs has implemented a STEM Academy, an educational pathway through which a cohort of students can participate in an articulated program of study grades 4-12; and (2) SMCPs has integrated "STEM for All" throughout all schools through the curriculum and instructional programs, as well as numerous co-curricular programs (e.g., robotics teams, Destination Imagination, Mathematics Engineering and Science Achievement (MESA) programs, and partnerships with the local military and engineering community). These programs and pathways have positioned SMCPs well for expanding Career-ready and STEM initiatives guided by MSDE.

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SMCPS will continue the implementation of the STEM Academy program, now in its fourth full year of implementation. Working with community, business, and military partners, students will be involved in internship programs, as well as embedded instructional programs of rigor and relevance. In all schools, SMCPS will further expand "STEM for All" instructional units that embed rigorous instruction across interdisciplinary content areas. An additional focus area for SMCPS will be the enhancement of integrated environmental science throughout the curriculum.

World Languages

Four years ago, SMCPS began implementing a Chinese world language program at the middle and high school levels. This program now includes Chinese I, II, and III. SMCPS will study the initiative led by MSDE to consider World Language exploratory programs at elementary school. As part of this study, SMCPS will examine staffing implications related to teacher availability and certification in these areas.

Professional Development

At the heart of any reform efforts is the vital professional development to ensure staff members are ready and able to make necessary changes. MSDE is set to lead comprehensive efforts to provide high quality professional development through Educator Instructional Improvement Academies in which teacher leaders and administrators will be invited to participate in ongoing training and follow up. SMCPS will identify staff from each school to participate, and will provide ongoing follow up and support for these staff to guide local professional development efforts.

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Section B: Standards and Assessments

Action Plan: Section B

LEA: St. Mary's County Public Schools Date: November 3, 2010

Goal(s): To provide a rigorous instructional program aligned to the Common Core State Standards, and high quality formative and summative assessments measuring student proficiency.

Section B: Standards and Assessments	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(B)(3)					
1. Review and revise local curriculum frameworks in alignment with the Common Core State Standards (CCSS)	B (1) B (3)		Ongoing 2010-2011; 2011-2012	Jeff Maher, Director of Teaching, Learning, and Professional Development; Content Supervisors	Review of gap analysis Local curriculum aligned with CCSS	N
2. Align locally-developed assessments with CCSS. Pilot new assessment items aligned to CCSS.	B (3)		Summer 2011; Ongoing 2011-2012	Jeff Maher, Director of Teaching, Learning, and Professional Development; Content Supervisors	Local assessments aligned with CCSS Feedback provided related to CCSS assessment items Assessments aligned to standards reviewed for validity and reliability.	N

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3. Implement state and local assessments and use assessment data to guide instruction through a comprehensive data system.	B (3)		Ongoing	Regina Greely, Director of Instructional Technology	Match current assessment items to CCSS through longitudinal data system Continued implementation of PM Analysis of test results Implementation of interventions and modifications of instruction	N
4. Provide professional development aligned with CCSS, and in using formative and summative assessments to target instruction. Provide professional development in the use of the MSDE online instructional toolkit.	B (3)		Ongoing	Jeff Maher, Director of Teaching, Learning, and Professional Development; Content Supervisors	Assess PD needs related to CCSS and develop appropriate PD opportunities PD Evaluations of teacher use of new strategies	N
5. Examine local materials of instruction to ensure alignment with CCSS.	B (3)		Ongoing	Jeff Maher, Director of Teaching, Learning, and Professional Development; Content Supervisors	Gap analysis of CCSS and instructional materials Newly adopted materials Assessing effectiveness of new materials in helping students meet assessment targets	N
6. Provide integrated STEM curriculum across all grade levels and schools (STEM for All)	B (3)		Ongoing	Linda Musial, Supervisor of STEM; Content Supervisors	Analysis of curriculum for STEM integration Revised curriculum documents Consideration of options for providing non-traditional instructional methods (e.g., online learning) Student assessment results (e.g., AP index)	N

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7. Collaborate with local colleges and university partners to align our high school exit criteria and the college entrance requirements	B (3)		TBD	Theo Cramer, Director of College and Career Readiness; J. Scott Smith, Director of Secondary Schools	Analysis of existing Memorandum of Understanding for gaps given new mandates, and revisions of these as necessary Partnership meeting agendas Analysis of aligned criteria and evaluation of the effectiveness of the partnerships	N
<i>Optional Activities:</i>						
1. Participate in MSDE-led Educator Instructional Improvement Academies.	D(5)	2	Summer 2011	Jeff Maher, Director of Teaching, Learning, and Professional Development	Identification of staff for EIIA Participation in EIIA Local PD agendas	N
2. Continue Chinese language program	B(3)		Ongoing	Linda Lymas, Supervisor of World Languages	Course implementation Student enrollment data	N
3. Explore options for world language exploratory program in elementary school	B(3)		Ongoing 2011-2012	Linda Lymas, Supervisor of World Languages	Curriculum review Revision of curricula as necessary given review process, and analysis of literature for theory and best practices in early language teaching	N

Section C: Data Systems to Support Instruction

(C)(1) Fully Implementing a Statewide Longitudinal Data System

St. Mary's County Public Schools (SMCPS) is dedicated to making informed, data-driven, instructional decisions that benefit each student. The SMCPS mission statement reflects the premise of informed decision making in order to *know the learner and the learning expecting excellence in both*. SMCPS utilizes common formative and summative assessments in determining student proficiency. For the past five years, SMCPS teachers and administrators have employed *Performance Matters* to analyze student performance. This system allows for cohort and individual student data analysis which provides our teachers and administrators the ability to tailor interventions that will ensure mastery of the Core Curriculum.

SMCPS fully embraces the implementation of the statewide longitudinal data system as required by the America COMPETES Act. We will facilitate the integration of our student information system, *eSchool+*, and our data warehouse, *Performance Matters*, with the MD state system.

SMCPS will ensure that all teachers, principals, and administrators have access to the Maryland Longitudinal Data System (MLDS).

(C)(2) Accessing and Using State Data

SMCPS supports the use of real-time information for all key stakeholders (students, teachers, administrators, parents, and policymakers). We will facilitate the secure access to the data enterprise system. SMCPS will continue with our robust professional development in this area. We will ensure that we integrate the instructional improvement systems to provide effective professional development to teachers, principals, and administrators on how to use these systems and the resulting data to support continuous instructional improvement. SMCPS will provide workshops for parents when modules are available for their use.

(C)(3) Making Data Accessible

SMCPS will make data available and accessible to researchers to evaluate the effectiveness of the Instructional Improvement System. We will work with MSDE to support all activities in reviewing student, teacher, and administrator data.

SMCPS will commit to transitioning stakeholders to access and utilize the Maryland Longitudinal Data System by:

- Building the infrastructure at all schools to support high-speed data transfer for the MLDS and the multimedia training platforms;
- Working to build integrated web based content into the instruction;
- Integrate the unique teacher State IDs in our student information system;

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- Develop and implement a plan for rolling out web-based instruction and assessment to students, Grade 3-12, with special attention to the elementary school implementation; and
- Developing or acquiring and delivering high-quality professional development to support the transition to new Maryland Instructional Improvement System and MLDS.

In order to accomplish our tasks, SMCPSS will build in recurring costs to the operating budget in order to support ongoing web-based instruction.

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Section C: Data Systems to Support Instruction

Action Plan: Section C

LEA: St. Mary's County Public Schools Date: November 3, 2010

Goal(s): To create an infrastructure for supporting the MD Longitudinal Data System requirements as outlined in Sections B and C for web-based instruction and assessments, access to the MLDS, and data sharing with researchers.

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(C)(3)(i-iii)					
1. Draft a plan to determine SMCPs infrastructure needs for delivering web-based instruction and assessments and the MLDS	C (3)		Fall 2010	James Corns, Director of Information Technology; Regina Greely, Director of Instructional Technology; Bob Kelly, St. Mary's County Government Director of Technology	Written plan and implementation	N
2. Implement the plan: Work with local vendors to procure fiber and wireless and provide ongoing service	C (3)	1	Fall 2011 and ongoing	James Corns, Director of Information Technology	Installation of fiber Contract delivery	Y

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<p>3. Participate in the alignment of the state and SMCPs data systems</p>	<p>C (3)</p>		<p>(TBD – 2012-2013)</p>	<p>James Corns, Director of Information Technology; Regina Greely, Director of Instructional Technology; Tony Marcino, Supervisor of Assessment</p>	<p>Aligned implementation</p>	<p>N</p>
<p>4. Create and implement PD plan to roll out web-based instruction and assessments in Grades 3-12 with special attention to utilization at the elementary level.</p>	<p>C (3) B (3)</p>		<p>(TBD – 2012-2013)</p>	<p>James Corns, Director of Information Technology; Regina Greely, Director of Instructional Technology; Jeff Maher, Director of Teaching, Learning, and Professional Development</p>	<p>Successful online testing</p>	<p>Y*</p>
<p>*SMCPs will build in recurring costs to the operating budget in order to support ongoing web-based instruction.</p>						

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<p>5. Provide professional development for all students, teachers, administrators, parents, and policymakers in use of the MLDS and the Instructional Improvement System</p>	<p>C (3)</p>		<p>(TBD – 2012-2013)</p>	<p>James Corns, Director of Information Technology; Regina Greely, Director of Instructional Technology; Jeff Maher, Director of Teaching, Learning, and Professional Development</p>	<p>Analysis of PD needs given new infrastructure, delivery of appropriate PD, and follow-up assessment of effectiveness through analysis of teacher and student responses</p>	<p>N</p>
<p>6. Work with researchers to share students and teacher data</p>	<p>C (3)</p>		<p>Ongoing</p>	<p>James Corns, Director of Information Technology; Regina Greely, Director of Instructional Technology</p>	<p>Data requests</p>	<p>N</p>

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D. Great Teachers and Leaders

(D)(2) Improving teacher and principal effectiveness based on performance:

We are dedicated to making a rapid, significant impact on student achievement via our Action Plan in the area of teacher and principal effectiveness.

Teacher and Principal Evaluation Systems

St. Mary's County is one of seven school districts who are participating in a pilot project with the Maryland State Department of Education (MSDE) to work through the specific mechanics, metrics, and protocols for the new evaluation systems during the next two school years (2010-2012) to ensure the new systems can be successfully scaled statewide in the fall of 2012. The new evaluation systems, for both teachers and principals, are anchored in the Education Reform Act of 2010 signed by Governor O'Malley on May 3, 2010.

St. Mary's County Public Schools (SMCPS) will embrace the State definition of student growth once it is defined and adopted by the State Board of Education.

St. Mary's County will implement the new system in all public schools beginning in the 2012-13 school year. Following the standards established by the Maryland State Board of Education in April 2010, we will use the student growth component as a significant portion of the evaluation for teachers and principals. The more detailed breakdown of percentages will be based on the final approved regulation. We are committed to working with the Education Association to arrive at the mutually agreed upon measures of student growth linked to our local goals and priorities.

The remaining portion of the evaluation for teachers shall include the following four components: planning and preparation, classroom environment, instruction, and professional responsibility. For principals, the evaluation shall include at least the eight standards for instructional leadership set forth in the *Maryland Instructional Leadership Framework*. St. Mary's County will enhance the principal evaluation model with locally-crafted standards as well. Our new evaluation systems for both teachers and principals will move from a binary system to a system that has multiple ratings: Highly Effective, Effective, Developing, and Ineffective.

Every teacher and principal shall be evaluated at least once annually. We will also work with the Education Association to agree on a process for implementing annual evaluations that include timely and constructive feedback.

Teacher Induction

Beginning in the summer of 2011, SMCPS will participate in the State's Teacher Induction Academies. We will send our Teacher Induction Program Coordinator and a cadre of mentors, as determined by state budget constraints, to these academies. By July 2011, we will do a complete review of our induction program for new teachers based on COMAR 13A.07.01 to determine the need for any

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revisions to our mentor program, orientation program, and new teacher seminar series. We will comply with all requirements of COMAR 13A.07.01 regulation as we consider possible revisions to our mentor program.

We will now ensure that teachers receive top notch support throughout their entire three-year probationary status period. Once the new evaluation system is implemented, SMCPSS will provide support to any teacher who is rated Ineffective for two years in a row and who have been put on a second-class certificate with a similar program. Although we have principal mentors in place, we will look at participating in the principal mentor-certificating program being proposed by MSDE.

Non-tenured teachers are expected to craft a comprehensive and targeted professional development plan linked to their evaluations. Veteran teachers (tenured, with four or more years experience) will be expected to develop comprehensive and targeted professional development plans linked to specific needs identified in their annual evaluations as well.

Evaluation informing decision regarding teachers and principals:

St. Mary's County will convene a study group to consider compensation systems for educators that will address connecting teacher effectiveness and teacher compensation in differentiated models. We will consider both the aspect of Highly Effective teachers and principals who agree to move to our lowest achieving schools as well as incentives for attracting and retaining teachers in hard-to-fill areas.

St. Mary's County will monitor the ongoing discussions regarding the use of evaluations to inform decisions regarding removing ineffective teachers and principals. The process for making decisions about individual professional development plans, promotion and removal will be mutually agreed upon with the Education Association.

St. Mary's County will report to MSDE annually, as a part of the Master Plan, on the effectiveness of teachers and school leaders. We will also, to comply with the state board regulations when brought forward, maintain a public website to report aggregated teacher and principal evaluation data, methods, and procedures.

(D)(3) Ensuring equitable distribution of effective teachers and principals:

Once the new evaluation system is in place, we will consider how to use the information to assign principals and teachers to schools. We will develop procedures to address this component of our plan. St. Mary's County has been proactive over several years in assuring that we do not have a teacher quality or principal quality gap among high-poverty and low-poverty schools. As early as 2001, SMCPSS strategically began moving highly effective principals to high-poverty, low-achieving schools. Since 2006, every school in the district that is Title I (4 elementary schools) and the middle and high school into which they feed have received a new, highly-effective principal and several new staff in key leadership positions that have made a significant impact on student achievement. St. Mary's County has only one school identified as high poverty as defined by the poverty measures (the percentage of

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students who qualify for free and reduced meals [FARM]). That elementary school has made AYP over several years.

When the new evaluation for teachers and principals is implemented, we will use the data to review teacher and principal placement across the district based on the ratings of teachers and principals at each school across the district.

In the 2007-2008 school year, SMCPS aggressively began a rigorous STEM program with academies at the elementary, middle and high schools. Those academies were placed at our most challenged schools and staffed with highly effective and qualified staff selected for their expertise in the STEM content areas.

(D)(5) Providing effective support to teachers and principals:

SMCPS 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 will participate in the Aspiring Leaders Academy sponsored by MSDE. Our Executive Officers will participate in the regional professional development opportunities through the Executive Officers Network.

As educators across the state face the challenges ahead—raising standards and instruction to world-class levels, ensuring principals and teachers are effective at improving student learning each year, and turning around failing schools—on-going and high quality professional development is essential. Maryland has established six principles for providing professional development and the Professional Development plan for SMCPS is being used as a model for the State.

We have very comprehensive Induction and Mentoring programs in SMCPS. The program for St. Mary's County Public Schools is multifaceted, and includes: mentoring; support resources; pre-service professional development; demonstration classrooms; monthly seminars; online learning support; coaching; and new teacher socials. Throughout the initial phase of a budding teacher's career, the support, guidance, and ongoing professional development is critical to their success. Our three-year induction program, framed around the notion that teachers need to develop essential skills, attitudes, and competencies for success in the classroom, provides the professional development they need to be successful in their first three years of teaching. In addition, recognizing that teachers come with different levels of experience, we have differentiated support for our new teachers in their first three years, as well as for veteran teachers who are new to SMCPS.

We also partner with St. Mary's College of Maryland to operate professional development schools and as things evolve with the state; this partnership will continue to set goals related to professional development for teachers and induction for beginning educators.

With any program, it is imperative to evaluate the program regularly assuring continuous improvement. Ongoing evaluation is part of each of our professional development programs. SMCPS uses the

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Maryland Teacher Professional Development Evaluation Guide in designing evaluations for major programs, such as the Induction Program. For this program, multiple measures are used to determine the effectiveness of the program relative to its stated goals of new teacher retention, new teacher development, and new teacher effectiveness. These measures include questionnaires and surveys of new teacher perceptions of program values, review of mentor teacher logs, surveys reflecting mentor teacher support, focus groups (with new teachers, veteran teachers new to the system, and mentors), and teacher evaluations through the Teacher Performance Assessment System.

The components of the newly revised COMAR regulation (13A.07.01) regarding new teacher induction mirror the SMCPS model for high quality induction. The induction program is led by our department of Teaching, Learning, and Professional Development, from which two staff represented SMCPS on the MSDE Professional Development Advisory Council (PDAC), who subsequently made recommendations to the Maryland State Board of Education for the changes in the new teacher induction regulations.

The New Teacher Induction Program for St. Mary's County Public Schools is multifaceted, and includes: mentoring; support resources; pre-service professional development; demonstration classrooms; monthly seminars; online learning support; opportunities for coaching and observation; and new teacher socials. The SMCPS three-year induction program, framed around the notion that teachers need to develop essential skills, attitudes, and competencies for success in the classroom, provides the professional development they need to be successful in their first three years of teaching.

As articulated in the SMCPS 2010-2011 Master Plan Update, there are accountability measures in place that ensure these components of induction are implemented, including monthly monitoring and reminders to new teachers of their responsibilities for attending new teacher seminars, quarterly meetings with mentor teachers, mid- and end-of-year surveys for new teachers regarding support; and submission of mentoring logs. In addition, principals are required to report on the frequency of opportunities for peer observation or co-teaching provided to new teachers. In addition, the quality of professional development through mentoring is monitored consistently. SMCPS has continued to administer the Survey of Teacher Participation in High Quality Professional Development (as originally administered by MSDE in 2004). Since the initial administration, SMCPS has observed a 50% increase in the percentage of teachers who rate coaching and mentoring experiences as "high quality" (defined by meeting 14 of 16 indicators). SMCPS expects continued results related to fidelity to a high quality induction model.

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Section D: Great Teachers and Leaders

Action Plan: Section D

LEA: St. Mary's County Public Schools Date: November 3, 2010

Goal(s): (D) (2) Create a system for measuring student growth that marries State expectations with local flexibility, innovation and community priorities.

Implement the new evaluation system for teachers and principals that complies with the State Framework

Explore program to incentivize Highly Effective staff to work in low-achieving schools and in hard-to-staff positions

(D) (3) Continue the equitable distribution of effective teachers and principals

(D) (5) Ensure Induction and Mentoring Programs follow state guidelines

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(D)(2)(i – iv) (D)(3)(i - ii) (D)(5)(i - ii)					
1. Participate in the State Pilot Project for the new state evaluation plan	D (2)		TBD	Linda Dudderar, Chief Academic Officer; Directors in the Division of Instruction; Education Association leadership	Review results of pilot	N

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2. Using State Framework, revise teacher and principal evaluations to meet requirements	D (2)		TBD	Linda Dudderar, Chief Academic Officer; Directors in the Division of Instruction	Draft a revised plan for teacher and principal evaluation	N
3. Establish an evaluation system with multiple rating categories	D (2)		By July 2011	Linda Dudderar, Chief Academic Officer; Edward Weiland, Director of Human Resources	Establish ratings	N
4. Train teachers, supervisors, and principals on new evaluation models	D (2)		January 2012- June 2012	Linda Dudderar, CAO; Edward Weiland, HR	Accountability that all appropriate staff attend the training	N
5. Implement the new evaluation plans	D (2)		July 2012	Edward Weiland, HR; Kelly Hall, Elementary Director, Scott Smith, Secondary Director; Principals	Review principal evaluations of teachers for fidelity to the model Review Executive Officers evaluations of principals for fidelity to model	N
6. Continue induction program to a third year	D (2)		2010-2011 school year	Jeff Maher, Director of Teaching, Learning and PD	Follow model Collect feedback from teachers	N

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<p>7. Develop procedures for components of the evaluation plan</p> <ul style="list-style-type: none"> • Develop an articulated plan to assure equitable distribution of highly effective educators to lowest performing schools • Convene a study group to consider compensation systems that are differentiated • Create a system to link PD plans of veteran teachers to annual evaluations • Study plan to use evaluations for removal of teachers and principals based on policy changes 	D (2)		January 2012	Linda Dudderar, Chief Academic Officer; Directors in the Division of Instruction	Final plan for evaluation complete, protocol included PD completed	N
<p>8. Increase the number of highly effective teachers assigned in hard-to-staff areas such as special education, math, and science across the school system.</p>	D (3)		Annual	Edward Weiland, Director of Human Resources	Show an increased number of highly effective teachers in these areas	N
<p>9. Review current Induction and Mentoring Programs to ensure fidelity to the state model</p>	D (5)		By January 2011	Jeff Maher, Director of Teaching, Learning, and Professional Development	Cross reference state standards to SMCPS Plan for gap analysis	N

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10. Yearly program review of Induction Program	D (5)		Each June 2011-2015	Jeff Maher, Director of Teaching, Learning, and Professional Development	Assure continued fidelity to state model (Refer to narrative pg. 18)	N
<i>Additional Required Activities:</i>						
9. Participate in MSDE-led Educator Instructional Improvement Academies (EIIA).	D(5)	2	Summer 2011	Jeff Maher, Director of Teaching, Learning, and Professional Development	Identification of staff for EIIA Participation in EIIA Local PD agendas	N
10. Participate in MSDE-led Induction Academies	D (5)		Summer 2011	Deborah Faller, Instructional Resource Teacher for Professional Development	Attendance by mentors and Induction Coordinator	N

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Section E: Turning Around the Lowest Performing Schools

(E)(2) St. Mary's County Public Schools has no school that is defined as a "lowest performing school" in Maryland. Like all school districts, we have schools, particularly our Title I elementary schools and the middle and high school into which they feed, that have more students in poverty and challenges that require differentiated staffing and enhanced resources. To that end, we have staffed those schools with our most effective leaders. In selecting teachers for those schools, we give those leaders first priority in filling staff vacancies. We provide technical assistance to those schools and assure the enhanced resources needed to implement their School Improvement Plans.

The effectiveness of technical assistance provided to low performing schools will be measured based upon the identified areas of challenge. A Technical Assistance Team (TAT) will analyze the school's performance from the following year relative to Adequate Yearly Progress (AYP) and attainment of the Annual Measurable Objectives (AMO). Once the underperforming indicators are identified, the TAT will work with the building level instructional leadership to craft an action plan that spans the school year.

The plan will have quarterly targets that will be measured and evaluated. We will use our data warehouse, Performance Matters, to monitor student performance on shared assessments, and our student information system, eSchoolPlus, to measure attendance, discipline, and classroom grades. The TAT will have monthly meetings with school staff to review all related data in real time.

As the year concludes, we will analyze all data generated and compare this to previous year's performance. We will also survey staff and students to determine what they felt had the greatest positive impact. Ultimately achieving AYP and meeting the state's AMOs will be how we determine our success.

We provide our most intensive support to our lowest performing schools. St. Mary's County Public Schools will continue to implement our intervention model in all schools with a particular emphasis in our lowest performing schools. We will adjust our strategies based on analysis of our performance indicators. We will revise our strategies in our district Master Plan and our individual school-improvement plans as necessary as our intervention plan changes based on new data.

Our system places great emphasis on putting talent to task – and this begins with our strongest principals at our lowest performing schools. As an incentive, SMCPs staffs these schools at a higher rate and allows principals preferred hiring for open positions. Principals also handpick their assistant principals, counselors, and Instructional Resource Teachers – and in doing so, build strong, capable leadership teams. Other incentives include additional professional development and a greater deployment of instructional technologies, such as interactive white boards and interactive devices. A study committee is being formed at the superintendent's direction to consider the concept of incentives for principals at our lowest performing schools. This will occur in conjunction with consideration of

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incentives for teachers at those schools as well as teachers across the system in hard to staff content areas.

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Section E: Turning Around the Lowest Performing Schools

Action Plan: Section E

LEA: ST. Mary's County Public Schools Date: November 3, 2010

Goal(s): Continue to identify our lowest performing schools (local criterion) and commit to turning them around

Section E: Turning Around Lowest-Achieving Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(E)(2)					
1. Provide technical assistance to any school defined, locally, as low performing.	E (2)		On-going	Linda Dudderar, Chief Academic Officer; Melissa Charbonnet, Executive Director of Student Services and Special Education; Kelly Hall, Director of Elementary Schools; J. Scott Smith, Director of Secondary Schools	Team in place Enhanced SIP	N
2. Convene study committee regarding incentive programs for Highly Effective teachers in lowest performing schools	E (2)		January 2011- June 2011	Linda Dudderar, Chief Academic Officer; Edward Weiland, Director of Human Resources	Plan/report from committee to superintendent and cabinet for consideration during budget process for 2012 school year.	N

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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

Michael J. Martirano, Ed.D. Date: 10-26-10
Print Name:

