



**Maryland's Race to the Top
Washington County Public Schools
Scope of Work Plans**

November 17, 2010

**Dr. Elizabeth M. Morgan,
Superintendent**



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Washington County Public Schools
Race to the Top Scope of Work Plans
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A. Executive Summary: Washington County Public Schools (WCPS) is one of the 22 LEAs in Maryland that is committed to participation in Race to the Top (RTTT) and in Maryland's third wave of education reform. The school system views these initiatives as a continuation of nearly a decade of progress that WCPS has been making in increasing student achievement, narrowing achievement gaps among subgroups, increasing high school graduation rates, decreasing dropout rates, increasing students' readiness for college and careers, and moving the school system closer to its vision of providing world-class educational opportunities for all of its students.

To these ends, the WCPS community views RTTT as an opportunity to help accelerate the system's movement toward progress in each of the above areas, and given WCPS' track record of improvement, the chances of the system's success are strong. MSA, HSA, and other data show continuous student growth at all levels. Despite a 44% student poverty level, WCPS attained record high graduation rates in the past two years of over 92%, and record low dropout rates of under 2%. WCPS has also begun implementing its plan to create a college-going and career ready culture in the school system to prepare students for college and career success. AP participation has soared over the last few years, four years of math is required for graduation from WCPS, SAT scores are beginning to rise, and academic rigor has been increasing with programs such as the International Baccalaureate. WCPS has a solid infrastructure on which to build further successes.

Key WCPS stakeholders were engaged in the development of the RTTT Scope of Work. The WCPS School Board and Superintendent, Dr. Elizabeth Morgan, both approved the MOU agreeing to participate in the Maryland's RTTT initiative. Once the grants to LEAs were announced, a planning team of 12 WCPS administrators, directors, and supervisors was assembled under the direction of the Superintendent. The team consisted of representatives from the following departments: Finance, Strategic Planning, Secondary and Elementary Education, Curriculum and Instruction, Testing and Accountability, Staff and Student Support Services, System Operations, Technology, and System Development. Support from the Washington County Teachers Association (WCTA) was assured through a federal Teacher Incentive Fund grant developed jointly by WCPS and WCTA to explore and develop new teacher evaluation and differentiated compensation models. Through the WCPS Technical Support Team process, consultation with school-based administrators and teachers also provided input into the development of the Scope of Work projects.

Since 2002, WCPS, in collaboration with its stakeholders, has developed and updated annually a five-year, comprehensive master plan. In 2009, the plans for use of ARRA and SFS funds were integrated into the WCPS master plan. Similarly, as part of its

ongoing strategic planning process, WCPS will be integrating the RTTT Scope of Work Plans into its master plan for the 2011-2012 school year.

Finally, similar to WCPS' enthusiastic participation in Maryland's evaluation of the Bridge to Excellence initiative, WCPS fully intends to cooperate with national and statewide evaluations of RTTT.

B. Standards and Assessments: WCPS intends to use the RTTT grant to support the transition to enhanced standards and high-quality assessments by aligning its curriculum and assessments with the Common Core Standards. Intensive professional development in the Common Core Standards will be implemented for teachers, principals, and school leaders. Training in developing lesson plans and benchmark assessments will be undertaken. Further, RTTT funds will be used to support professional development for the purpose of increasing academic rigor relative to the Common Core Standards through training in disciplinary literacy via WCPS' affiliation with the Institute for Learning at the University of Pittsburgh.

C. Data Systems to Support Instruction: WCPS has committed to ensuring that its data systems are enhanced and expanded to support and improve instruction, and that data are available and accessible to researchers. For nearly a decade, WCPS has provided intensive training to teachers and school system leaders in the use of data to inform instruction. WCPS' data management system, Performance Matters, Inc., has been able to provide teachers and principals with easily accessible data on student progress, and use of the Classroom Focused Improvement Process has allowed just-in-time interventions for struggling students to be implemented. Our technology capacity needs to be further expanded to accommodate increased data required by RTTT and the State's third wave of reform, and to enable staff to fully access State websites for professional development, curriculum, lessons, interventions, and the State's planned On-line Tool Kit.

To accomplish these, WCPS will provide high speed broadband network connections and infrastructure upgrades to ten elementary schools that do not have high speed capacity. This will give the schools a high speed connection to the WCPS Wide-Area-Network, and enable access to all online instructional resources, as well as to the new resources that will be available from MSDE through the Maryland Longitudinal Database System (MLDS). WCPS will also provide the upgrades needed to align the Student Information System with the new MLDS.

D. Great Teachers and Leaders: WCPS is committed to improving teacher and principal effectiveness. The system's Center for Peak Performance and Productivity was created nearly a decade ago to provide high quality professional development, including a model program for new teacher induction, mentoring, and coaching for teachers and school leaders. In collaboration with a variety of stakeholders, the WCPS teacher, principal, and support employee evaluation systems were revised in 2009 to increase rigor in the evaluation process and to inform professional development, promotion and retention decisions, and compensation. In

addition, models for differentiated pay based on differentiated responsibilities were instituted five years ago for principals, teachers, and other employees in collaboration with their respective bargaining units. Through a recently awarded Teacher Incentive Fund (TIF) federal grant that was developed jointly with the Washington County Teachers Association, WCPS will be working with that organization to develop an incentive compensation program for attracting, retaining, and rewarding highly effective teachers.

WCPS will also be revising further its teacher and principal evaluation systems to incorporate student growth more directly and explicitly as the local LEA's 20% portion of the evaluations that complements the 30% portion which will be developed by the State. No RTTT funding will need to be allocated to this initiative since it will be funded by the TIF grant. In addition, the remaining 50% of the evaluation process, which is to be left to the discretion of the individual LEAs, will be developed.

Moving to a mandated system of annual evaluations will require WCPS to build capacity in the number of qualified persons available to observe teachers. WCPS has planned to address this challenge by using RTTT funds to develop an Instructional Leadership Team that will support administrators with the completion of teacher observations.

E. Turning Around the Lowest-Achieving Schools: For 2010, all of WCPS' high schools made AYP. Western Heights Middle School, one of seven WCPS middle schools, was identified as "a school in need of improvement." An aggressive program of initiatives and interventions has been planned to accelerate student achievement at Western Heights. In addition, the RTTT grant will be used to support five other targeted schools as determined by the needs assessment for each school. Particular emphasis will be placed on SWD, ELL, and other struggling student in those schools.

Initiatives and interventions will include establishment of a Breakthrough Team assigned to identified schools; the deployment of instructional coaches; *BreakThrough* training for principals; provision of additional support for SWD; instituting the AVID program at identified middle schools; providing extended day and summer programs; and provision of a coordinator to help organize, monitor, and evaluate the supports and interventions.

Note: In light of the limited resources of this grant, WCPS thought it best to waive indirect costs.

Action Plan: Section A

LEA: Washington County Public Schools Date: November 17, 2010 Year of the Grant (circle one) **1** 2 3 4

Goal(s):

- Commit to participation in the national and statewide evaluation of the Race to the Top program.

Section A: State Success Factors	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (No)</i>						
<i>Additional Required Activities:</i>						
1. Cooperate with national and statewide evaluation.	(A)(2)		12/01/10 – Expiration of Grant	Donna Hanlin, Assistant Superintendent; Clyde Harrell, Director of Curriculum and Instruction; David Reeder, Director of Secondary Schools; Jill Burkhart,	Data and other requested information are provided to evaluators.	N

				Director of Elementary Schools		
				Shulamit Finkelstein, Executive Assistant for Strategic Planning		
<i>Optional Activities:</i>						
1.						
2.						
3.						
4.						
5.						

B. Standards and Assessments

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

Washington County Public Schools (WCPS) is fully committed to a smooth transition to the Common Core State Standards and the new assessments that will be developed through the PARCC Consortium. These new enhanced standards and high-quality assessments will align well with the WCPS initiative to create a college-going culture in Washington County as more rigorous standards and instruction will result in students' ability to graduate from our schools ready for credit-bearing college courses. WCPS plans to support the transition to enhanced standards and assessments through participation in state-sponsored professional development opportunities. Curriculum supervisors and specialists have already been involved in the gap analysis phase of the transition to identify areas where the current Maryland State Curriculum does not align with the Common Core. Staff have been selected and are looking forward to working with colleagues from across the state in designing the Common Core State Curriculum and redesigning the enhanced on-line instructional toolkit. Washington County has volunteered to host a summer regional Educator Instructional Improvement Academy and will identify four (4) staff members from every school in the district and one (1) central office representative per team to participate in professional development activities related to the Common Core Curriculum, new assessment design, use of formative assessments, effective use of the on-line instructional toolkit, the effective use of the instructional improvement system and associated dashboards. These participants will then serve as school-based coaches in the transition to new standards, curriculum, and assessments.

Additionally, WCPS plans to use Race to the Top funds to support the work of these school-based coaches as they provide professional development in their content areas and in their schools. On average, two (2) of the five (5) coaches from each school will require substitutes for two follow-up days throughout the school year, and WCPS will use RTTT funds to support this cost. WCPS already employs Student Achievement Specialists (SAS) who serve in the capacity of instructional coaches in every school. These individuals will participate in the Instructional Improvement Academy and will facilitate the additional professional development needs of teachers at the school level. They have received extensive training to support their role as coaches. All coaches will work with supervisors and principals to design activities for existing professional development days to support content-specific professional development by curriculum supervisors and school needs by principals. Supervisors and principals receive additional professional development funds through the existing WCPS General Fund Budget, and these funds will be used to support additional needs in the transition.

Finally, over the course of the last two years, WCPS has been involved in professional development in the area of disciplinary literacy. Part of this initiative has included the use of ARRA funds to support the employment of a Supervisor of Secondary Reading and Literacy. As these funds are nearing sunset, WCPS plans to use RTTT funds to continue to support this important leadership position. This individual supervises secondary reading teachers, Student Achievement Specialists, and oversees the Response to Intervention model utilized in WCPS. She is the lead in our disciplinary literacy initiative. As disciplinary literacy is very much a part of the

Common Core State Standards, WCPS sees the continuation of this position and the initiative as critical in our ongoing professional development program. Additionally, WCPS has affiliated with the Institute for Learning (IFL) from the University of Pittsburgh. Dr. Lauren Resnick, the founder and Director of the Institute for Learning and a Distinguished University Professor of Psychology and Cognitive Science at the University of Pittsburgh, has conducted much research in the area of teaching and learning. Her work is centered on promoting academic rigor in a thinking curriculum, specifically a framework for disciplinary literacy. Dr. Resnick was a member of the Common Core State Standards Initiative Validation Committee. WCPS' continued affiliation with Dr. Resnick and the IFL team is integral to our work related to the Common Core and disciplinary literacy, and will be supported through RTTT funds.

Action Plan: Section BLEA: Washington CountyDate: November 17, 2010

Year of the Grant (circle one)

1 2 3 4**Goal(s):**

- Provide leadership and professional development to ensure that educators in all schools and in the Central Office are trained in the Common Core State Standards, the revised State Curriculum and Assessment System, and effective differentiated instructional practices.

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. Provide local representation at State-sponsored Gap Analysis, State Curriculum Design, and Instructional Toolkit redesign activities.	(B)(3)	1	As scheduled by MSDE	Donna Hanlin, Assistant Superintendent	Representatives' reports at local supervisors' meetings and other appropriate local activities	N
2. Host and ensure participation from all schools in summer State-sponsored Educator Instructional Improvement Academies resulting in local teams of coaches.	(B)(3)	1	Summer 2011 and future summers as scheduled by MSDE	Donna Hanlin, Assistant Superintendent Clyde Harrell, Director of Curriculum and Instruction David Reeder, Director of Secondary Schools Jill Burkhart, Director of Elementary Schools	Coaches planning for content and school based professional development	N

3. Provide substitutes for coaches to attend follow-up activities to the Educator Instructional Improvement Academies.	(B)(3)	1	As scheduled by MSDE	Clyde Harrell, Director of Curriculum and Instruction David Reeder, Director of Secondary Schools Jill Burkhart, Director of Elementary Schools	Coaches planning for content and school based professional development	N
4. Create local professional development plan addressing the Common Core curriculum, new assessment design/tools, use of formative assessments, effective use of the on-line instructional toolkit, and the effective use of the instructional improvement system. The plan will include not only professional development on the above, but will also include model lesson and formative assessment design. The plan will include supervisor-lead and principal-lead professional development activities and will include plans for existing PD days built into the school calendar as well as after-school and summer	(B)(3)	1	8/2011-12/2011 (develop)	Clyde Harrell, Director of Curriculum and Instruction David Reeder, Director of Secondary Schools Jill Burkhart, Director of Elementary Schools Carol Corwell-Martin, Supervisor of CP3 Curriculum Supervisors Identified Coaches	Agreed upon professional development plan	N

opportunities.						
5. Implement professional development plan as created.	(B)(3)	1	1/2012, ongoing (implement)	<p>Clyde Harrell, Director of Curriculum and Instruction</p> <p>David Reeder, Director of Secondary Schools</p> <p>Jill Burkhart, Director of Elementary Schools</p> <p>Carol Corwell-Martin, Supervisor of CP3</p> <p>Curriculum Supervisors</p> <p>School Administrators</p> <p>Instructional Coaches</p>	Professional development evaluation and identified artifacts; evidence of curriculum implementation; teacher observation	N
6. Implement new Common Core Curriculum using the Classroom Focused Improvement Process for collaborative planning and continuous improvement.	(B)(3)	1	As determined by state transition plan	<p>Donna Hanlin, Assistant Superintendent</p> <p>Clyde Harrell, Director of Curriculum and Instruction</p>	<p>Teachers' instruction reflects the Common Core State Curriculum.</p> <p>Student benchmarks show student growth on target to reach State goals</p>	N
7. Continue employment of Supervisor of Secondary Reading and Literacy to provide leadership in disciplinary literacy and RTI at the secondary level.	(B)(3)	2	7/2011-6/2014	<p>Donna Hanlin, Assistant Superintendent</p> <p>Clyde Harrell, Director of Curriculum and Instruction</p>	Implementation and evaluation of secondary disciplinary literacy instruction in classrooms and	N

					student achievement results following participation in intervention programs	
8. Continue partnership with University of Pittsburgh Institute for Learning for effective Common Core curriculum and instruction implementation.	(B)(3)	2	7/2011-6/2014	Donna Hanlin, Assistant Superintendent Clyde Harrell, Director of Curriculum and Instruction	Implementation and evaluation of classroom instruction and ongoing student achievement results	N

C. Data Systems to Support Instruction
(C)(3) Using data to improve instruction

Washington County Public Schools (WCPS) is committed to supporting the new Maryland Longitudinal Database System (MLDS). WCPS has been using student performance data for the last five years to drive instructional improvement and to meet the individual learning needs of students. These new tools for teachers will further enhance instructional improvement by taking the existing process to the next levels. WCPS will work to provide appropriate technology infrastructure and internet access for all teachers to have equal access to the new online tools, databases, and professional development modules.

WCPS uses the Performance Matters, Inc. (PMI) instructional improvement system and will work with PMI to enhance the existing system to meet the requirements. The WCPS student information system will be upgraded to handle the additional data fields and reporting tools needed. WCPS will work with MSDE to fully incorporate all the new instructional improvement tools. The elements of the technology infrastructure that will be implemented at WCPS and aligned with the MLDS are: a student performance dashboard; a curriculum management system; the item test bank; an e-learning system; an adaptive test system; an instructional intervention planning system; the grade management system; and the summative progress dashboard.

Action Plan: Section CLEA: Washington CountyDate: November 17, 2010 Year of the Grant (circle one)

1

2 3 4

Goal(s):

- Provide high speed broadband network access to twelve schools.
- Upgrade the Student Information System.

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)					
1. Provide high speed broadband network connections to Cascade, Fountain Rock, Pleasant Valley, and Sharpsburg Elementary Schools.	(C)(3)	3	July 2011 to November 2011	Arnold Hammann, Director of Information Management & Instructional Technology David Munday, Telecommunications/Hardware Manager Todd Moats, Network Administrator	All school computers will connect to all online resources and the MLDS.	N
2. Provide high speed broadband network connections to Conococheaque, Greenbrier, Hickory, Lincolnshire, Paramount, and Potomac Heights Elementary Schools.	(C)(3)	3	March 2012 to November 2012	Arnold Hammann, Director of Information Management & Instructional Technology David Munday, Telecommunications/Hardware Manager	All school computers will connect to all online resources and the MLDS.	N

				Todd Moats, Network Administrator		
3. Provide upgrades to the WCPS Student Information System per new data reporting requirements of the MLDS.	(C)(3)	4	August 2012 to April 2013	Arnold Hammann, Director of Information Management & Instructional Technology Robert Alton, Supervisor of Information Systems	The WCPS SIS will connect with the MLDS and teachers will have access to all the new online tools provided by MSDE.	N

D. Great Teachers and Great Leaders

In compliance with House Bill 1263 (2010), codified by Maryland Code, Education Article section 6-202(b)(1), Washington County Public Schools (WCPS) has extended the probationary period of employment of a certified employee from two years to three years from the date of employment. While this Article provides school systems additional time for determination of new teachers' effectiveness, it also increases the observation/evaluation responsibilities of school-based administrators and supervisors.

The Maryland State Department of Education (MSDE) published the *Achievement Matters Most: the Final Report of the Visionary Panel for Better Schools* in January 2002. The Report strongly purports the need for principals to serve as instructional leaders. It states:

For all schools and students to reach their potential, first-rate teachers must be supported by administrators who are focused on instruction [Assessment]. Moreover, the strong instructional leadership of school principals is an essential component of teacher retention. Every school must have a principal who establishes and maintains a school environment that is committed to effective teaching and high student achievement. The key factor is critical to recruiting and retaining excellent teachers [Teacher Quality]

For these reasons and more, the principal's primary role must be that of instructional leadership and that role must take priority over all other roles and responsibilities. What is needed is a fundamental redesign of the principalship from a position that has traditionally focused on school management to one that concentrates on improving all aspects of teaching and learning [Leadership]" (p. 13-14).

In response to this Report as well as a concurrent belief that principals must be strong instructional leaders, the WCPS Superintendent and elected Board of Education over the past ten years have enhanced resources to schools with the aim of ensuring that principals primarily focus on advancing instruction and student learning. Specifically, schools have been staffed with business managers, administrative interns, additional assistant principals, and student achievement specialists. All 46 schools have at least one student achievement specialist whose role is to provide teachers with job-embedded professional development, to assist with the implementation of curriculum, and to facilitate understanding of data analysis that ensures strategic instructional decision-making. With an emphasis on principals serving as instructional leaders and an infusion of supports and resources, WCPS has demonstrated remarkable gains in student achievement.

Given the extension of the probationary period by one year, it is anticipated that the workload of school-based administrators and supervisors will increase by 33% in the area of teacher observations and evaluations in the next three years. Washington County

Board of Education Policy AFC-R dictates that “non-tenured teachers are to be formally evaluated every year with a minimum of two observations and one evaluation each semester.”

To compensate for these additional administrative responsibilities and to ensure observations and evaluations continue to promote effective teacher instruction, WCPS will deploy Race to the Top Funds to contract an Instructional Leadership Team (ILT). These contracted employees will support administrators with the completion of teacher observations.

WCPS maintains the belief that providing teachers feedback regarding their instructional practices is extremely valuable when it incorporates the following:

- Recognizes both quality and unsatisfactory instructional practices;
- Speaks to instruction as it relates to student learning and outcomes;
- Provides useful feedback that can be connected to professional development opportunities;
- Is fair, consistent, and reliable;
- Incorporates recommendations for exploration of research-based instructional strategies; and
- Is based on established professional standards.

Additionally, principal and supervisor observations serve as an important component in decisions relating to retention and tenure of certified staff, especially if they accurately reflect a broad range of teacher competencies necessary for the advancement of student learning (Harris & Sass, 2009, p. 28).

Based on the firm belief that teacher observations are value-added and promote student learning, the Instructional Leadership Team will be comprised of administrators who possess the following skill set:

- Expertise in pedagogy;
- Extensive knowledge of curriculum;
- Experience with observing teachers; and
- Characteristics of Level 5 Leaders.

For schools to improve, “administrators – both system-level and school-level observe practice in schools and classrooms routinely. They have mastered ways of talking about what they see that allow support, criticism, and judgment – but do not threaten” (Elmore, 2000, p. 8).

The Instructional Leadership Team will provide an additional avenue to promote constructive dialogue about instructional practices throughout Washington County Public Schools. This dialogue will result in improved instruction and ultimately increased student achievement.

WCPS will also be revising further its teacher and principal evaluation systems to incorporate student growth more directly and explicitly as the local LEA's 20% portion of the evaluation that complements the 30% portion which will be developed by the State. In addition, the remaining 50% of the evaluation system, which is to be left to the discretion of the individual LEAs, will be developed. No RTTT funding will need to be allocated to these activities since the teacher evaluation revisions will be funded by WCPS' Teacher Incentive Fund grant, and the principal evaluation revisions will be funded with local funds.

Section D: Great Teachers and Leaders

Narrative: The narrative for Section D will address the activities included in the original Memorandum of Understanding (D)(2)(i-iv); (D)(3)(i-ii); and (D)(5)(i-ii). It will commit to participation in the Educator Instructional Improvement Academies and the Induction Academies. It will also describe any optional activities that it wishes to address with its funds from Race to the Top. (*Maximum of 3 pages of narrative*)

Action Plan: After the narrative, the LEA will complete the below action plan for Section D, following the directions provided for Section A.

Action Plan: Section D

LEA: Washington County Public Schools Date: November 17, 2010 Year of the Grant (circle one) **1** **2** **3** **4**

Goal(s):

- Support school-based administrators' role as an instructional leader.
- Meet the requirements associated with Race to the Top.
- Provide teachers with quality feedback and recommendations relevant to their instruction through the teacher observation process.
- Hire and train individuals to serve on the Instructional Leadership Team.

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. Contract administrators to serve on Instructional Leadership Team.		5	August 2013 – August 2015	M. Markoe Assistant Superintendent	Review of observations completed by Instructional Leadership Team.	N
2. Train Instructional Leadership Team on performance growth model and evaluation/observation tools.		5	July – August 2013	M. Markoe Assistant Superintendent	Review of observations completed by Instructional Leadership Team.	N

3. Train administrators and teachers on the new evaluation/observation tool.		5	July – August 2013	M. Markoe Assistant Superintendent	Monitor relevant feedback and recommendations provided to teachers through the observation process; track teachers identified as effective and ineffective.	N
3. Revise teacher evaluation system. Note: No RTTT funding will be used for this activity; funds from the Teacher Incentive Fund Grant will be allocated.			December 2010- August 2012	Dale Bannon, Director of System Development M. Markoe Assistant Superintendent Donna Newcomer, Director of Human Resources	Evaluation system meets Sate requirements.	N
4. Revise principal evaluation system. Note: No RTTT funding will be used for this activity; local funds will be allocated.			December 2010- August 2012	M. Markoe Assistant Superintendent Donna Newcomer, Director of Human Resources	Evaluation system meets Sate requirements.	N
<i>Additional Required Activities:</i>						
1. Educator Instructional Improvement Academies: Host and ensure participation from all schools in summer State-sponsored Educator Instructional Improvement Academies resulting in local teams of coaches.			Summer 2011 and future summers as scheduled by MSDE	Donna Hanlin, Assistant Superintendent Clyde Harrell, Director of Curriculum and Instruction	The number of teachers rated effective and ineffective.	N

<p>Note: This activity is subsumed under Section B, Activity 2, Project 1, with RTTT funds allocated in that Section.</p>				<p>David Reeder, Director of Secondary Schools</p> <p>Jill Burkhart, Director of Elementary Schools</p>		
<p>2. Induction Academies:</p> <p>Note: This activity will be a continuation of the Induction Academy that is provided annually by CP3, the WCPS Professional Development Department. No RTTT funds will be allocated for this activity. Local and professional development funds will be allocated for this activity as per current practice.</p>			<p>August 2010- Ongoing</p>	<p>Clyde Harrell, Director of Curriculum and Instruction</p> <p>David Reeder, Director of Secondary Schools</p> <p>Jill Burkhart, Director of Elementary Schools</p> <p>Carol Corwell- Martin, Supervisor of CP3</p>	<p>The number of teachers rated effective and ineffective.</p>	<p>N</p>
<p><i>Optional Activities:</i></p>						
<p>1.</p>						
<p>2.</p>						

E. Turning Around the Lowest-Achieving Schools

Washington County Public Schools will provide support for its lowest achieving schools through Race to the Top funding. Six schools were identified as the lowest achieving schools in the county as they did not make Adequate Yearly Progress in one or more subgroups in 2010. One additional elementary school was identified because of its relatively low test scores and current staffing. Western Heights Middle School failed to make AYP measures in seven areas in 2010. These areas include the following subgroups: all students in reading, African American students, Free and Reduced Price Meal students, and Special Education students in both reading and mathematics. Western Heights Middle School has a history of lower achievement compared with other middle schools in Washington County. The school was restructured prior to the spring of 2006, but failed to make AYP in special education reading in the 2006-2007 school year. In 2007-2008, students' scores declined and AYP measures were not met in six areas. In 2008-2009 student test scores showed impressive gains and all AYP targets were met within the confidence intervals. The 2009-2010 test results indicate a need to address instructional issues through intensive support.

Although not in school improvement status, five other targeted schools will receive support through Race to the Top as determined by the needs assessment for each school. Each of the schools will benefit from coordinated support that is specific to the needs of SWD's, ELL students, and other struggling students in the identified schools.

The administrators in the identified schools have been effective in creating and maintaining positive teaching and learning environments. The student data management system, Performance Matters, provides ready access to student achievement data for administrators and teachers. All of the schools utilize the Classroom Focused Improvement Process to inform instruction. All of the identified schools have comprehensive school improvement plans that are focused on teaching, learning, and student achievement. Central office directors and supervisors provide support through bimonthly Technical Support Team meetings. Because of the higher number of students in poverty and the higher mobility rates in the identified schools, providing additional human resources is key to improving student achievement.

Support for the identified schools will include: school support coordination, professional development needs assessment, *Breakthrough Coach* training, Breakthrough Team staffing, instructional coaching for current staff members as indicated by an instructional strategy needs assessment, expanding extended day learning opportunities for students who require remediation, expanding summer extension and enrichment opportunities for identified students, addressing school culture by promoting effort-based learning through the introduction of AVID programs at the middle schools, expanding reading intervention options, and increasing special education and ELL support.

Breakthrough Coach Training

BreakThrough Coach training is a professional development program that provides principals with management tools to maximize their opportunities to act in the role of instructional leader. The three day training program introduces participants to a management methodology that promotes effective organization and school management to allow leadership to become the priority for the principal by increasing the amount of time principals spend in classrooms with teachers and students. Principals and principals' secretaries of the identified schools will participate in the professional development during the spring of 2010, with coaching follow up provided during the following year.

Breakthrough Team Support

Beginning in December 2010, a Breakthrough Team of additional teachers and paraeducators will be assigned to the identified schools. The Breakthrough Team staff will be hired through a rigorous selection process in November 2010. Team members will participate in a training program to prepare them for classroom teaching assignments or intervention assignments. The Breakthrough Team staff will be hired as full time, temporary, employees for a six month term of employment. To provide a pipeline for the identified schools, the most successful temporary teachers and paraeducators will be recommended for regular position openings as they occur, or for the following school year. The chart below indicates the Breakthrough Team temporary staff assignments for each of the identified schools for year one, beginning in December 2010.

The Breakthrough Team members for year one and years 2-4 of the RTTT program are indicated below.

Year One	.5 Coordinator	.5 Special Education Specialist	Six teachers	Five Paraeducators
Years 2-4	.5 Coordinator	.5 Special Education Specialist	Four teachers	Four Paraeducators

Principals will develop plans for infusing the Breakthrough educators into classrooms, in consultation with the School Support Coordinator, directors, and supervisors. Breakthrough Team teachers will co-teach and also instruct small groups of struggling

students. Breakthrough Team staff may be reassigned during the school year as needs change among the identified schools. In each year of the grant, Breakthrough team assignments will be contingent on achievement indicators and needs at the lowest achieving schools.

The WCPS Human Resources Department will advertise and hire the Breakthrough Team teachers and paraeducators, in collaboration with the identified schools' principals and the Division of Instruction. The Division of Instruction will work with the WCPS Center for Peak Performance and Productivity to develop a one week pre-service training program with follow-up training for the temporary teachers and paraeducators. Training will include introduction to *Principles of Learning*, the WCPS Instructional Model, Collaborative Teaching, working with special needs students and students of poverty, culturally responsive teaching, Wilson Reading intervention training, and the Classroom Focused Improvement Process.

Instructional Coaches

Instructional coaches will be employed to work side by side with teachers in identified schools in site-based professional development as indicated by the professional development needs assessment for each of the identified schools. The instructional coaches will be hired from a pool of retired educators or consultants who possess specific expertise in grade level and content instruction, and will be contracted for short term assignments.

The work of the instructional coaches will be coordinated by the content supervisors, in collaboration with the school principal and School Support Coordinator. The coaches will model effective instruction and provide feedback to participating teachers relative to best practices to support struggling learners.

Special Education Support

Additional special education support will be provided through the position of a Special Education Instructional Specialist assigned to work exclusively with the identified schools. The specialist will work in collaboration with the principals to support the work of special education case managers and special education teachers to provide optimal instruction and support for students with disabilities.

Additional support for struggling readers will be provided through expansion of reading intervention options that will address specific reading deficits. Wilson Reading System intervention has proven effective in helping struggling readers at the middle school and high school level who have not made adequate progress with less intensive interventions. Wilson Reading intervention addresses decoding and encoding skills as well as fluency and reading comprehension. Professional development in this intervention will help some of the most challenged learners become successful students. Special education teachers at each of the identified elementary schools will participate in Wilson Reading training to offer this Tier 3 reading intervention to students identified through the CFIP or IEP process.

AVID Programs for the Middle Schools

AVID (Advancement Via Individual Determination) is an effort based program that provides supports for students to achieve at higher levels. AVID is not a remedial program. It is a program designed to provide whatever support may be lacking for students who possess academic potential, but who may not be working to the best of their abilities. During the 2008-2009 school year, the AVID program was introduced at Williamsport High School and South Hagerstown High School. North Hagerstown High School implemented an AVID program in 2010. The introduction of AVID promotes high academic expectations across the school as teachers incorporate AVID principles into daily routines and expectations. AVID promotes a culture of high expectations among students and teachers and through a network of support for student skill building and academic achievement. There will be a recurring cost for the AVID affiliation fee of \$3,500 for each of 3 middle schools, with costs being assumed in the WCPS Special Programs budget.

Introducing AVID at each of the identified middle schools will provide opportunities for students to learn important writing, thinking, and study skills which will help them become successful lifelong learners and challenge them to aspire to post-secondary education. AVID Site Teams will be organized and trained during 2010-2011. AVID programs will be introduced at the middle schools in 2011-2012. All students will learn AVID study skills and selected students will participate in AVID elective classes. High School students will be recruited to serve as tutors in the middle school AVID elective classes.

Extended Day and Extended Summer Programs

Often the variable that can make the most difference in helping students learn and achieve is additional time. Each of the identified schools will be provided funding to extend learning opportunities beyond the school day and throughout the summer months. Classroom teachers will be paid to work after school to provide interventions, remediation, and homework support for targeted students. Additionally, the after school programs will include physical activities and arts exploration to provide a balanced experience and incentive for participation.

All students lose academic skills during the summer months, but family socioeconomic status (SES) is highly correlated to the rate of decline. WCPS offers summer learning programs at all of its elementary, middle, and high schools. Budget constraints however limit the number of days for summer learning experiences. Beginning in the summer of 2011, additional summer program funds will be made available to the identified elementary and middle schools to expand the site-based learning opportunities for its students. The summer programs will focus primarily on reading, math, and pre-teaching of skills and content to prepare students for the upcoming year of instruction. As with the extended day learning programs, the summer programs will infuse arts and physical activity, and outdoor education experiences at the Claud Kitchens Outdoor School at Fairview. The extended day learning programs will also include community based learning experiences for students.

School Support Coordination

Providing additional supports for lower achieving schools through RTTT funding will create positive results for students. A School Support Coordinator will be hired to organize, coordinate, monitor, and evaluate the support programs. The half time coordinator will report to the Director of K12 Curriculum and Instruction. The coordinator will manage the hiring and training of temporary staff and, cooperatively (with the principal) supervise the temporary staff in the schools. The coordinator will work with central office supervisors to ensure adherence to WCPS policy and practices in implementing after school extended learning and the extended summer learning programs. The coordinator will participate in Technical Support Team meetings and will be responsible for ongoing and year end evaluation of the school support programs.

During years 2, 3, and 4 of the Race to the Top grant, funding period adjustments will be made based on school and student needs. Breakthrough Team staff will be hired and trained each year to serve in schools that require additional human resources based on identified needs. Similarly, funds to support extended day and summer programs will be provided to those schools that require additional levels of support. RTTT funded supports will be allocated based on current students, school, and program needs.

Action Plan: Section E

LEA: Washington County Public Schools **Date:** November 17, 2010 **Year of the Grant: (circle one)** **1 2 3 4**

Goals:

- Provide additional support for school leaders and teaching staff.
- Increase supervision of special education processes and support for students with disabilities.
- Provide professional development to address pedagogy and cultural proficiency.
- Increase extended day and extended summer opportunities for remediation and extension.
- Implement programs to promote effort based learning.

Section E: Turning around the lowest achieving school (e)	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense
1. Assign a school support coordinator to monitor implementation of supports, evaluate temporary teachers and paraeducators, serve as a liaison between schools and central office.	E(2)	6	November 2010	Clyde Harrell, Director of PK12 Curriculum and Instruction	Technical Support Team reports, administrative evaluation report	N

2. Employ temporary teachers and paraeducators to provide support to struggling students through a co teaching model.	E(2)	6	November 2010	Donna Newcomer, Director of Human Resources, School Support Coordinator Instructional Supervisors	Teacher and paraeducator evaluation reports, Performance Matters benchmark reports, intervention reports	N
3. Provide pre service training and follow up training for temporary teachers and paraeducators.	E(2)	6	November 2010	Clyde Harrell, Director of PK-12 Curriculum and Instruction Supervisor of Peak CP3 Supervisors of Elementary English Language Arts, Secondary English Language Arts, Elementary Mathematics, Secondary Mathematics, ELL, School Support Coordinator	Professional development evaluations, observation reports	N

4. Employ teacher coaches to address pedagogy as determined by principals and content supervisors.	E(2)	6	December 2010	Clyde Harrell, Director of PK12 Curriculum and Instruction, Supervisors of Elementary ELA, Secondary ELA, Elementary Mathematics, and Secondary Mathematics, Principals, School Support Coordinator	Principal observation and evaluation reports, supervisor observation and evaluation reports	N
5. Employ Special Education Curriculum Specialist to work directly with special education staff in identified schools.	E(2)	6	December 2010	Jeff Gladhill, Director of Special Education	Professional development evaluations, work logs	N
6. Train intervention teachers at identified elementary schools n Wilson Reading programs.	E(2)	6	December 2010	Supervisor of Elementary Language Arts , Supervisor of Special Education	Professional development records, professional development evaluation reports, staff evaluations	N

7. Train Principals and Administrative Assistants in BreakThrough Coach training	E(2)	6	June 2011	Director of Curriculum and Instruction	Professional development records, professional development evaluations, staff evaluations	N
8. Train AVID site teams at identified middle schools.	E(2)	6	July 2011	Supervisor of Advanced Programs, College Readiness Specialist	Professional development evaluations, professional development records	N
9. Implement AVID program for identified Middle Schools.	E(2)	6	August 2011	Supervisor of Advanced Programs, College Readiness Specialist	AVID site team reports, AVID coordinator evaluations	Y Recurring costs will be covered by advanced program funding and professional development funds. Costs for AVID will be lower in future years.
10. Provide support for extended day	E(2)	6	Begin January 2011	Clyde Harrell, Director of PK12 Curriculum and Instruction; Jill	School improvement plans, intervention/remediation	N

programs for identified students in target schools.				Burkhart, Director of Elementary Education; Dave Reeder, Director of Secondary Education; School Support Coordinator	records	
11. Implement extended summer learning program to extend summer option to six weeks for identified students.	E(2)	6	Begin Summer 2012	Clyde Harrell, Director of PK12 Curriculum and Instruction; School Support Coordinator	School improvement plans, intervention/remediation records	N
12. Expand intervention options through flexible scheduling arrangements.	E(2)	6	Begin August 2011	Principals, School Support Coordinator	School improvement plans, intervention/remediation records	N

13. Evaluate RTTT supports and adjust as indicated.	E(2)	6	Ongoing	Clyde Harrell, Director of PK12 Curriculum and Instruction; Jill Burkhart, Director of Elementary Education; Dave Reeder, Director of Secondary Education, School Support Coordinator	Performance Matters achievement data, MSA achievement data, intervention reports, teacher and paraeducator evaluations, administrative evaluation	N
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