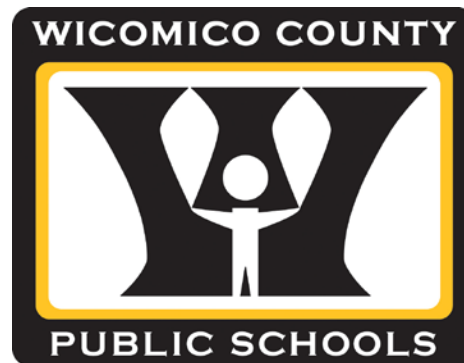


Race to the Top - Scope of Work



October 29, 2010

Linda Stark, Project Director

Section A – Executive Summary

The Wicomico County Public School System fully supports the vision articulated by the Maryland State Department of Education outlined in its Race to the Top application to increase student achievement with the goal of ensuring that all high school graduates are ready for college and careers. Specific goals which Wicomico County strongly commits to include:

- Increasing student achievement in reading/language arts and mathematics, as reported by the assessments required under the Elementary and Secondary Education Act, known as the No Child Left Behind Act of 2001 (ESEA);
- Decreasing achievement gaps between subgroups in reading/language arts and mathematics, as reported by the assessments required under the ESEA; and,
- Increasing high school graduation rates to prepare students for college or career.

To meet these goals, the school system will adopt the Common Core State Standards and will align our curriculum guides and resource materials to them. We will continue to work collaboratively with our stakeholders, including partnerships with Institutions of Higher Education, to find more effective instructional strategies and to ensure that they will be implemented in every classroom by effective teachers in schools managed by effective principals. Wicomico County will utilize the newly designed formative and summative assessments to inform instructional decisions. Educators' efforts will be supported by a technology infrastructure that will sustain longitudinal student data systems that can be used to identify achievement gaps among students and help teachers intervene in a timely way to close those gaps.

Wicomico County has steadily improved student performance from 2007 to 2010 on the Reading and Math Maryland School Assessment (MSA) although not at a high enough rate to meet the Annual Measurable Objectives for some subgroups (e.g., African American students, students on Free and Reduced Meals (FARM), and Students with Disabilities). The achievement gap persists among White and African American students, FARM and non-FARM students, and Special Education students and regular education students. This is true at all levels: elementary, middle and high. The graduation rate improved in 2010 to 82.74%, the highest rate for the last eight years. Progress has been made over the last several years in improving the graduation rate for African American, White, Asian and FARM students as well as for females but there is still much work to be done to ensure all students are ready for college or career.

Adopting the Common Core Standards is the first step to increasing the rigor for instruction. We will also align curricula and associated resource documents, incorporating Science-Technology-Education-Mathematics (STEM) components as appropriate, and participate fully in the new formative and summative assessment systems. Assessment results will be used by educators to identify struggling students early on. This process will be assisted through the provision of an assessment module within our student data information management system. The assessment module

will provide a data warehouse for all state and district assessments with subgroup, classroom, and individual reporting capabilities. We will work to build a continuous assessment and reporting component to replace our existing benchmark vendor and to build the capacity to implement standards-based reporting to all stakeholders. We are committed to helping our educators use student performance data to improve instruction through collaborative professional learning communities and the use of the resources on the school improvement web site maintained by the State, www.mdk12.org.

Another function of the enhanced data system will be to maintain records of professional development in which teachers participate. The professional development module will allow us to maintain a database of records of educator's participation in professional development on the Common Core Standards, curriculum documents, and associated summative and formative assessments. Utilizing both student performance results and participation in professional development data will facilitate decisions about teacher effectiveness and use of instructional best practices.

Linking academic growth of students to their teachers and principals will be a part of the new teacher and principal evaluation systems. Student growth gains will comprise 50 percent of the teacher and principal evaluation frameworks. Three-fifths of those evaluation frameworks will be based on the final approved regulation of the Maryland State Board of Education anticipated in early 2011 while for the other two-fifths we are committed to working with our teachers' and principals' bargaining units to arrive at mutually agreeable measures of student growth linked to our local goals and priorities.

For the remaining 50 percent of the teacher evaluation framework, we will work with our bargaining unit to determine the weight, format, and means for evaluation. The elements for this 50 percent will include planning and preparation; classroom environment; instruction; professional responsibilities; and additional agreed upon domains. For principals, half of the remaining 50 percent will be based on the eight outcomes in the Maryland Instruction Leadership Framework, and we will work out the percentages for all 8 outcomes with our principals' bargaining unit. In addition, we will arrive at other mutually agreed upon domains for the remaining 25 percent with our principals' bargaining unit based on local goals and priorities. In the event that we cannot reach agreement on an evaluation framework with either our teachers' or principals' bargaining unit, we will use the State default model.

Turning around the lowest-achieving schools is a priority for Wicomico County. We will utilize AYP, benchmark and other local assessment data to identify our lowest achieving schools. For 2010-2011, we have one school in Restructuring/Planning, one school in Year 1, and eight schools in Local Attention. Wicomico County will continue to support the work of professional learning communities in all schools, providing additional support in the identified lowest-achieving schools. Our professional learning communities are based on the DuFour model which emphasizes collaborative lesson planning and the use of formative assessment results to determine appropriate intervention and/or enrichment. In our lowest

performing school, teachers are also engaged in the Examination of Student Work and use tracking sheets to monitor student performance as described on the www.mdk12.org website. This model will be expanded to other low performing schools and will be supported by Central Office staff, professional development coaches, and consultants.

Increased collaboration with parents and community members will be part of the school turnaround effort. Both the school in Restructuring/Planning and the school in Year 1 will continue to participate in the National Network of Partnership Schools organization (Joyce Epstein, Johns Hopkins University). Additionally, forums for parents at each of the school transition stages (primary to intermediate, intermediate to middle, middle to high) will be developed and implemented to help students and their families make the move more seamlessly.

The Wicomico County Public School System involved Central Office staff, school-based administrators and teacher leaders in the development of the Scope of Work with input from parent, business, higher education, and community leaders during a community input meeting and Board of Education work session held during the month of October, 2010. Suggestions from stakeholders were considered and incorporated appropriately in the final Scope of Work.

The Wicomico County Public School System is committed to the action steps outlined in this Scope of Work which will help to ensure that standards and expectations remain high while paying close attention to the needs of students who have lagged behind. The 2011-2012 Bridge to Excellence Master Plan will be revised to include the actions outlined in the Scope of Work. Should the requirement to adjust the indirect cost rate transpire, expenditures for printing and/or supplies and materials will be adjusted to account for either an increase in funds created from a decrease in rate or a decrease in funds if there is an increase in rate. Additionally, Wicomico County will cooperate with national and statewide evaluations associated with Race to the Top.

Action Plan: Section A

LEA: Wicomico County

Date: October 29, 2010

Year of the Grant (circle one): 1 2 3 4

Goal(s):

- Increase student achievement in reading/language arts and mathematics, as reported by the assessments required under the ESEA
- Decrease achievement gaps between subgroups in reading/language arts and mathematics, as reported by the assessments required under the ESEA
- Increase high school graduation rates to prepare students for college or career

Section A: State Success Factors	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense (Y or N)
<i>MOU Requirements: (No)</i>						
<i>Additional Required Activities:</i>						
A1. Cooperate with national and statewide evaluations related to RTTT	(A)(2)		Dec 2010, ongoing	Gary Doss, Coordinator for School Improvement/Assessments and Accountability		N

Section B – Standards and Assessments

(B)(1): Common Standards

Wicomico County will adopt the Common Core State Standards as they are finalized by MSDE in June 2011.

(B)(2) Developing and Implementing Common, High-quality Assessments

Wicomico County will fully collaborate with MSDE in the development and implementation of common high-quality assessments, including volunteering as a pilot site if selected.

(B)(3) Transition to Higher Standards and Assessments

Using a variety of communication avenues, we will work to keep our stakeholders informed of the transition to the Common Core Standards and how the assessment system will change. The work of aligning our curriculum guides and resource materials to the new Standards will begin during the 2011-2012 school year as more information is learned from the State during the Educator Instructional Improvement Academies and other professional development opportunities. We will work with MSDE as it redesigns the content areas of the State Curriculum to align to the Common Core State Standards and to develop an interdisciplinary STEM-based curriculum. At this time, thirty Wicomico County educators have volunteered to participate on MSDE work groups in the areas of Reading/English/Language Arts and Mathematics. These educators represent a wide variety of curriculum areas and are highly respected by their supervisors and peers.

As the new assessment system comes online, Wicomico County will participate in the pilot if selected by the State. Additionally, Wicomico County's educators will collaborate with MSDE staff as the State's formative assessment item bank is developed and will utilize this instructional resource to identify and intervene with students as indicated. Since this new generation of assessments will be delivered primarily on a technology platform it is important that we plan appropriately (See Section C) for the migration from paper-and-pencil assessments to technology-delivered assessments. We will continue to fully participate in the existing assessment system until new assessments are implemented. Full implementation of the new assessment system is expected to occur no later than the 2014–15 school year.

Educators will have the opportunity to take part in a variety of professional development opportunities associated with the transition to the Common Core Standards, associated curriculum documents, and formative and summative assessments as they are developed. Teachers will have access to the Online Instructional Toolkit as it is expanded to include additional lesson plans, multimedia resources, and public release assessment items. Wicomico County will utilize its existing professional development staff as well as the teacher-leaders and administrators who will attend

the Educator Instructional Improvement Academies to provide ongoing, job-embedded professional development on the Standards and associated resources.

Supporting educators and ensuring they receive the appropriate professional development to provide for a seamless transition to the Common Core State Standards and new assessment system is vital to the success of our plan. Therefore, our data system will be expanded (See Section C) to include a professional development module that will allow us to maintain a database of records of educator's participation in professional development on the Common Core Standards, curriculum documents, and associated summative and formative assessments. The goal is to reduce the fragmentation that sometimes characterizes current practice in this area, while ensuring that all teachers and administrators are trained and knowledgeable about the Common Core State Standards, curriculum, new assessments, the Instructional Improvement System, and the Online Instructional Toolkit.

Action Plan: Section B

LEA: Wicomico County

Date: October 29, 2010

Year of the Grant (circle one): 1 2 3 4

Goal(s):

- Develop a plan for implementation of the Common Core State Standards and associated assessments and communicate that plan to educators, parents, and other stakeholders
- Revise curricular documents for all curricular areas (including STEM) to ensure alignment with the Common Core State Standards
- Ensure educators understand summative assessments as developed with the State’s Consortium partners and how they are similar to and different from the assessments they replace
- Ensure that educators can access, understand, and use formative assessment tools to identify and intervene with students not achieving at levels that allow them to achieve at college- and career-ready standards

Section B: Standards and Assessments	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense (Y or N)
<i>MOU Requirements: (Yes)</i> Activities to Implement MOU Requirements	(B)(3)					
B1. Develop a plan to communicate information to teachers and administrators concerning the transition to the Common Core Standards, associated assessments and other components of Race to the Top.	(B)(3)		Oct 2010-Dec 2010	Ruth Malone, Director of Curriculum and Professional Development Linda Stark, Coordinator for School Improvement/Strategic Planning	Implementation Plan	N
B2. Communicate information to teachers and administrators concerning the transition to the Common Core Standards, associated assessments and other components of Race to the Top.	(B)(3)		Jan 2011, ongoing	Ruth Malone, Director of Curriculum and Professional Development Gary Doss, Coordinator for School Improvement/ Assessments & Accountability Linda Stark, Coordinator for School Improvement/Strategic Planning Principals & Assistant Principals	Meeting agendas and materials	N

Section B: Standards and Assessments	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense (Y or N)
B3. Align curriculum documents to the Common Core Standards for impacted content areas and create associated curriculum resource documents as needed.	(B)(3)	1	Sep 2011, ongoing	Ruth Malone, Director of Curriculum and Professional Development Janice Wagner, Supervisor for English Andrew Todd, Supervisor for Mathematics Brian Raygor, Supervisor for Science Lori Bock, Supervisor for Social Studies Carolyn Johnston, Supervisor for Reading Gary Beauchamp, Supervisor for Fine Arts Bryan Ashby, Supervisor for CTE	Revised and aligned curriculum documents and associated resource documents	N
B4. Communicate professional development opportunities associated with the transition to Common Core Standards to all educators.	(B)(3)	1	Sep 2011, ongoing	Ruth Malone, Director of Curriculum and Professional Development Janice Wagner, Supervisor for English Andrew Todd, Supervisor for Mathematics Brian Raygor, Supervisor for Science Lori Bock, Supervisor for Social Studies Carolyn Johnston, Supervisor for Reading Gary Beauchamp, Supervisor for Fine Arts Bryan Ashby, Supervisor for CTE Principals & Assistant Principals	Flow chart outlining the various opportunities and delivery systems where educators can get information and training on the common core standards	N

Section B: Standards and Assessments	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense (Y or N)
B5. Provide professional development for all educators on the Common Core Standards and associated curriculum documents as they are developed.	(B)(3)	1	Sep 2011, ongoing	Ruth Malone, Director of Curriculum and Professional Development Janice Wagner, Supervisor for English Andrew Todd, Supervisor for Mathematics Brian Raygor, Supervisor for Science Lori Bock, Supervisor for Social Studies Carolyn Johnston, Supervisor for Reading Gary Beauchamp, Supervisor for Fine Arts Bryan Ashby, Supervisor for CTE Bonnie Walston, Director of Special Education Principals & Assistant Principals	Agendas and training materials	N
B6. Provide professional development for all educators on state-created resources associated with the Common Core Standards formative assessment tools to support the work of Professional Learning Communities in using assessment results to differentiate instruction and to identify and utilize appropriate effective intervention strategies with students.	(B)(3)	1	Jan 2012, ongoing	Ruth Malone, Director of Curriculum and Professional Development Gary Doss, Coordinator for School Improvement/ Assessments and Accountability Bonnie Walston, Director of Special Education Janice Wagner, Supervisor for English Andrew Todd, Supervisor for Mathematics Brian Raygor, Supervisor for Science Lori Bock, Supervisor for Social Studies Carolyn Johnston, Supervisor for Reading Gary Beauchamp, Supervisor for Fine Arts Bryan Ashby, Supervisor for CTE Principals & Assistant Principals	Agendas and training materials	N

Section B: Standards and Assessments	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense (Y or N)
B7. Maintain records of educators' participation in professional development on the Common Core Standards, curriculum documents and associated summative and formative assessments.	(B)(3)		Jan 2011, ongoing	Ruth Malone, Director of Curriculum and Professional Development Gary Doss, Coordinator for School Improvement/Assessments and Accountability Janice Wagner, Supervisor for English Andrew Todd, Supervisor for Mathematics Brian Raygor, Supervisor for Science Lori Bock, Supervisor for Social Studies Carolyn Johnston, Supervisor for Reading Gary Beauchamp, Supervisor for Fine Arts Bryan Ashby, Supervisor for CTE Principals & Assistant Principals	Sign-in sheets	N
B8. Communicate the changes in curriculum and assessment to all stakeholders	(B)(3)	1	Jun 2011, ongoing	Ruth Malone, Director of Curriculum and Professional Development Faye Wilson, Coordinator of Communications and Community Outreach Tracy Sahler, Public Information Officer Janice Wagner, Supervisor for English Andrew Todd, Supervisor for Mathematics Brian Raygor, Supervisor for Science Lori Bock, Supervisor for Social Studies Carolyn Johnston, Supervisor for Reading Gary Beauchamp, Supervisor for Fine Arts Bryan Ashby, Supervisor for CTE Principals & Assistant Principals	Artifacts (will vary)	N

Section C – Data Systems to Support Instruction

(C)(1): Statewide Longitudinal Data System

Wicomico County fully supports and will work with the State in the development and use of data systems to improve education through the statewide Maryland Longitudinal Data System.

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

Wicomico County Public Schools will fully cooperate with MSDE in the development of a standardized and secure data exchange platform to exchange education information.

(C)(3)(i): Local Instructional Improvement Systems

Wicomico County Public Schools will work collaboratively with MSDE to identify gaps which exist within our current data information systems and then build and/or enhance, with the support of the State's resources, our technology infrastructure to be able to fully support classroom teachers and administrators in implementing real-time, data-based planning and instruction. To ensure sufficient technology resources (computers) are available for instruction and formative assessment purposes, we will increase the number of computers available for student use, effectively lowering the ratio of computers to students. Students will be able to create products that will reflect an application of their learning. We will fully cooperate with MSDE staff to determine existing infrastructure and detail the educational technology solutions. This collaboration will identify key gaps in current technology systems and determine implementation solutions to ensure an effective statewide and local technology infrastructure. As new formative, interim, and summative assessment tools emerge from the assessment consortia, we will modify our existing data systems to accommodate necessary changes.

(C)(3)(ii): Support LEAs in using the Instructional Improvement System

The promise of data-based decision making to deliver results depends largely on the design and implementation of professional development activities to help teachers use data for decision making. Wicomico County will participate fully in the Educator Instructional Improvement Academies (See Section D) which will provide in-depth training for administrators, school-based coaches, and teacher leaders on the Instructional Improvement System, the Longitudinal Data System, the Common Core State Curriculum and assessments, and the Online Instructional Toolkit. This work will be supplemented by additional county- and school-based initiatives.

Wicomico County will expand its existing student data information management software to incorporate a professional development module and an assessment module. The assessment module will provide a data warehouse for all state and district assessments with subgroup, classroom, and

individual reporting capabilities. We will work to build a continuous assessment and reporting component to replace our existing benchmark vendor and to build the capacity to implement standards-based reporting to all stakeholders. The professional development module will allow us to maintain a database of records of educator's participation in professional development on the Common Core Standards, curriculum documents, and associated summative and formative assessments. Utilizing both student performance results and participation in professional development data will facilitate decisions about teacher effectiveness and use of instructional best practices.

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

Wicomico County Public Schools will support the Maryland State Department of Education's efforts in making data available and accessible to researchers to evaluate the effectiveness of intervention programs and strategies that teachers employ to gauge their effectiveness. We will also provide training to staff on the expanded capabilities of the student data information management system (X2 Aspen).

Action Plan: Section C

LEA: Wicomico County

Date: October 29, 2010

Year of the Grant (circle one): 1 2 3 4

Goal(s):

- Build and/or enhance, as necessary, the technology infrastructure to provide an instructional improvement system to support classroom teachers and administrators in implementing real-time, data-based planning and instruction.

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense (Y or N)
<i>MOU Requirements: (Yes)</i> <i>Activities to Implement MOU Requirements</i>	(C)(3)(i-iii)					
C1. Increase the technology infrastructure of the district by increasing the number of and/or upgrading existing computers, and expanding connectivity infrastructure to accommodate increased data flow.	C(3)(i)	2	Oct 2012, ongoing	Donna Matteson, Technology Services Manager	Ratio of students to computers by school; Adequate bandwidth to handle data flow	N
C2. Enhance the professional development module in X2 Aspen to provide for the following capabilities: <ul style="list-style-type: none"> • Interfacing with other software to transfer existing professional development information into X2 (e.g., degrees, colleges, certification, years experience) • Scheduling and tracking professional development activities linking professional development assignment, participation, and attendance to each staff member • Incorporating an online teacher evaluation form to gather all teacher observation data. 	C(3)(ii)	2	Jan 2011, ongoing	Scott Keasey, MIS Coordinator Stephanie Moses, Director of Human Resources Ruth Malone, Director of Curriculum and Professional Development	Increased system use	N

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense (Y or N)
C3. Utilize the professional development module in X2 Aspen to schedule, track and link professional development, job assignment, and participation to each staff member and incorporating an online teacher evaluation form to gather teacher observation data.	C(3)(ii)		Jul 2011, ongoing	Scott Keasey, MIS Coordinator Stephanie Moses, Director of Human Resources Ruth Malone, Director of Curriculum and Professional Development	Increased system use	N
C4. Enhance and utilize the assessment module in X2 Aspen to: <ul style="list-style-type: none"> • Provide a data warehouse for all state and district assessments with subgroup, classroom, and individual student reporting capabilities • Build continuous assessment and reporting capabilities, replacing current vendor • Build the capacity to implement standards-based reporting to all stakeholders. 	C(3)(ii)	2	Jan 2011, ongoing	Scott Keasey, MIS Coordinator Gary Doss, Coordinator for School Improvement/ Assessments and Accountability	Increased system use	N
C5. Expand X2 Aspen reporting capabilities to model the State's teacher and principal evaluation system.	C(3)(ii)	2	Jan 2011, ongoing	Scott Keasey, MIS Coordinator	Increased system use	N
C6. Provide ongoing professional development to staff on the expanded capabilities of X2 Aspen.	C(3)(iii)		Jul 2011, ongoing	Lydia Thomas, MIS Student Information Support Analyst	Agendas and training materials	N
C7. Provide professional development for all educators on the new assessment system associated with the Common Core Standards.	C(3)(iii)	2	Sep 2012, ongoing	Ruth Malone, Director of Curriculum and Professional Development Gary Doss, Coordinator for School Improvement/ Assessments and Accountability Bonnie Walston, Director of Special Education Janice Wagner, Supervisor for English Andrew Todd, Supervisor for Mathematics Brian Raygor, Supervisor for Science Lori Bock, Supervisor for Social Studies	Agendas and training materials	N

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense (Y or N)
				Carolyn Johnston, Supervisor for Reading Gary Beauchamp, Supervisor for Fine Arts Bryan Ashby, Supervisor for CTE Principals & Assistant Principals		

Section D – Great Teachers and Leaders Scope of Work

(D)(1): High Quality Pathways

Wicomico County Public Schools will support the Maryland State Department of Education's efforts regarding alternative pathways for teachers and principals.

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

Wicomico County Public Schools will embrace the State definition of student growth as it is adopted by the Maryland State Board of Education.

Student growth gains will comprise 50 percent of the teacher and principal evaluation frameworks. Three-fifths of those evaluation frameworks will be based on the final approved regulation of the Maryland State Board of Education anticipated in early 2011 while for the other two-fifths we are committed to working with our teachers' and principals' bargaining units to arrive at mutually agreeable measures of student growth linked to our local goals and priorities.

For the remaining 50 percent of the teacher evaluation framework, we will work with our bargaining unit to determine the weight, format, and means for evaluation. The elements for this 50 percent will include planning and preparation; classroom environment; instruction; professional responsibilities; and additional agreed upon domains. For principals, half of the remaining 50 percent will be based on the eight outcomes in the Maryland Instruction Leadership Framework, and we will work out the percentages for all 8 outcomes with our principals' bargaining unit. In addition, we will arrive at other mutually agreed upon domains for the remaining 25 percent with our principals' bargaining unit based on local goals and priorities. In the event that we cannot reach agreement on an evaluation framework with either our teachers' or principals' bargaining unit, we will use the State default model.

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

Communication will occur to inform all educators of the new evaluation tools and parameters. Administrators will be trained on the use of the new evaluation tools for teachers and Directors will explain the new principal evaluations to principals.

Beginning in the summer of 2011, we will participate in the Teacher Induction Academies by sending our Teacher Induction Program Coordinator and as many mentors as the State budget will cover. In July 2011, Wicomico County will revise our induction program for new teachers based on COMAR 13A.07.01, resulting in revisions to the mentor program, orientation, and new teacher seminar series. Currently our district is using a combination of part-time and full-time mentors to support new teachers. Beginning in the 2011-2012 school year, we will hire more contractual teachers who have been rated satisfactory on our current evaluation system and are highly regarded by their principals and peers to serve as additional mentors to provide a ratio of approximately 1 mentor to every 15 new teachers. Once the new evaluation system is in place, we will hire mentors who are rated Highly Effective. We will endeavor to find ways to fund all positions with general funds starting in the 2014-2015 school year. Our Teacher Induction Program Coordinator will arrange for monthly training for mentors focusing on subject matter content, effective instructional strategies, and appropriate mentoring techniques. Successful fulfillment will be measured by utilizing data on the new teachers and other teachers on a second class certificate, and teachers not on track to achieve tenure evaluation results (including student growth), administrative input, and documentation of support provided. The administration from the mentored teacher's school and personnel from the Central Office will use information from the evaluation to provide professional development targeted to the needs of the mentored teachers both in the monthly training and through their individual mentors. We will comply with all the requirements of COMAR 13A.07.01 regulation as we revise the mentor program.

Once the new evaluation system is in place, Wicomico County will also use a similar mentoring approach to support any teacher who is rated Ineffective for two years in a row and who has been put on a second-class certificate. Although we have a small mentor program for principals in place, we are interested in participating in the principal mentor-certificating program as proposed in MSDE's Race to the Top application.

Wicomico County will work to develop, in collaboration with our bargaining units, a new compensation model that provides differentiated compensation to Effective or Highly Effective teachers and principals who agree to teach in our lowest-achieving schools based on the recommendations of the Performance Compensation Workgroup. We will also work with our teacher bargaining unit to look at special incentives for attracting and retaining STEM, Special Education, and ESOL teachers to these low-achieving schools. Finally, teacher and principal evaluations will be used to make tenure decisions as well as to inform placement, individual professional development plans, promotion, and removal decisions, once those rated Ineffective have had ample support and opportunity for improvement.

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

Once the new evaluation system is in place, we plan to use it to assist us with making informed decisions on how we assign principals and teachers to schools. Wicomico County understands that key to improving our two lowest-achieving schools is having Effective principals and teachers serve those students. As a result, we are committed to placing only those principals and teachers who have been rated Satisfactory in these schools,

using our current evaluation instruments. Once the new evaluation system is in place, we will ensure that teachers and principals who have been rated as Effective or Highly Effective will be placed in these schools.

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

Wicomico County Public Schools will support MSDE's efforts at improving teacher and principal preparation programs.

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

Wicomico County will participate in the Educator Instructional Improvement Academies and the Induction Program Academies. Teachers attending the Educator Instructional Improvement Academies will be provided with a laptop computer to be used as they collaboratively plan and provide professional development to individual teachers as well as groups of educators. We will also send principals from our two lowest-achieving schools to MSDE's Priority Schools Academy. We will continue to send our newest principals to the Maryland Principals' Academy, and we will participate in the Aspiring Leaders Academy sponsored by MSDE. Additionally, our Executive Officers will participate in the regional professional development opportunities through the Executive Officers Network.

Wicomico County's professional development plan focuses on increasing rigor in the classroom and building collaborative professional learning communities. Based on an analysis of student data and teacher observation, we will select the lowest achieving schools and provide more intensive support through the use of professional development coaches and consultants who will support the collaborative planning process (lesson planning, lesson implementation, examination of student work) on a regular basis. The intended outcomes of this additional support are to increase the rigor of classroom instruction and to provide job-embedded professional development to increase student achievement. This effort will be aligned with the content of the Educator Instructional Improvement Academies. Central office supervisors and school administrators will conduct classroom observations to evaluate teachers' implementation of the professional development. Until the State provides an item bank of formative assessments, our district benchmarks will continue to serve as a means to evaluate student achievement. Data from the observations and assessments will be used to evaluate the professional development initiative and to target areas needing further professional development.

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

Action Plan: Section D

LEA: Wicomico County

Date: October 29, 2010

Year of the Grant (circle one): 1 2 3 4

Goal(s):

- Train educators in all schools in the new Common Core State Standards, the revised local curriculum and the associated assessment system
- Develop a student growth measure to use in educator evaluations and work with bargaining units to include additional measures within the evaluations as required in Race to the Top (e.g., professional development, compensation, tenure, certification)
- Increase the equitable distribution of teachers and principals in high-poverty, high-minority, and hard to-staff schools
- Ensure that all teachers effectively transition into the profession through a high-quality teacher induction program and that all new principals have access to mentors who can improve their effectiveness
- Give all teachers and principals the opportunity to become effective or highly effective educators

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense (Y or N)
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(D)(2)(i – iv) (D)(3)(i - ii) (D)(5)(i - ii)					
D1. Revise teacher and principal evaluations using the State Framework or adopt the State model.	(D)(2)		Jan 2011-Jun 2012	Margo Handy, Assistant Superintendent for Instruction & Student Services Stephanie Moses, Director of Human Resources	Revised teacher and principal evaluations	N
D2. Train administrators on the use of the new teacher evaluation.	(D)(2)		Jul 2012-Sep 2012	Susan Jones, Director of Elementary Education Kim Miles, Director of Secondary Education Ruth Malone, Director of Curriculum and Professional Development Stephanie Moses, Director of Human Resources Margo Handy, Assistant Superintendent for Instruction and Student Services	Agendas and training materials	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense (Y or N)
D3. Explain the new principal evaluation procedures to principals	(D)(2)		Jul 2012-Sep 2012	Susan Jones, Director of Elementary Education Kim Miles, Director of Secondary Education Ruth Malone, Director of Curriculum and Professional Development Stephanie Moses, Director of Human Resources Margo Handy, Assistant Superintendent for Instruction and Student Services	Agendas and training materials	N
D4. Implement the teacher evaluations.	(D)(2)		Aug 2012, ongoing	Margo Handy, Assistant Superintendent for Instruction Susan Jones, Director of Elementary Education Kim Miles, Director of Secondary Education Ruth Malone, Director of Curriculum and Professional Development Stephanie Moses, Director of Human Resources	Review principals' evaluations of teachers for proper implementation	N
D5. Implement the principal evaluations.	(D)(2)		Jul 2012, ongoing	Margo Handy, Assistant Superintendent for Instruction Susan Jones, Director of Elementary Education Kim Miles, Director of Secondary Education Stephanie Moses, Director of Human Resources	Review directors' evaluations of principals for proper implementation	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense (Y or N)
D6. Develop and implement procedures in compliance with the Annotated Code of Maryland and COMAR to use evaluations to inform decisions regarding: <ul style="list-style-type: none"> • Tenure • Placement • Individual professional development plans • Promotion • Removal • Differentiation compensation to Effective or Highly Effective teachers and principals working in our lowest achieving schools 	(D)(2)		Jul 2011-Jun 2012 (develop) Jul 2012, ongoing (implement)	Margo Handy, Assistant Superintendent for Instruction Susan Jones, Director of Elementary Education Kim Miles, Director of Secondary Education Ruth Malone, Director of Curriculum and Professional Development Stephanie Moses, Director of Human Resources	Set of procedures to utilize the evaluation tool; Use of procedures by district staff	N
D7. Develop and implement procedures in compliance with the Annotated Code of Maryland and COMAR to inform decisions related to the assignment of principals and teachers who have been rated Satisfactory/ Effective or Highly Effective in our lowest achieving schools.	(D)(3)		Oct 2011-Jan 2012 (develop) Mar 2012, ongoing (implement)	Margo Handy, Assistant Superintendent for Instruction Susan Jones, Director of Elementary Education Kim Miles, Director of Secondary Education Stephanie Moses, Director of Human Resources	Data on teacher evaluation ratings compared across all schools	N
D8. Work in partnership with Institutions of Higher Education to communicate system needs and facilitate improvement activities related to K-12 initiatives under Race to the Top.	(D)(5)		Jan 2011, ongoing	Ruth Malone, Director of Curriculum & Professional Development Karen Leimann, Coordinator for Professional Development	Meeting notes	N
D9. Align the new teacher induction program with the State model.	(D)(5)(i)		Jul 2011, ongoing	Ruth Malone, Director of Curriculum & Professional Development Karen Leimann, Coordinator for Professional Development	Syllabus for the induction program	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense (Y or N)
D10. Implement the revised induction program for new teachers based on the State model.	(D)(5)(i)		Aug 2011, ongoing	Ruth Malone, Director of Curriculum & Professional Development Karen Leimann, Coordinator for Professional Development	Agendas and training materials; Written feedback from new teachers regarding the effectiveness of the training; New teacher evaluations; New teacher retention data	N
D11. Hire additional contractual teacher mentors.	(D)(5)(i)	3	Jul 2011, ongoing	Ruth Malone, Director of Curriculum & Professional Development Karen Leimann, Coordinator for Professional Development	Number of teacher mentors	N
D12. Have teacher mentors participate in the Educator Instructional Improvement Academies.	(D)(5)(i)		Summer 2011, ongoing	Ruth Malone, Director of Curriculum & Professional Development Karen Leimann, Coordinator for Professional Development	Observations of mentors working with teachers to determine their understanding of the academy content; Review of new teacher evaluations	N
D13. Provide monthly training for mentors.	(D)(5)(i)		Aug 2011	Ruth Malone, Director of Curriculum & Professional Development Karen Leimann, Coordinator for Professional Development	Agendas and training materials	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense (Y or N)
D14. Assign mentors to work with new teachers, other teachers on a second-class certificate, and teachers not on track to achieve tenure.	(D)(5)(i)		Jul 2011, ongoing	Ruth Malone, Director of Curriculum & Professional Development Karen Leimann, Coordinator for Professional Development Principals & Assistant Principals	Mentor schedules; Observations of mentors working with teachers; Data on new teachers, teachers on 2nd class certificate, and teachers not on track to achieve tenure meeting teacher effectiveness metrics in their evaluations	N
D15. Coordinate the work of the teams attending the Educator Instructional Improvement Academies to ensure consistency and effectiveness.	(D)(5)		Jul 2011, on-going	Ruth Malone, Director of Curriculum and Professional Development Susan Jones, Director of Elementary Education Kim Miles, Director of Secondary Education	Meetings agendas and materials	N
<i>Additional Required Activities:</i>						
D16. Participate fully in MSDE's Educator Instructional Improvement and Induction Academies for teachers, Priority Schools and Maryland Principals' Academies for appropriate principals, Aspiring Leaders' Academy, and Executive Officer professional development opportunities	(D)(5)	3	Jul 2011, on-going	Margo Handy, Assistant Superintendent for Instruction and Student Services Ruth Malone, Director of Curriculum and Professional Development	Participant Rosters	N

Section E – Turning Around the Lowest-Achieving Schools

(E)(2)(i): Turning Around the Lowest-Achieving Schools

Wicomico County will utilize Adequate Yearly Progress, benchmark and other local assessment data to identify our lowest achieving schools. For 2010-2011, we have one school in Restructuring/Planning, one school in Year 1, and eight schools in Local Attention.

(E)(2)(ii): Approach to School Turnaround

When a school does not made Adequate Yearly Progress in Wicomico County, one of the reasons is most likely to be because the student subgroup, Students with Disabilities (Special Education students), does not meet its Annual Measurable Objective. Our plan will address this concern by providing professional development and support to teachers on the Instructional Consultation Model. This model provides training on strategies which teachers can use to differentiate instruction for all students to effectively meet their needs. In many cases this results in students not needing to be referred for special education services because the needs of the students are met without them. Additionally, we will provide professional development on the effective use of the co-teaching model where special educators and regular educators learn to work together more effectively to meet student learning needs.

Wicomico County will continue to support the work of professional learning communities in all schools, providing additional support in the identified lowest-achieving schools. Our professional learning communities are based on the DuFour model which emphasizes collaborative lesson planning and the use of formative assessment results to determine appropriate intervention and/or enrichment. In our lowest performing school, teachers are also engaged in the Examination of Student Work and use tracking sheets to monitor student performance as described on the www.mdk12.org website. This model will be expanded to other low performing schools and will be supported by Central Office staff, professional development coaches, and consultants.

Increased collaboration with parents and community members will be part of the school turnaround effort. Both the school in Restructuring/Planning and the school in Year 1 will continue to participate in the National Network of Partnership Schools organization (Joyce Epstein, Johns Hopkins University). Additionally, forums for parents at each of the school transition stages (primary to intermediate, intermediate to middle, middle to high) will be developed and implemented to help students and their families make the move more seamlessly. Research shows forging a strong partnership between parents and the school staff is critical in improving student achievement. Thirteen schools will each hold 3 forums yearly, providing a light meal and educational program for the attendees. The forums will affect the families of 2,831 students annually.

Students in high poverty schools will be afforded opportunities to participate in after school enrichment programs and experiences (e.g., music, art, band, science, dance) in partnership with community agencies.

Action Plan: Section E

LEA: Wicomico County

Date: October 29, 2010

Year of the Grant (circle one): 1 2 3 4

Goal(s):

- Extend student learning and improve school culture, climate, and student support

Section E: Turning Around Lowest Achieving Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense (Y or N)
<i>MOU Requirements: (Yes)</i> <i>Activities to Implement MOU Requirements</i>	(E)(2)					
E1. Utilize Adequate Yearly Progress, benchmark and other local assessment data to identify lowest achieving schools and struggling learners, to close the achievement gap, and to ready students for careers and/or college pathways.	(E)(2)		Oct 2010, ongoing	Margo Handy, Assistant Superintendent for Instruction and Student Services Linda Stark, Coordinator for School Improvement/Strategic Planning Gary Doss, Coordinator for School Improvement/ Assessment & Accountability Daryl Jones, Instructional Data Analyst	Review of school improvement plans for evidence of supporting actions	N
E2. Provide instructional and school climate consultants to work with our lowest achieving schools.	(E)(2)	4	Jan 2011, ongoing	Linda Stark, Coordinator for School Improvement/Strategic Planning Cathy Townsend, Supervisor of Safe & Orderly Schools Judylynn Mitchell, Supervisor for Education That Is Multicultural Bob Carlisle, Supervisor of Title I and English Language Learners Bonnie Walston, Director of Special Education	Agendas and training materials; Session evaluations	N

Section E: Turning Around Lowest Achieving Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense (Y or N)
E3. Utilize data from recently administered climate surveys to identify, analyze and address areas of concern through development of goals, objectives and strategies for improvement	(E)(2)		Oct 2010, ongoing	Cathy Townsend, Supervisor of Safe & Orderly Schools	Review of school improvement plans for evidence of supporting actions	N
E4. Continue implementation of research-based intervention models and adjust strategies based on analysis of performance indicators	(E)(2)		Oct 2010, ongoing	Margo Handy, Assistant Superintendent for Instruction and Student Services Susan Jones, Director of Elementary Education Kim Miles, Director of Secondary Education Principals	Review of pre-and post-assessment data	N
E5. Develop and implement school forum for parents at each of the identified transition stages (primary to intermediate, intermediate to middle, middle to high).	(E)(2)	4	May 2011, ongoing	Faye Wilson, Coordinator of Communications & Community Outreach Susan Jones, Director of Elementary Education Kim Miles, Director of Secondary Education Kim Finger, Director of Student and Family Services Joe Koehler, Supervisor of Student Support Services Principals of Identified Schools	Agendas of events; Parent letters; Session evaluations	N

Section E: Turning Around Lowest Achieving Schools	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense (Y or N)
E6. Provide access for students in high poverty schools to participate in after school enrichment programs and experiences (e.g., music, art, band, science, dance) in partnership with community agencies.	(E)(2)	4	Jan 2011, ongoing	Susan Jones, Director of Elementary Education Kim Miles, Director of Secondary Education Kim Finger, Director of Student and Family Services Bob Carlisle, Supervisor of Title I and English Language Learners Gary Beauchamp, Supervisor of Fine Arts Dave Harner, Coordinator for Secondary Initiatives	Student registrations	N
E7. Continue to support the work of professional learning communities in all schools, providing additional support in identified lowest-achieving schools.	(E)(2)	4	Mar 2011, ongoing	Linda Stark, Coordinator for School Improvement/ Strategic Planning Susan Jones, Director of Elementary Education Kim Miles, Director of Secondary Education Ruth Malone, Director of Curriculum and Professional Development Bonnie Walston, Director of Special Education Principals & Assistant Principals	PLC meeting notes	N

Signature Page

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

Signature of LEA Superintendent

John E. Fredericksen, Ph.D.
Print Name

Date

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