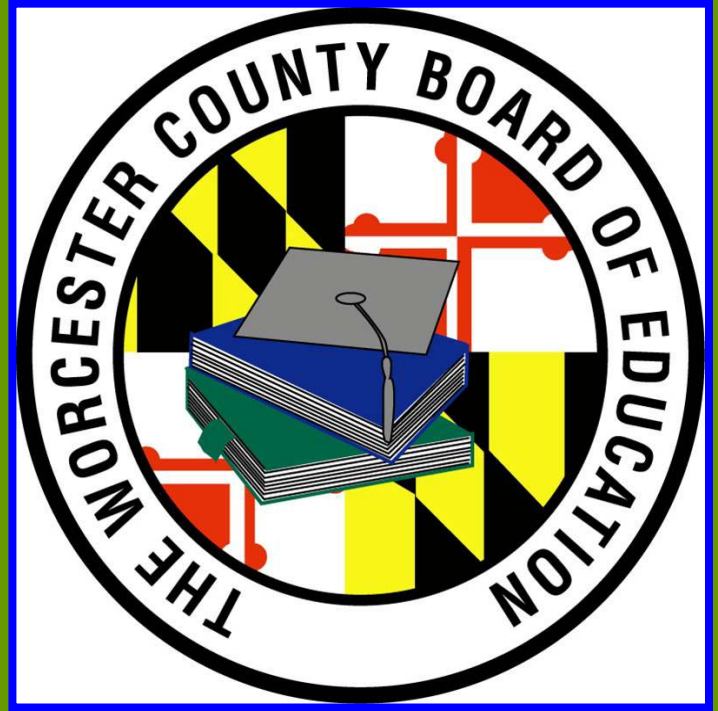


# Race to the Top Scope of Work



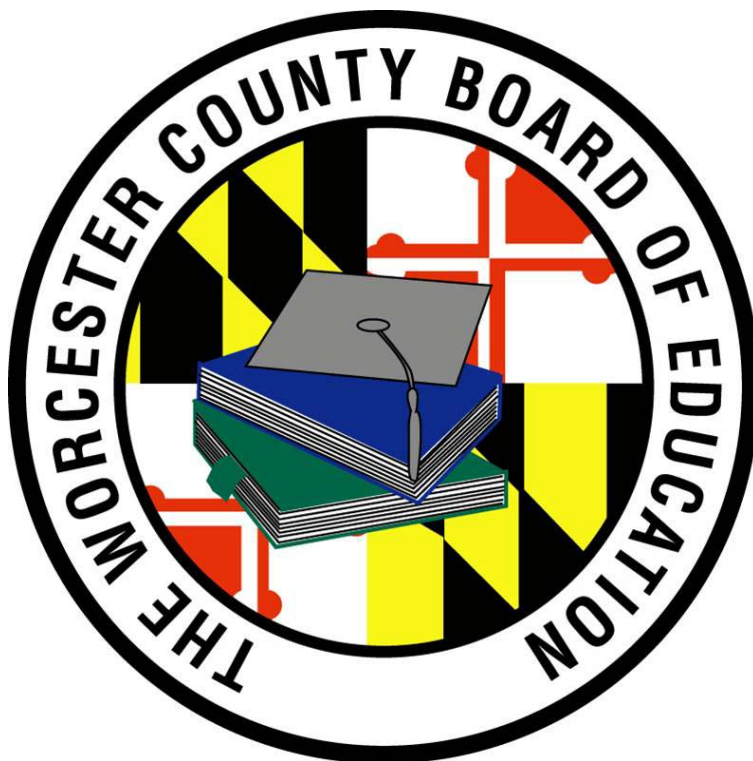
## Worcester County Public Schools

LEA 23

Nov. 2010

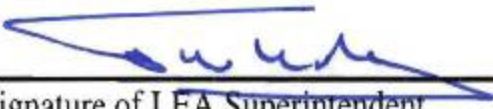
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## Signature Page

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



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Signature of LEA Superintendent

*Jon M. Anders*

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Printed Name

*11/03/10*

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Date

## **Section A: Executive Summary**

Worcester County Public Schools is committed to maintaining and enhancing its excellence in teaching and student learning. As emphasized within the Master Plan, we believe student academic success is best accomplished by enabling each student in each classroom to achieve academically, act responsibly and develop proficiency in technology within safe and well-maintained schools. As further stipulated in the Master Plan, we believe that students will progress and be successful when they are served by a nurturing and diverse learning community of highly qualified personnel who use student performance data to make teaching decisions, accommodate the learning needs of students and work cooperatively with their colleagues, parents and community leadership. Worcester County students continue to demonstrate a high rate of achievement and success in many areas. Our programs challenge them to: grow physically, intellectually, emotionally, socially, and culturally with enthusiasm for life-long learning; achieve high academic and performance standards; and function responsibly as productive citizens.

Student academic success is directly attributable to the quality of the instructional staff and the quality of the on-going staff development program. The commitment and dedication of our staff coupled with the support of our community and government make our schools very good places for Worcester County Public School students to grow and learn. Worcester County's emphasis on each student in each school succeeding each day results in the steady progress of ALL students toward graduation and post-secondary education.

Worcester County Public Schools continues to strive toward excellence for all students and share with the State reform plan a vision for improvement. We plan to embrace the strategies and components that will enable us to better meet the needs of our students as we prepare them for college and beyond.

### **Component 1: LEA's vision for Reform is aligned to the State's Race to the Top Program.**

Worcester County Public Schools has a strong vision for each child achieving and being successful. In developing our scope of work, we focused on the key elements in the state's Race to the Top Program.

**Section B: Standards and Assessments:** In our work we have identified several key activities that will help us achieve alignment to the state plan. The activities are:

- Adopting the enhanced new state curriculum (Common Core Standards)
- Aligning the county curriculum to the state curriculum
- Providing professional development to system administrators and staff in the new curriculum and new assessments
- Developing support materials to help teachers in the delivery of the new curriculum and help students be successful on the state assessment
- Implementing new textbook series to support the implementation of the new curriculum
- Providing electronic classrooms for students to participate in on-line assessment at the state and local level

**Section C: Data Systems to Support Instruction:** Worcester County Public Schools continues to be data driven. Much time and effort has been given to guiding administrators and staff in collecting and analyzing data to inform instruction. In our scope of work we have identified key activities:

- Researching, evaluating, and purchasing a student assessment data management system to create a longitudinal database
- Providing professional development to teachers, and school and central office leaders in the use of the system
- Providing professional development in ways to analyze and use data to inform instructional and program decisions

**Section D: Great Teachers and Leaders:** With limited funds available, Worcester County has not allocated any of the Race To The Top funds to this section, we are committed to the adoption and implementation of a new evaluation system. As a part of this system, we will work to: improve teacher and principal effectiveness based on performance; ensure equitable distribution of all staff; and provide effective support to teachers and principals.



**Section E: Turning Around the Lowest Achieving Schools:** With limited funds available, Worcester County has not allocated any of the Race to the Top funds to this section, we know that all of the activities we have planned will help all of our schools to increase student achievement. Even though we have none of the identified lowest-achieving schools, we are always striving to have our students achieve at higher rates. We will continue our focus on helping those schools that need assistance.

#### **Components 2 and 3: Needs, Goals, Stakeholders**

Worcester County has identified specific needs to help our schools be more successful. Our needs center around the need to: provide more technology resources to teach and assess student; provide professional development to leaders and staff in the new evaluation system, new state standards and new assessment; use data to drive instructional decisions; create and use formative assessments; train staff in use of an assessment data management system; and provide an assessment data student management system that will hold all pertinent data points. This system must have the capabilities to retrieve data in a user friendly manner and hold this data over time to aid schools in planning for the needs of each student.

Our goals are:

- Provide effective and job-embedded professional development in understanding the new enhanced state and local standards (MD Common Core Standards).
- Provide effective and job-embedded professional development in the implementation of the new curriculum.
- Provide effective and job-embedded professional development in the use of state and local assessment data to drive instructional and programmatic decisions.
- Research and purchase new textbooks in reading and math that will support the new curriculum and address the needs of our students.
- Ensure that assessed area content teachers have timely and meaningful access to assessment information that is administered and submitted electronically.
- Ensure that students and teachers are prepared to successfully utilize electronic classrooms for computer-based testing.
- Ensure the WCPS staff is able to utilize electronic pre and post assessment data bases for local formative assessment and statewide assessments.
- Implement a student assessment data management system aligned to the MLDS (Maryland Longitudinal Data System).
- Implement a data system that will support various data points (state, national, and local assessment scores)
- Provide effective and job-embedded professional development in the use of the new data management system.
- Provide effective and job-embedded professional development in the use of data to inform instructional and programmatic decisions.

In developing our scope of work we included many stakeholders in our decision making process. The most important group was our parents. In order to obtain as much parent input as possible, we conduct several parent surveys. We were able to utilize the survey results of over 4,398 parents to help us determine the priorities of our plan. The parents overwhelming and consistently rate the following areas as priorities for our school system: 1.) Hiring and retaining high quality, highly effective teachers; 2.) increasing the availability of technology in our schools; 3.) helping each child achieve; and 4.) providing a solid curriculum that will best prepare their child for college and/or career. These priorities set by our parents were aligned to our Scope of Work for RTTT. Other stakeholders included: Board of Education Members, Superintendent of Schools, Assistant Superintendent for Instruction, Assistant Superintendent for Administration, all Instructional Coordinators, Local Accountability Coordinator, Coordinator of Staff Development, Special Education, ELL Coordinators, and representative school leadership.

#### **Component 4: Strategies for Increasing Students Achievement**

WCPS has aligned our proposal to the key strategies found in our Bridge to Excellence Master Plan. We have found these strategies to be effective in guiding and supporting our instructional practice. Our students continue to achieve at high rates. The key strategies are:

- Align curriculum, instruction and assessment with current Maryland Content Standards, Core Learning Goals, and Maryland State Curriculum.
- Implement effective differentiated instructional programs and practices to ensure success of traditionally under-achieving students: ESL, Economically Disadvantaged, Special Education, and minority students.
- Implement a specific ongoing plan to provide meaningful staff development in best practices and what works in order to increase achievement.
- Recruit, hire, and support a diverse, highly qualified (as defined in NCLB) instructional and leadership staff.
- Provide a reliable, efficient, and comprehensive technology-rich environment that responds to the needs of the learning community for life-long learning.
- Ensure that school system personnel can successfully use technology to access, communicate, manage, evaluate, and accurately report information about students, schools, and the system in order to enhance achievement and provide information for all stakeholders.
- Ensure continuous improvement and accountability in the implementation and use of technology will be based on effective research, assessment, and evaluation.

**Component 5-6: Inclusion in the Master Plan**

In our action plans, we have aligned the activities to a goal and key strategy from our Master Plan. For the next Master Plan update, we will include all of the activities, and timelines. from our scope of work into action plans. Our focus supports and is aligned to our Master Plan. The inclusion of the scope of work will be seamless. Our Master Plan Goals are listed below with a column added about the Scope of Work.

Alignment of Goals for the Worcester County Bridge to Excellence Master Plan			
NCLB/ESEA Goals	WCPS Master Plan Goals (2003-2010)	WCPS Budget Goals (2010-2011)	RTT Scope of Work
<b>Goal:</b> By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading, language arts and mathematics.  <b>Goal :</b> All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.	<b>Goal:</b> The academic achievement of all students will increase .	<b>Goal:</b> Maintain small class sizes.  <b>Goal:</b> Provide materials, textbooks and equipment to support strong instructional programs.	(B)(3) (C) (3i,ii)
<b>Goal:</b> By 2005-2006, all students will be taught by highly qualified teachers.	<b>Goal:</b> All students will be taught by highly qualified personnel.	<b>Goal:</b> Recruit, hire and retain highly qualified teachers and staff.  <b>Goal:</b> Provide employees with ongoing training to improve teaching and learning.	(B)(3) (C) (3i,ii) (D)(2)
<b>Goal:</b> All students will be educated in learning environments that are safe, drug free, and conducive to learning.	<b>Goal:</b> All students will be educated in learning environments that are safe, drug free, and conducive to learning.	<b>Goal:</b> Provide and maintain safe, efficient, and clean school buildings, adequate playgrounds and athletic fields.	
<b>Goal:</b> All students will graduate from high school.	<b>Goal:</b> All students will graduate from high school and be prepared for post secondary education and/or the world of work.	<b>Goal:</b> Provide educational services to support students and staff.	(B)(3) (C) (3i,ii)
While not listed as a separate goal, NCLB requires that all students be technologically proficient by the end of 8 <sup>th</sup> grade.	<b>Goal:</b> All students and staff will demonstrate frequent use and integration of technology for teaching and learning.	<b>Goal:</b> Increase student access to the latest technology.	(B)(3) (C) (3i,ii)
While not listed as a separate goal, NCLB requires the development and distribution of a system-wide policy and plan for parent and community involvement and deliberate efforts on the part of schools to implement both.	<b>Goal:</b> Increase parent and community participation in schools activities and school improvement efforts.	While not listed as a separate budget goal, parent and community involvement is a required component of school improvement plans in WCPS.	

Worcester County Public Schools will fully participate with all national and statewide evaluations of RTTT.

Worcester County Public Schools will conduct a program review of each section in our scope of work in the spring of each year as we begin the planning process for the Master Plan. At that time we will evaluate the effectiveness of what we have put into place. These changes will be reflected in a revision to our scope of work and included in our BTE Master Plan update each year.

**Action Plan: Section A**

**LEA:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

**Goal(s):**

<b>Section A: State Success Factors</b>	<b>Correlation to State Plan</b>	<b>Project #</b>	<b>Timeline</b>	<b>Key Personnel</b>	<b>Performance Measure</b>	<b>Recurring Expense: Y/N</b>
<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			N

**Worcester County has no action plan for section A and does not plan on using any of the RTTT funds for section A. Worcester County Public Schools will cooperate with all national and statewide evaluation, as required.**

## **Section B: Standards and Assessment    PART I**

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

Worcester County Public Schools is committed to providing all students with an appropriate and rigorous curriculum that is designed to make our students successful in their school career and in life. Our mission as stated in the Bridge to Excellence Master Plan supports this goal:

#### **Mission Statement**

The Mission of the Worcester County Public Schools is to empower all students to:

- ❖ grow physically, intellectually, emotionally, socially, and culturally with enthusiasm for life-long learning;
- ❖ achieve high academic and performance standards; and to
- ❖ function responsibly as productive citizens.

Worcester County Public Schools has devoted much time, professional development, and resources to align our curriculum to the state standards. Over the last nine years the school system has been fine- tuning our curriculum and our teaching supports. Our school leaders and teaching staff are very well versed in the state curriculum and in understanding how to deliver that curriculum to our students. Over time we have developed curriculum maps, curriculum resources, mini formative assessments, and local formative benchmarks to support teachers in the delivery of that curriculum. The message to our staff has been that the state's minimal curriculum and the Worcester County Curriculum is what they teach. This is what our students need to know to be successful learners. Our staff understands that the textbooks and resources obtained from vendors are support materials used to help in their instruction. They are not the curriculum, but a supplement to the curriculum. We have spent countless hours and days on professional development in the understanding and delivery of the curriculum. We believe that this has been a large part of the success that we experience with our students. We know that this focus is one that is critical for our school system and for our students.

Worcester County Public Schools is planning to use the opportunity provided by Race To The Top to provide ongoing professional development to district staff, school-based leaders, paraprofessionals, and all teachers on the new state enhanced standards. Professional development on the state new enhanced standards is key to guiding teachers and making them successful in their efforts to have their students achieve at high rates. Our plan includes developing an understanding of the curriculum by:

1. becoming familiar with new enhanced standards
2. scaffolding the skills that support each broad standard
3. understanding how to translate that standard into instruction
4. understanding how to communicate the standards to students so that they will understand what they are learning
5. performing a crosswalk from the current set of standards to the new standards

We will utilize funding to support professional development in the area of creating and implementing the Worcester County Curriculum which will be matched and aligned to Maryland's Common Core Standards. In addition to developing the county level curriculum guides, we will also spend professional development time and effort to create support materials for teachers to deliver the curriculum. These support materials will include lesson plans in the Worcester Model; materials to differentiate instruction; mini formative assessments to use with clicker technology; resource materials for each standard; and a guide for “look likes” for each standard. Our plan also includes professional development in the creation of some local formative assessments that can be used as another source of data to guide instruction. These formative assessments will be aligned and used in the new assessment data management system that we will be implementing. These actions will give teachers multiple types of data to use to support their students' learning. Professional development will also be needed in the area of the new state assessments. We will provide teachers with an understanding of how their students will be assessed and what impact that will have on their delivery of instruction. This will include professional development in the use of data to inform instructional decisions.

To support the new state curriculum, we will also be utilizing some of the funds to evaluate and purchase new textbooks in reading and math. The textbooks we currently have support our instruction, but after being in place for nine years, we are in need of new textbooks. We also know the limitations of the textbooks in meeting the varied needs of our students. For example, in reading we will need to look for textbooks that will include more nonfiction text and will support the curriculum in science and social studies. Our teachers repeatedly tell us that our students must have more nonfiction text in reading in order to teach the necessary skills needed to effectively read nonfiction. The purchase of new textbooks will also require professional development in the implementation of the program, as well as, the alignment of the program to our state and local curriculum.

Key elements of our plan to support the state's program in Standards and Assessment in the areas of professional development and curriculum materials are:

Professional Development in:

- becoming familiar with and understanding the new State Curriculum.
- scaffolding the skills that support each broad standard ..
- understanding how to translate that standard into instruction
- understanding how to communicate the standards to students so that they will understand what they are learning.
- doing a crosswalk from the current set of standards to the new standards.
- development and understanding of the local curriculum (which will match and be aligned to the state common core standards).
- development of support material to deliver the curriculum.
- local formative assessments.
- new state assessment and its impact on instruction.



- using data effectively from the new state assessment, state formative assessments, and local formative assessments.
- understanding and implementing the new textbook series to support the teaching of the new standards.

#### Curriculum Materials

- evaluation of textbooks that support the new state and county curriculum
- purchasing of new textbook series for reading and math

It is our mission to make sure that ALL students graduate college and/or career ready. We have focused on the individual learning needs of our students with a strong emphasis on curriculum and data. When it is all said and done, the teacher is the single most important factor. We realize that we must build capacity in all staff members. Our teachers must understand the curriculum, how best to deliver the curriculum, and how to use data to drive instruction. We know that we must provide all staff members with the tools required to support all students to become college and/or career ready. on a college or career path and that when they leave us they are fully prepared.

**Worcester County Public Schools will seek other funding sources ( local and/or grant) to support this goal when the RTTT funding ends.**

## Section B: Standards and Assessments PART I

Narrative: The narrative for Section B will address the activities included in the original Memorandum of Understanding (B)(3). 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 B, following the directions provided for Section A

### Action Plan: Section B

LEA: Worcester County Public Schools LEA 23 Date: Oct. 2010 Year of the Grant (circle one)

1

2

3

4

Goal(s):

- Provide effective and job-embedded professional development in understanding the new enhanced state and local standards (MD Common Core Standards)
- Provide effective and job-embedded professional development in the implementation of the new curriculum.
- Provide effective and job-embedded professional development in the use of state and local assessment data to drive instructional and programmatic decisions
- Research and purchase new textbooks in reading and math that will support the new curriculum and address the needs of our students

Section B: Standards and Assessments	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N	Aligned to BTE MP
<i>MOU Requirements: (Yes)</i> <i>Activities to Implement MOU Requirements</i>	(B)(3)						
1. Provide professional development in the understanding of the new enhanced state and local curriculum. The PD will: <ul style="list-style-type: none"> <li>• help staff become familiar with new enhanced standards</li> <li>• scaffold the skills that support each broad standard</li> <li>• build an understanding of how to translate that standard into instruction</li> <li>• build an understanding of how to communicate the standards to students so that they will understand what they are learning</li> <li>• create a crosswalk from the current set of standards to the new standards</li> </ul>	(B)(3)	One	January 2011-June 2015	John Gaddis, Assistant Superintendent for Instruction  Stephanie Zanich, Local Accountability Coordinator  Rosemary Heher, Instructional Coordinator  Donna Main, Instructional Coordinator  Wynnette Handy, Coordinator of Staff Development  Judy Rutkiewicz, Instructional Coordinator	Professional development sessions in new enhanced state/local curriculum/standards completed for: <ul style="list-style-type: none"> <li>• District Staff</li> <li>• School Leaders</li> <li>• Teachers</li> </ul>	Y	Goal 1: Key Strategies 1.A; 1.D  Goal 4: Key Strategy 4.A

2. Provide PD in the development of resource materials that support the new state/local curriculum (Common Core). This PD will be given to: <ul style="list-style-type: none"> <li>develop a county level curriculum guide that aligns to the State Common Core Standards.</li> <li>develop sample lesson plans in the Worcester Model that can be used by teachers to implement the new curriculum.</li> <li>develop materials to support teachers in differentiating instruction.</li> <li>create mini formative assessments to use with clicker technology.</li> <li>develop resource materials for each standard</li> <li>create a guide of "look likes" for each standard.</li> </ul>	(B)(3)	One	July 2012-June 2015	John Gaddis, Assistant Superintendent for Instruction  Stephanie Zanich, Local Accountability Coordinator  Rosemary Heher, Instructional Coordinator  Donna Main, Instructional Coordinator  Wynnette Handy, Coordinator of Staff Development  Judy Rutkiewicz, Instructional Coordinator	Professional development sessions in the development of curriculum, lesson plans, resource materials, and formative assessments for state/local curriculum/standards completed for: <ul style="list-style-type: none"> <li>School Leaders</li> <li>Teachers</li> </ul>	Y	Goal 1: Key Strategies 1.A; 1.D; 1.E  Goal 2: Key Strategy 2.B  Goal 4: Key Strategy 4.A
3. Provide professional development in the use of data from local and state formative assessments and in the new state assessment.	(B)(3)	One	July 2014-June 2015	John Gaddis, Assistant Superintendent for Instruction  Stephanie Zanich, Local Accountability Coordinator  Rebecca Henderson, Data Specialist  Wynnette Handy, Coordinator of Staff Development	Professional development sessions in analyzing and using data for instruction completed for: <ul style="list-style-type: none"> <li>District Staff</li> <li>School Leaders</li> <li>Teachers</li> </ul>	Y	Goal 1: Key Strategies 1.A; 1.D; 1.E  Goal 4: Key Strategy 4.A  Goal 5: Key Strategies 5.A; 5.B; 5.C
4. Provide professional development in the implementation of newly adopted county textbook series in reading and math and in how to utilize these books to enhance instruction of the new state/local curriculum standards.	(B)(3)	One	July 2013-June 2015	John Gaddis, Assistant Superintendent for Instruction  Stephanie Zanich, Local Accountability Coordinator  Rosemary Heher, Instructional Coordinator  Donna Main, Instructional Coordinator  Wynnette Handy, Coordinator of Staff Development  Judy Rutkiewicz, Instructional Coordinator	Professional development sessions in the implementation of the newly adopted textbooks completed for: <ul style="list-style-type: none"> <li>District Staff</li> <li>School leaders</li> <li>Teachers</li> </ul>	Y	Goal 1: Key Strategies 1.A; 1.D; 1.E  Goal 4: Key Strategy 4.A  Goal 5: Key Strategies 5.A; 5.B; 5.C

<p>5. Research, evaluate, and purchase new textbook series in the areas of reading and math that will support the instruction of the new state/local standards. Actions will include:</p> <ul style="list-style-type: none"> <li>• search for textbook series that will support nonfiction reading, science, and social studies curriculum.</li> <li>• evaluate textbook series that support the new state and county curriculum.</li> <li>• purchase of new textbooks for reading and math.</li> </ul>	(B)(3)	One	July 2012- June 2013	<p>Jon Andes, Superintendent of Schools</p> <p>John Gaddis, Assistant Superintendent for Instruction</p> <p>Stephanie Zanich, Local Accountability Coordinator</p> <p>Rosemary Heher, Instructional Coordinator</p> <p>Donna Main, Instructional Coordinator</p> <p>Judy Rutkiewicz, Instructional Coordinator</p>	New textbooks purchased and in place	N	<p>Goal 1: Key Strategies 1.A; 1.D; 1.E</p> <p>Goal 4: Key Strategy 4.A</p>
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## **B. Standards and Assessments: Part II**

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

Worcester County Public Schools (WCPS) will support MSDE's efforts regarding the implementation of high-quality electronic assessments.

### **(B)(3) Supporting the Transition to Enhance Standards and High-Quality Assessments**

Worcester County Public Schools (WCPS) will support MSDE's efforts to find and fund more effective strategies for ensuring that standards are infused into every classroom by supporting a rich technology infrastructure.

Currently, WCPS does not participate in voluntary electronic student assessment for Maryland Schools Assessments (MSA) or High School Assessments (HSA). As part of the multi-state consortium – the *Partnership for Assessment of Readiness for College and Careers* (PARCC) – WCPS supports a radically re-designed student assessment system relying on two innovative design features that will significantly improve the usefulness of formative and summative information for decision-making. Specifically, WCPS will take advantage of innovations such as on-line test administration and scoring, including college and career ready cut scores, to significantly upgrade formative and summative assessments currently given in grades three to eight and at the end of key high school courses.

The focus of this support will be in terms the following goals:

1. Ensure that assessed area content teachers have timely and meaningful access to assessment information administered and submitted electronically
2. Ensure that students and teachers are prepared to successfully utilize electronic classrooms for computer-based testing
3. Ensure that WCPS staff is able to utilize electronic pre and post assessment data bases for local formative assessments and statewide assessments

Currently, WCPS does not have an adequate infrastructure and teacher training base to begin implementation of this assurance which requires integration of technology into daily instruction



in core content classrooms. WCPS will commit a significant portion of the RTTT allotment in meeting the requirement of high quality electronic assessments by installing electronic classrooms. To reach full potential, WCPS will strategically plan a short and long-term graduated investment system to build capacity at key grade levels in assessed content area. This will also require additional staff to support the strategy of technology integration for instruction and assessment. By May, 2011, WCPS will obtain bid information in accordance with COMAR ED 5-112. and associated Maryland State Department of Education (MSDE) procurement regulations to purchase and install an electronic classroom that meets the specifications to be used for classroom instruction and student assessment and equipped to transmit local and state assessment data. Currently, our district is using a combination of non-dedicated computer labs and wireless mobile carts which will not comply with the electronic test delivery security environment. Additionally, the electronic classroom will increase the capabilities of collecting and managing student assessment data at the classroom level by the teachers, for just-in-time instructional decision-making. Pending receipt of initial funding, we will award the bid and perform the installation of the electronic classrooms.

Once the electronic classrooms are in place, we will use subsequent funding to support job-embedded training for principals, content area teachers, and the Curriculum Resource Teachers (school-testing coordinator) in:

- Integrating technology into daily instruction
- Test security and assessment protocols
- Hardware/software maintenance
- Formative and summative database management

The amount of RTTT formula funding available for these efforts restricts WCPS from equipping all grade levels and all content areas as required through MSA and HSA testing. The first priority of this initiative will be to equip classrooms in low performing middle schools with the highest percentage of students in poverty which, through analysis of trend data, have the greatest opportunities for improving MSA scores. We will comply with all the requirements of COMAR 7-204. and associated MSDE regulations as we increase our capacity to participate in computer-based testing and electronic data management.

Once the electronic classrooms and professional development are in place, WCPS will use a similar approach to utilize future RTTT funding to extend this model to all schools. Since the RTTT formula funding will not be sufficient to strategically implement the long-term graduated investment system needed to build capacity at key grade levels in assessed content areas in all schools, the district will search for other available grant funding including MSDE sub-grants for technology for electronic assessments. Finally, because the projected formula RTTT formula funding will not adequately fulfill the needs of all MSA/HSA affected grades and content areas by 2014, WCPS will be compelled to seek local support to meet daily integration of technology into instruction and the new state requirements for electronic assessments.

WCPS will additionally support the remaining two applicable assurances in Maryland's RTTT effort. Section B: Standards and Assessments is inextricably tied to Section C: Data Systems and Section D: Great Teachers and Leaders. Using the current definition and the current testing platform, there are no lowest achieving schools in Worcester County. However, in order to remain among the highest achieving districts in the state of Maryland, WCPS must build the capacity in technology, systems, and people.

**Worcester County Public Schools will seek other funding sources ( local and/or grant) to support this goal when the RTTT funding ends.**

## **Section B: Standards and Assessments PART II**

Narrative: The narrative for Section B will address the activities included in the original Memorandum of Understanding (B)(3). 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 B, following the directions provided for Section A

### **Action Plan: Section B**

**LEA: Worcester County Public Schools LEA 23    Date: Oct. 2010    Year of the Grant (circle one)**

**①    ②    ③    ④**

#### **Goal(s):**

- **Ensure that assessed area content teachers have timely and meaningful access to assessment information administered and submitted electronically.**
- **Ensure that students and teachers are prepared to successfully utilize electronic classrooms for computer-based testing.**
- **Ensure the WCPS staff is able to utilize electronic pre and post assessment data bases for local formative assessment and statewide assessments.**

Section B: Standards and Assessments	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N	Aligned to BTE MP
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(B)(3)						
Analyze 8 <sup>th</sup> grade MSA scores to <b>prioritize</b> school site(s) for electronic classroom(s) implementation	(B)(3)	Three	January, Year 1	<ul style="list-style-type: none"> <li>District Content Coordinators</li> <li>District Testing Coordinator</li> <li>District Data Facilitator</li> </ul>	Site(s) selected	N	Goal 5; Key Strategy 5.A
Solicit bids for furniture, electrical/data cables, switches and hardware	(B)(3)	Three	May, Year 1	<ul style="list-style-type: none"> <li>District Technology Coordinator</li> <li>Facilities Planner</li> </ul>	Proposals obtained	N	Goal 5; Key Strategy 5.A
Award the contract	(B)(3)	Three	June, Year 1	<ul style="list-style-type: none"> <li>BOE approval</li> </ul>	Proposal awarded	N	Goal 5; Key Strategy 5.A
Advertise, interview and hire a Electronic Classroom Facilitator to support implementation	(B)(3)	Three	July 1, Year 1	<ul style="list-style-type: none"> <li>District Technology Coordinator</li> <li>District Technology Resource Teacher</li> <li>Administrators</li> </ul>	EC Facilitator in place	Y	Goal 5; Key Strategy 5.A
Perform installations	(B)(3)	Three	September, Year 1	<ul style="list-style-type: none"> <li>District Technology Coordinator</li> <li>District Technicians</li> <li>Vendors</li> </ul>	Completion of installations	N	Goal 5; Key Strategy 5.A
Training	(B)(3)	Three	November, Year 1	<ul style="list-style-type: none"> <li>School-based leaders</li> <li>Content teachers</li> <li>CRTs</li> <li>School-based Tech coaches</li> <li>District Content Coordinators</li> </ul>	Professional Development: <ul style="list-style-type: none"> <li>Integrating technology into daily instruction</li> <li>Test security and assessment protocol</li> <li>Hardware/software maintenance</li> <li>Formative and summative data base management</li> </ul>	N	Goal 5; Key Strategy 5.A
Student Practice	(B)(3)	Three	December, Year 1	<ul style="list-style-type: none"> <li>Content teachers</li> </ul>	Student Activities	N	Goal 5; Key Strategy 5.A

Section B: Standards and Assessments	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N	Aligned to BTE MP
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(B)(3)						
Analyze 7 <sup>th</sup> and 8 <sup>th</sup> grade MSA scores to <i>expand</i> school site(s) for electronic classroom(s) implementation	(B)(3)	Three	January, Year 2	<ul style="list-style-type: none"> <li>District Content Coordinators</li> <li>District Testing Coordinator</li> <li>District Data Facilitator</li> </ul>	Site(s) selected	N	Goal 5; Key Strategy 5.A
Solicit bids for furniture, electrical/data cables, switches and hardware	(B)(3)	Three	May, Year 2	<ul style="list-style-type: none"> <li>District Technology Coordinator</li> <li>Facilities Planner</li> </ul>	Proposals obtained	N	Goal 5; Key Strategy 5.A
Award the contract	(B)(3)	Three	June, Year 2	<ul style="list-style-type: none"> <li>BOE approval</li> </ul>	Proposal awarded	N	Goal 5; Key Strategy 5.A
Perform installations	(B)(3)	Three	September, Year 2	<ul style="list-style-type: none"> <li>District Technology Coordinator</li> <li>District Technicians</li> <li>Vendors</li> </ul>	Completion of installations	N	Goal 5; Key Strategy 5.A
Training	(B)(3)	Three	November, Year 2	<ul style="list-style-type: none"> <li>School-based Leaders</li> <li>Content teachers</li> <li>CRTs</li> <li>School-based Tech coaches</li> <li>District Content Coordinators</li> </ul>	Professional Development: <ul style="list-style-type: none"> <li>Integrating technology into daily instruction</li> <li>Test security and assessment protocol</li> <li>Hardware/software maintenance</li> <li>Formative and summative data base management</li> </ul>	N	Goal 5; Key Strategy 5.A
Student Practice	(B)(3)	Three	December, Year 2	<ul style="list-style-type: none"> <li>Content teachers</li> </ul>	Student Activities	N	Goal 5; Key Strategy 5.A



Section B: Standards and Assessments	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N	Aligned to BTE MP
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(B)(3)						
Analyze 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade MSA scores to <b>expand</b> school site(s) for electronic classroom(s) implementation	(B)(3)	Three	January, Year 3	<ul style="list-style-type: none"> <li>District Content Coordinators</li> <li>District Testing Coordinator</li> <li>District Data Facilitator</li> </ul>	Site(s) selected	N	Goal 5; Key Strategy 5.A
Solicit bids for furniture, electrical/data cables, switches and hardware	(B)(3)	Three	May, Year 3	<ul style="list-style-type: none"> <li>District Technology Coordinator</li> <li>Facilities Planner</li> </ul>	Proposals obtained	N	Goal 5; Key Strategy 5.A
Award the contract	(B)(3)	Three	June, Year 3	<ul style="list-style-type: none"> <li>BOE approval</li> </ul>	Proposal awarded	N	Goal 5; Key Strategy 5.A
Perform installations	(B)(3)	Three	September, Year 3	<ul style="list-style-type: none"> <li>District Technology Coordinator</li> <li>District Technicians</li> <li>Vendors</li> </ul>	Completion of installations	N	Goal 5; Key Strategy 5.A
Training	(B)(3)	Three	November, Year 3	<ul style="list-style-type: none"> <li>School-based leaders</li> <li>Content teachers</li> <li>CRTs</li> <li>School-based Tech coaches</li> <li>District Content Coordinators</li> </ul>	Professional Development: <ul style="list-style-type: none"> <li>Integrating technology into daily instruction</li> <li>Test security and assessment protocol</li> <li>Hardware/software maintenance</li> <li>Formative and summative data base management</li> </ul>	N	Goal 5; Key Strategy 5.A
Student Practice	(B)(3)	Three	December, Year 3	<ul style="list-style-type: none"> <li>Content teachers</li> </ul>	Student Activities	N	Goal 5; Key Strategy 5.A

Section B: Standards and Assessments	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N	Aligned to BTE MP
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(B)(3)						
Analyze 6 <sup>th</sup> , 7 <sup>th</sup> and 8 <sup>th</sup> grade MSA scores to <i>expand</i> school site(s) for electronic classroom(s) implementation	(B)(3)	Three	January, Year 4	<ul style="list-style-type: none"> <li>District Content Coordinators</li> <li>District Testing Coordinator</li> <li>District Data Facilitator</li> </ul>	Site(s) selected	N	Goal 5; Key Strategy 5.A
Solicit bids for furniture, electrical/data cables, switches and hardware	(B)(3)	Three	May, Year 4	<ul style="list-style-type: none"> <li>District Technology Coordinator</li> <li>Facilities Planner</li> </ul>	Proposals obtained	N	Goal 5; Key Strategy 5.A
Award the contract	(B)(3)	Three	June, Year 4	<ul style="list-style-type: none"> <li>BOE approval</li> </ul>	Proposal awarded	N	Goal 5; Key Strategy 5.A
Perform installations	(B)(3)	Three	September, Year 4	<ul style="list-style-type: none"> <li>District Technology Coordinator</li> <li>District Technicians</li> <li>Vendors</li> </ul>	Completion of installations	N	Goal 5; Key Strategy 5.A
Training	(B)(3)	Three	November, Year 4	<ul style="list-style-type: none"> <li>School-based leaders</li> <li>Content teachers</li> <li>CRTs</li> <li>School-based Tech coaches</li> <li>District Content Coordinators</li> </ul>	Professional Development: <ul style="list-style-type: none"> <li>Integrating technology into daily instruction</li> <li>Test security and assessment protocol</li> <li>Hardware/software maintenance</li> <li>Formative and summative data base management</li> </ul>	N	Goal 5; Key Strategy 5.A
Student Practice	(B)(3)	Three	January, Year 4	<ul style="list-style-type: none"> <li>Content teachers</li> </ul>	Student Activities	N	Goal 5; Key Strategy 5.A

## **Section C: Data Systems to Support Instruction**

### **(C)(3) Using Data to improve instruction**

Worcester County Public Schools (WCPS) will support MSDE's initiatives regarding the use of data to improve instruction.

### **(C)(3i) Use of local instructional improvement systems**

Worcester County Public Schools (WCPS) will support MSDE's initiatives regarding the development and use of a longitudinal data base to improve instruction.

Over the last 15 years of school reform, Worcester County Public Schools has provided a strong focus on the use of data to drive instructional decisions. For many years, schools, teachers, and district staff collected this information by hand. This collection became cumbersome, was often inaccurate, and because it required so much time on the part of staff, it was not efficient or useful. Teachers spent their time collecting data rather than effectively using their time to plan instruction based on the data. For nine years we have used PowerSchool, a student data management system. We had hoped it would be a vehicle for assessment data as well. When it was determined that PowerSchool did not meet our assessment data needs, WCPS adopted Edusoft a student assessment data system) in 2004. This system permitted the development of local and classroom level formative benchmarks that were aligned to the State Standards. It gave very specific information about how students performed on those assessments as a whole group, as subgroups, and as individual students. It also allowed us to input our state assessment scores for both MSA and HSA. Much time and effort have been spent providing professional development in the use of these locally developed formative benchmarks to inform instruction. We have found that the use of an assessment data system to be very effective in guiding teachers in the instructional needs of our students. But as we have grown in our use and understanding of data and as our needs have increased in the type of data we need to analyze, we have found that our current system does not address all of our needs.

Worcester County Public Schools is planning to use the opportunity provided by Race To The Top to research and select a new assessment data management system. The new data system must be aligned with the current Maryland Statewide Longitudinal Data System and the America COMPETES Act. These include: unique student identifier; demographics and program participation information; enrollment/transfer; completion of educational programs; ability to provide meaningful information to higher education schools; state data available to all stakeholders that is accurate and reliable; test records of all students in state, local, and national assessments; teacher identifier to match students to a teacher; student level transcript information that includes courses, grades and at the high school level information on the status of meeting the HSA requirement; student, school, and district level college readiness test scores; and information about student transition to postsecondary education.

Key components of a student assessment data system for WCPS include a system that will:

- house various data points (all state, local, national, norm-referenced: such as MSA, HSA, MMSR, CTE, DIBELS, Lexile Levels, Terra Nova, SAT, PSAT, Gates, and all local assessments).
- allow ease of use by teachers, school administrative and district staff.

- track all of our students from PreK through postsecondary plans (a long term longitudinal data base).
- allow the alignment of local formative benchmarks to the state standards/common core standards.
- include the ability to review data at the student level, teacher level, school level and district level.
- provide disaggregated results for student subgroups and special programs.
- support our goal of providing on-line local assessments.
- support the information needed to manage high school students in meeting the HSA requirements including the Bridge Plan.
- include methods to assess content areas not generally assessed at the state and local level (Art, PE, Music, Non-Assessed Academic Contents).
- "speak" to our student data management system so that nightly it is updated with enrollment, grades, changes in program, etc.
- support the collection of data needed for MSDE files.
- provide a check-and-balance system to ensure the accuracy of data.
- assure a fail-safe security of system and its data.

Worcester County Public Schools will utilize the RTTT funding to identify and contract with a student assessment data system vendor. We will also use funds to provide the needed and ongoing professional development for leaders and teachers in effective use of data to inform instructional and program decisions.

Throughout the fall and early spring of 2010-2011, vendors will be invited to present data management systems to a group of stakeholders. These stakeholders will include central office staff, school leaders, and teachers. Stakeholders will be given a rubric that includes the key target areas listed above to evaluate each system. This group will recommend to the Superintendent of Schools a data system that best meets the needs of WCPS. Once it has been approved, a contract will be developed and signed by March 2011.

### **(C) (3ii) Professional development on use of data**

Worcester County Public Schools (WCPS) will support MSDE's initiatives regarding providing professional development in using data to drive instruction and in the effective use of a database system.

Following the purchase of the data management system, professional development sessions will be created to begin the process of introducing the new system. We will begin by developing trainers in each school so that we can implement a "Train-the-Trainers" model. A person in each school who can provide job-embedded and ongoing professional development to any staff member will exist. Ongoing, specific, and targeted professional development will be delivered to all users of the data assessment system. Classroom teachers will have professional development designed for them to access the information. Special Education teachers will have another level of training as will principals, assistant principals, coordinators of instruction, superintendents, and school test coordinators.

The professional development will be delivered in two major phases:

### **Phase One- Use of System**

1. Train-the-Trainers (staff from each school and central office staff) - to be completed by the Vendor
2. Initial/general use of the data management system for all teachers - this will be done during the spring and summer of 2011 at the district office by trainers from each school and our Data Management Specialist
3. Train District Instructional Coordinators in the development of Benchmarks - to be completed at the district office by the LAC and Data Management Specialist
4. Train school based leaders in the use of the system - to be completed at the district office by the LAC and Data Management Specialist
5. Train-the-Trainers from each school in the development of school based assessments - to be completed at the district office by the LAC and Data Management Specialist
6. Quarterly training provided at the school level by the trainers in the ongoing use of the system and as needed by individual staff members

### **Phase Two - Use of Data to Drive Instructional and Program Decisions**

1. Train-the-Trainers (staff from each school and central office staff) - to be completed by the LAC, Instructional Coordinators, and Data Management Specialist
2. Overview of effective ways of using data for all teachers - this will be done during the early fall of 2011 at the district office by trainers from each school and by the LAC, Instructional Coordinators, and Data Management Specialist
3. Training of school-based administrators in the use of data to drive instruction - to be completed at the district office by the LAC and Data Management Specialist in the summer of 2011
4. Quarterly training provided at the school level by the trainers in the use of the data and as needed by individual staff members

On a yearly basis the selected data management system will be evaluated for its efficacy and reliability. All stakeholders will be asked to evaluate the system and make recommendations for improvement. Renewal of the contract will be contingent on the results of the evaluations and the vendor's willingness to support reasonable recommendations.

### **(C)(3iii) Availability and accessibility of data to researchers**

Worcester County Public Schools (WCPS) will support MSDE's efforts regarding the availability and accessibility of data to researchers.

Worcester County Public schools will make assessment data available to approved researchers. Worcester County Public Schools values the use of data to drive instructional and program decisions. The importance of analyzing the data and helping teachers guide their instruction based on student need is part of what makes this a successful school system. We believe that as we move into this next wave of reform, we must address the increasing demands of collecting and using data. Our plan is to utilize Race To The Top funds to develop a system of data management that will aid us in the continuation of helping our students achieve at a high rate and to support our teachers in meeting the needs of each student.

**Worcester County Public Schools will seek other funding sources ( local and/or grant) to support this goal when the RTTT funding ends.**



## **Section C: Data Systems to Support Instruction**

Narrative: The narrative for Section C will address the activities included in the original Memorandum of Understanding (C)(3)(i-iii). 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 C, following the directions provided for Section A.

### **Action Plan: Section C**

**LEA: Worcester County Public Schools LEA 23    Date: 11/10    Year of the Grant (circle one) ① ② ③ ④**

#### **Goal(s):**

- **Implement a student assessment data management system aligned to the MLDS (Maryland Longitudinal Data System).**
- **Implement a data system that will support various data points (state, national, and local assessment scores).**
- **Provide effective and job-embedded professional development in the use of the new data management system.**
- **Provide effective and job-embedded professional development in the use of data to inform instructional and programmatic decisions.**

<b>Section C: Data Systems to Support Instruction</b>	<b>Correlation to State Plan</b>	<b>Project #</b>	<b>Timeline</b>	<b>Key Personnel</b>	<b>Performance Measure</b>	<b>Recurring Expense: Y/N</b>	<b>Aligned to BTE MP</b>
<i>MOU Requirements: (Yes)</i> <i>Activities to Implement MOU Requirements</i>	(C)(3)(i-iii)						
1. Research a longitudinal student assessment data management system that will be aligned to MLDS and provide for management of all pertinent data for all students. The system will need to: <ul style="list-style-type: none"> <li>• house various data points (all state, local, national, norm-referenced- such as MSA, HSA, MMSR, CTE, DIBELS, Lexile Levels, Terra Nova, SAT, PSAT, Gates, and all local assessments).</li> <li>• allow ease of use by teachers, school administrative and district staff.</li> <li>• track all of our students from PreK through postsecondary plans (a long-term longitudinal data base).</li> </ul>	(C) (3i)	Two	October 2010-February 2011	John Gaddis, Assistant Superintendent for Instruction  Stephanie Zanich, Local Accountability Coordinator  Rebecca Henderson, Data Specialist  District Content Coordinators	Assessment data systems researched and evaluated for recommendations.	No	Goal 5: Key Strategies 5.A; 5.B; 5.C

<ul style="list-style-type: none"> <li>align local formative benchmarks to the state standards/common core standards.</li> <li>include the ability to review data at the student level, teacher level, school level and district level.</li> <li>provide disaggregated results for student subgroups and special programs.</li> <li>support our goal of providing on-line local assessments.</li> <li>support the information needed to manage high school students in meeting the HSA requirements including the Bridge Plan.</li> <li>include methods to assess content areas not generally assessed at the state and local level (Art, PE, Music, Non Assessed Academic Contents).</li> <li>"speak" to our student data management system so that nightly it is updated with enrollment, grades, changes in program, etc.</li> <li>support the collection of data needed for MSDE files.</li> <li>provide a check-and-balance system to ensure the accuracy of data.</li> </ul>							
<p>2. Purchase a longitudinal student assessment data management system that will be aligned to MLDS and provide for management of all pertinent data for all students. The selection steps will include:</p> <ul style="list-style-type: none"> <li>vendor demonstrations of assessment data systems.</li> <li>stakeholder group evaluation of various products.</li> <li>recommendation to the Superintendent.</li> <li>approval and purchase of data system.</li> </ul>	(C) (3i)	Two	<p>Oct.-Dec. 2010 Dec.2010 -Jan. 2011 Jan. 2011 Feb. 2011</p>	<p>Jon Andes, Superintendent of Schools</p> <p>John Gaddis, Assistant Superintendent for Instruction</p> <p>Stephanie Zanich, Local Accountability Coordinator</p> <p>Rebecca Henderson, Data Specialist</p>	<p>Assessment data system evaluated and recommendation made.</p> <p>Assessment Data system approved and purchased.</p>	Yes	Goal 5: Key Strategies 5.A; 5.B; 5.C

3. Implement a longitudinal student assessment data management system that will be aligned to MLDS and provide for management of all pertinent data for all students. The implementation plan will include: <ul style="list-style-type: none"> <li>signing of contract and schedule developed for training by vendor.</li> <li>installing the program.</li> <li>purchasing of scanners required to perform scanning of local and school benchmark.</li> <li>Uploading students info, local and state assessment data, courses, grades etc.</li> </ul>	(C) (3i)	Two	March 2011-June 2015	John Gaddis, Assistant Superintendent for Instruction	Assessment Data System in place and training schedule in place.	Yes	Goal 5: Key Strategies 5.A; 5.B; 5.C
			March 2011 (yearly)	Stephanie Zanich, Local Accountability Coordinator	Scanners purchased and in place.	No	
			April 2011	Rebecca Henderson, Data Specialist	All required data uploaded.	Yes	
			April 2011 (yearly)				
4. Provide professional development in the use of this system to district coordinators, school administrators, and teachers. The professional development will include: <ul style="list-style-type: none"> <li>training of trainers (staff from each school and central office staff) - to be completed by the Vendor.</li> <li>training in the use of the data management system for all teachers - this will be done during the spring and summer of 2011 at the district office by trainers from each school and our Data Management Specialist.</li> <li>training of District Instructional Coordinators in the development of Benchmarks - to be completed at the district office by the LAC and Data Management Specialist.</li> <li>training of school-based administrators in the use of the system - to be completed at the district office by the LAC and Data Management Specialist.</li> <li>training trainers from each school in the development of school based assessments - to be completed at the district office by the LAC and Data Management Specialist.</li> <li>quarterly job-embedded training at the school level by the trainers in the use of the system .</li> </ul>	(C) (3ii)	Two	Ongoing over all four years 2010-2015	John Gaddis, Assistant Superintendent for Instruction	Professional development sessions in use of system completed for: <ul style="list-style-type: none"> <li>Trainers in each school</li> <li>District Staff</li> <li>School Administrators</li> <li>Teachers</li> </ul>	Yes	Goal 5: Key Strategies 5.A; 5.B; 5.C
			April 2011	Stephanie Zanich, Local Accountability Coordinator			
			May 2011-August 2011	Rebecca Henderson, Data Specialist			
			May 2011	Wynnette Handy, Coordinator of Staff Development			
			June 2011				
			Sept. 2011				
			TBD by school based personnel (mid term or end of each quarter)				

<p>5. Provide professional development in data analysis and the use of data to drive instruction to school leaders and teachers. The professional development will include:</p> <ul style="list-style-type: none"> <li>• training of trainers (staff from each school and central office staff) - to be completed by the LAC, Instructional Coordinators, and Data Management Specialist.</li> <li>• providing an overview of effective ways of using data for all teachers - this will be done during the early fall of 2011 at the district office by trainers from each school and by the LAC, Instructional Coordinators, and Data Management Specialist.</li> <li>• training of school based administrators in the use of data to drive instruction - to be completed at the district office by the LAC and Data Management Specialist in the summer of 2011.</li> <li>• quarterly job-embedded training at the school level by the trainers in the use of the system.</li> </ul>	(C) (3ii)	Two	<p>Ongoing over all four years 2010-2015</p> <p>June-July 2011</p> <p>Sept.- Oct 2011</p> <p>August 2011</p> <p>TBD by school based personnel (mid term or end of each quarter)</p>	<p>John Gaddis, Assistant Superintendent for Instruction</p> <p>Stephanie Zanich, Local Accountability Coordinator</p> <p>Rebecca Henderson, Data Specialist</p> <p>Wynnette Handy, Coordinator of Staff Development</p> <p>District Content Coordinators</p>	<p>Professional development sessions analyzing and using data for instruction completed for:</p> <ul style="list-style-type: none"> <li>• Trainers in each school</li> <li>• District Staff</li> <li>• School Administrators</li> <li>• Teachers</li> </ul>	Yes	Goal 1: Key Strategies 1.A; 1.D; 1.E
<p>6. Worcester County Public schools will make assessment data available to approved researchers.</p>	(C) (3iii)	Two	<p>Ongoing over all four years 2010-2015, as approved and requested</p>	<p>Jon Andes, Superintendent of Schools</p> <p>John Gaddis, Assistant Superintendent for Instruction</p>	Data shared as requested and appropriate	No	

## **Section D: Great Teachers and Leaders**

With limited funds available, Worcester County has not allocated any of the Race To The Top funds to this section, we are committed to the adoption and implementation of a new evaluation system. As a part of this system, we will work to: improve teacher and principal effectiveness based on performance; ensure equitable distribution of all staff; and provide effective support to teachers and principals.

Worcester County has always been committed to providing the most highly qualified and effective school leaders and teachers to teach our children. We know that the single most important factor in student performance is the teacher. We have been dedicated to recruiting, hiring and retaining the best and the brightest. Our small class size is a recurring top focus in our budget development. We will continue to complete the activities that have been successful for us as a system. Evaluating teachers and school leaders on the performance of the students is the next step in making our schools even better. We will work with the state plan to develop our new evaluation system. We will spend time providing professional development on the new system and in the connection between teaching and student learning. Our plan will involve all stakeholders in the discussion and development of the evaluation system and we will continue to support our staff in providing the best instructional program possible to help our students be career and college ready.

We currently have a very successful teacher induction program. Worcester County Public Schools has a four-day orientation program, before the school year begins, for new teachers and for experienced teachers new to the county. The purpose of the orientation is to create a clear understanding of the school system's mission, encourage collaboration among new and veteran teachers and to create a community of teachers in which high expectations create high levels of academic achievement.

The first day of the orientation is an introduction to the county's benefits, policies and procedures. It is critical that new teachers learn what procedures are to be followed and what policies are to be used in any given situation that arises in the school or classroom. The better informed a teacher is, the more capable he or she is in making an appropriate decision. A variety of topics are discussed on the first day including, the contents of the Negotiated Agreement, the closing of schools due to inclement weather, family and medical leave, work conditions, child abuse and neglect, ethic regulations, grievance procedures and harassment of employees. With the assistance of the Human Resources Department, new teachers fill out forms including personal and emergency information, retirement, health/dental/vision, HIPPA regulations, life insurance, sick leave, blood bank, flexible spending, long-term care, and the credit union. The type of information received on the first day helps teachers understand much of the "red tape" that they will need to be familiar with as a new employee and as a new teacher.

The next two days of the New Teacher Orientation involve setting the expectations for teachers so that they will know what is expected of them in the days to come. Each new teacher is paired with a veteran teacher or a peer mentor. New teachers and their mentors review the specific curriculum they will teach, when they will teach it and also learn instructional strategies to use to make them successful in their content area. New teachers are introduced to the Dimension of Learning Model and the lesson planning framework that the county utilizes, *The Worcester Model*. An elementary, middle and high school demonstration lesson is conducted for teachers so that they get a first-hand look at what a model lesson looks like. Using *The Worcester Performance Criteria* (a set of indicators that represent instructional best practices and are used to measure teacher performance), teachers informally observe the model lesson and critique it. This simulation assists new teachers in learning what is required of them when they are teaching and the criteria that will be used when they are evaluated. New teachers also learn of the staff development priorities of the county and are rotated through mini-workshops in which they learn about minority student achievement, classroom management and differentiated instruction. These workshops are divided into elementary, middle and high school levels so that teachers are receiving

exactly the information and knowledge that they need at their grade or content area. New teachers are given time to work on lesson plans with their mentor for the first week of school. At the end of the third day, those lesson plans are shared with Instructional Coordinators and principals who give them additional feedback and make positive critiques about their work. On the last day of the Orientation, new teachers and their peer mentors work at their home schools and receive orientations at their individual schools, meet key personnel, continue lesson planning and begin preparing their classrooms for the first week of school.

During the Orientation and throughout the school year, the peer mentor supports the new teacher. It is the county's desire that the peer mentor becomes a trusting confidant who can answer questions, help with daily lesson plans, lend a listening ear, and/or help the new teacher problem-solve when needed. The peer mentor helps the new teacher expand their knowledge and skills, improve teaching skills, and learn classroom management. During the New Teacher Orientation, the peer mentor works closely with the new teacher as they collaborate on the planning of a lesson for the first week of school. Peer mentors also go over scheduling with teachers, as well as grade book information, and policies and procedures relating to the school environment. New teachers and their mentors constantly collaborate on lesson plans and other classroom topics. If necessary, teachers are given opportunities to observe their mentor teacher or another teacher in their content area. As a result of some unique school settings, some new teachers are able to co-teach with their peer mentors.

New teachers receive ongoing professional development throughout the year. Topics include: Classroom Management, Differentiated Instruction, Integration of Technology, The Framework for Understanding Poverty, Special Needs Students, Collaboration and Co-teaching, and Meeting the Needs of Diverse Learners. Mentors are invited to join their mentees during these professional development sessions. This strategy is helpful, in that the peer mentor hears the information that is being delivered and is able to help the new teacher apply the information gleaned from the session once he or she returns to the classroom.

Using the *Worcester Performance Criteria*, teachers are evaluated based on clearly defined teaching criteria and standards (Organization and Management, Learning Objectives, Teacher Scholarship, Planning, Resources and Materials, Human Relationship and Acceptance of Responsibilities). New teachers are observed both informally and formally, throughout the year in order to ensure appropriate supervision and support of the teacher. Informal observations are completed by School-Based Administrators, Instructional Supervisors and Coordinators and peer mentors as necessary throughout the year. New teachers are observed formally during the year, a total of six times by at least two different observers.

*Their staffing plan, including who coordinates the program, the number of new teachers and the number of mentors and how many new teachers they each serve.*

The New Teacher Orientation is coordinated by an Instructional Coordinator who is responsible for Staff Development and Multicultural Education in the county. Other Instructional Supervisors and Coordinators in the areas of Special Education, Reading, Early Childhood, Social Studies, Science, Mathematics, Technology, Foreign Language, Integrated Language Arts, English, Guidance Counselors and Career and Technology Education offer suggestions for improvement of the orientation yearly based on their participation in the program and the evaluations completed by participants. Last year, 37 new teachers were paired with 37 peer mentors. In addition, to Instructional Coordinators, exemplary teachers within the county are asked to make presentations to the new teachers about different topics.

#### *The process of mentor recruitment, screening, selection and training*

School-based Administrators recruit peer mentors within their schools to work with new teachers. As the administrator searches for an appropriate match he or she is looking for a veteran teacher, someone who is knowledgeable about the grade level and subject area to which the new teacher is assigned and someone who has the reputation for excellence in teaching. The peer mentors sit side-by-side with the new teacher during the New Teacher Orientation. It is felt that the information disseminated is just as important for the peer mentor to hear as it

is for the new teacher. During the orientation, peer mentors meet to discuss how to best help the new teacher with whom he or she is working. Peer mentors learn about communication strategies, phases that new teachers experience, as well as the type of assistance the new teachers are requesting. Peer mentors are also encouraged and invited to participate in the training that takes place for the new teachers during the school year. Peer mentors are paid to attend the New Teacher Orientation during the summer and any additional professional development activities, throughout the school year, in which they participate. Peer mentors can also apply for Maryland State Department of Education credits for their mentoring efforts during the school year.

*The training provided to Central Office and School-Based Administrators regarding the New Teacher Induction Program*

The Central Office staff holds several meetings about the content and organization of the New Teacher Orientation. They offer suggestions in the creation of the program. School-Based Administrators are briefed about the New Teacher Orientation during A&S (Administrative and Supervisory) meetings. The School-Based administrators are given information about the selection, recruiting, and retaining efforts used in the county. A yearly Inservice is held for recruiters. In addition, Instructional Supervisors Coordinators and School-Based Administrators receive continuous updates concerning the New Teacher Orientation.

*To the extent practicable given staffing and fiscal concerns, if any of the following options were adopted for new teachers:*

- a. A reduction in the teaching schedule;*
- b. A reduction or elimination of responsibilities in non-instructional duties; and/or*
- c. Sensitivity to assignment to teaching classes that include high percentages of students with achievement, discipline or attendance challenges.*

As a result of the Worcester County Public School System having some of the lowest class sizes and because of the support given to new teachers, their teaching schedules are basically the same as the county's veteran teachers. New teachers replace retirees and/or are placed in new positions that have been created in order to lower class size or address a content area need. All teachers, including new teachers are given a reduction or elimination of responsibilities in non-instructional duties when it is feasible. In several of our schools, new teachers are afforded the elimination of non-instructional duties if there is sufficient staffing to make that possible. Sensitivity to assignment to teaching classes that include high percentages of students with achievement and discipline challenges are a concern of the School-Based Administrators and are considered when new teachers are involved; however, as a result of scheduling and low class sizes, a high percentage of any specific type of challenging-student is eliminated. School-based administrators, guidance counselors and previous-year teachers collaborate in creating class lists of students.

Each year we evaluate the program and make changes to improve. While many schools systems experience difficulty filling needed positions or have a high rate of teacher drop-out, we do not. Teachers are anxious to be a part of the Worcester County School system and when they start here, they stay here. We have a very stable teaching staff and are committed to supporting our new and veteran teachers as they go about the business of providing for our students. Worcester County will participate in all trainings, academies, and support programs offered by MSDE as we move to develop our new evaluation system and refine our teacher induction program.

Worcester County Public Schools will participate in the state's plan for new teacher and principal evaluation, Educator Instructional Improvement Academies, and the Induction Academies.

**Worcester County has no plans to use any of the RTTT funds for section D. Worcester County Public Schools will seek other funding sources ( local and/or grant) to support this goal.**



### Action Plan: Section D

LEA: Worcester County Public Schools LEA 23    Date: 11/10    Year of the Grant (circle one) 1 2 3 4

**Goal(s): Adopt a new evaluation system that will include student performance.**

- **Increase the effectiveness of teachers and school leaders based on student performance and needs determined by evaluations.**
- **Implement an evaluation system that complies with the State Framework.**
- **Implement a mentoring system that complies with regulations of the Comprehensive Teacher Induction Program**
- **Provide effective and job-embedded professional development to school leaders and teachers**

<b>Section D: Great Teachers and Leaders</b>	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes)</i> <i>Activities to Implement MOU Requirements</i>	(D)(2)(i – iv) (D)(3)(i – ii) (D)(5)(i – ii)					
(D) (2) Improving teacher and school leader effectiveness based on performance						
1. Evaluate the existing evaluation system.	(D)(2)(i – iv)		April 2011 - June 2011	Jon Andes, Superintendent of Schools  John Gaddis, Assistant Superintendent for Instruction  Ed Barber, Assistant Superintendent for Administration	Current evaluation system evaluated  Key stakeholders included in evaluation	N
2. Design a new evaluation system for teachers and school leaders that includes student growth (with the cooperation of the teacher's association) or adopt the state model	(D)(2)(i – iv)		July 2011- June 2012	Jon Andes, Superintendent of Schools  John Gaddis, Assistant Superintendent for Instruction  Ed Barber, Assistant Superintendent for Administration	Evaluation system developed	N



3. Adopt a new evaluation plan to help improve teacher and school leader effectiveness based on performance.	(D)(2)(i-iv)		July 2012	Jon Andes, Superintendent of Schools  John Gaddis, Assistant Superintendent for Instruction  Ed Barber, Assistant Superintendent for Administration  Board of Education  Association of Teachers	Evaluation system adopted	N
4. Provide professional development to school leaders and teachers in the new evaluation system.	(D)(2)(i-iv)		August 2012, ongoing	Jon Andes, Superintendent of Schools  John Gaddis, Assistant Superintendent for Instruction  Ed Barber, Assistant Superintendent for Administration  Wynnette Handy, Coordinator of Staff Development	Professional development session determined and provided	Y
5. Implement a rigorous evaluation system	(D)(2)(i-iv)		September 2012, ongoing	Jon Andes, Superintendent of Schools  John Gaddis, Assistant Superintendent for Instruction  Ed Barber, Assistant Superintendent for Administration  School Leaders	Evaluation system implemented  Evaluation completed on the effect on student achievement	Y

6. Plan professional development sessions for teachers and school leaders based on student growth and evaluations.	(D)(2)( i-iv)		Jan. 2013, ongoing	Jon Andes, Superintendent of Schools  John Gaddis, Assistant Superintendent for Instruction  Ed Barber, Assistant Superintendent for Administration  Wynnette Handy, Coordinator of Staff Development	Professional development session determined and provided	Y
7. Develop and implement procedures for using evaluations to determine decisions regarding tenure, promotion, and removal.	(D)(2)( i-iv)		July 2011- June 2012	Jon Andes, Superintendent of Schools  John Gaddis, Assistant Superintendent for Instruction  Ed Barber, Assistant Superintendent for Administration	Procedures developed, approved and in place	N
8. Evaluate equitable distribution of effective teachers and school leaders and make and changes as appropriate. ( focus on high-poverty and/or high minority schools)	(D) (3) (i-ii)		July 2011, ongoing	Jon Andes, Superintendent of Schools  John Gaddis, Assistant Superintendent for Instruction  Ed Barber, Assistant Superintendent for Administration	Distribution of teachers evaluate  Changes made as necessary	Y
9. Provide professional development to school leaders and teachers in best instructional practices, curriculum, use of data, and other topics determined by student performance and staff needs.	(D) (5) (i-ii)		January 2011, ongoing	Jon Andes, Superintendent of Schools  John Gaddis, Assistant Superintendent for Instruction  Ed Barber, Assistant Superintendent for Administration  Wynnette Handy, Coordinator of Staff Development	Professional development session determined and provided	Y

<i>Additional Required Activities:</i>						
1. Evaluate current teacher induction program.	(E)(2)		Dec. 2010-February 2011	Jon Andes, Superintendent of Schools  John Gaddis, Assistant Superintendent for Instruction  Wynnette Handy, Coordinator of Staff Development	Evaluation completed  Recommendations for revision determined	N
2. Revise, as needed, and implement the teacher induction program.	(E)(2)		March 2011-June 2011, ongoing	Jon Andes, Superintendent of Schools  John Gaddis, Assistant Superintendent for Instruction  Wynnette Handy, Coordinator of Staff Development	Revisions made to plan  Teacher induction program implemented	Y
3. Have Mentors, School Leaders, and Central office staff attend Educator Instructional Improvement Academies.	(E)(2)		Summer 2011, ongoing	John Gaddis, Assistant Superintendent for Instruction  Wynnette Handy, Coordinator of Staff Development	Staff in attendance at academies	Y
4. Provide regular professional development to teacher mentors.	(E)(2)		August 2011, ongoing	John Gaddis, Assistant Superintendent for Instruction  Wynnette Handy, Coordinator of Staff Development	Professional development session determined and provided	Y
5. Participate in MSDE's Educator Instructional Improvement Academies for Teachers, Priority Schools and Maryland Principals' Academies for appropriate principals, Aspiring Leaders' Academy, and Executive Officer professional development opportunities	(E)(2)		September 2010, ongoing	Jon Andes, Superintendent of Schools  John Gaddis, Assistant Superintendent for Instruction  Ed Barber, Assistant Superintendent for Administration  School and District Leaders and Teachers	Staff in attendance at MSDE programs	Y

## **Section E: Turning Around Lowest Achieving Schools**

Worcester County Public Schools is committed to improving the achievement of all students so that they are proficient in all content areas and college and/or career ready. Eliminating the achievement gap and accelerating performance of identified children is a top priority. In order to assist schools in reaching all children, the **LSS** will support student achievement, eliminate the achievement gap, and accelerate performance in a number of ways:

- Continue implementation of a rigorous curriculum based on state standards.
- Work with each school to develop an improvement plan which will focus on increasing student achievement, closing the achievement gap, and accelerating learning for all students. The district will provide support to each school in the development and implementation of the improvement plan. Each school's plan is reviewed and evaluated by a team with input given to the school.
- Support schools' efforts to extend the school day with after-school and summer programs. The effectiveness of these programs will be monitored by the LSS and technical assistance will be given to schools. All Title I schools have an extended day and summer program open to all students.
- Continue making reading and math a high priority. High quality staff development will be offered in teaching reading, math, eliminating the gap, learning styles, differentiated instruction, technology, and effective best practices that are grounded in research.
- The LSS Human Resources Department and administration will expand the recruitment efforts to find highly qualified teachers and paraprofessionals for high-need schools. The LSS will financially support efforts to continue with graduate courses for teachers and paraprofessionals.
- Provide staff development opportunities to paraprofessionals to enhance their understanding of teaching reading, writing, and math.
- The Coordinator of Multicultural Education will work with each school to develop a workable plan to eliminate the achievement gap in that school. This plan will be based on each individual school's needs.
- The LSS will continue to implement all the components of its Accelerating The Achievement of African American Students.
- Intervention Programs outside of core academic programs will continue to be implemented in reading and math and will be monitored for student success rate and number of students served.
- Schools will have individual student profiles which will allow for easier monitoring of each student's achievement levels.
- Schools will develop a Plan for Success (an Individual Learning Plan) on each student identified as at-risk in reading and math.
- Assistance will be provided to each school in the development of the schedule so that instructional time is maximized.
- Collection of frequent data will be completed so that intervention services can be offered in a timely fashion: CTBS/5, Running Records, Individual Reading Inventories, county and school developed benchmark assessments. All assessments will be evaluated at school and the local level. All data collected will be reviewed in disaggregated form.
- The Title I Coordinator and Coordinator of Multicultural Education will serve on each school improvement team to assist in the development and evaluation of plans.
- The Coordinator of Math, Coordinator of Reading, and Early Childhood Coordinator will assist schools in implementing appropriate best practices to assist teachers in increasing the achievement of all students.
- A District Level School Support Team will assist all schools with student achievement by providing support, assistance, expertise, and monitoring.

- All schools have full-day kindergarten with the plan of improving student achievement by providing a solid foundation in early education.
- All schools have pre-kindergarten classes for all students who are economically disadvantaged.

Worcester County Public Schools has aligned the local curriculum to the Maryland State curriculum. Each subject by grade level has a curriculum that maps out the school year by content and by SC objective. Classroom, Special Education, and ELL Teachers are involved in the process of developing the curriculum. Gaps in the WCPS' curriculum and its match to the SC have been addressed. The curriculum guides are given to all staff members. All assessments are developed and aligned to the SC and county curriculum. WCPS has a high commitment to accelerate the achievement of all students through a high quality curriculum. High expectations and the belief that all students must be challenged to reach their full potential help to insure that our curricula are rigorous. This philosophy was the guiding principle in developing the local curriculum guides.

In every grade 1-10 Worcester County Public Schools has developed a local benchmark assessment in core content areas that is correlated question by question to the SC. This assessment is given and diagnostic information gained from the assessments is shared with teachers so that they may modify their instruction as needed. These benchmark assessments evaluate how well our students (by subgroup) are learning the SC. The results of these formative benchmarks are also reviewed at the district level so that a determination can be made about how our students are doing by subgroups and if our curricula need to be supported or changed to meet the needs of the students and requirements of the SC.

Additionally a focus is placed on the progress and achievement of each, individual child. All data collected at the school and district level is disaggregated by the subgroups set forth in NCLB. In addition WCPS will also review gender data for all assessments. In each school's AFG/School Improvement Plan, data collection is key to the planning process. Each quarter all data is reviewed so that the progress of the students and appropriateness of the plan can be reviewed.

Frequently throughout the year we will evaluate any data points available to us to determine student performance and school needs. A technical support team will be involved in any school that is low-achieving to offer the support and professional development needed to improve student achievement.

**Worcester County has no plans to use any of the RTTT funds for section E. Worcester County Public Schools will seek other funding sources (local and/or grant) to support this goal.**

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

### Action Plan: Section E

**LEA: Worcester County Public Schools LEA 23    Date: 11/10    Year of the Grant (circle one) ① ② ③ ④**

**Goal(s):    Turning around the lowest-achieving schools.**

- **Provide technical support (Central Office Staff and Resources) to any low-performing school.**
- **Provide professional development in curriculum, instructional practice, using data to drive instruction and differentiation to all staff at low-performing schools**
- **Review the school improvement plan and make recommendations for change to any low performing school (using Accreditation for Growth model).**

<b>Section E: Turning Around Lowest-Achieving Schools</b>	<b>Correlation to State Plan</b>	<b>Project #</b>	<b>Timeline</b>	<b>Key Personnel</b>	<b>Performance Measure</b>	<b>Recurring Expense: Y/N</b>
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(E)(2)					
1. Evaluate student performance of all schools.	(E)(2)		September 2010, ongoing	Jon Andes, Superintendent of Schools  John Gaddis, Assistant Superintendent for Instruction  Stephanie Zanich, Local Accountability Coordinator  Wynnette Handy, Coordinator of Staff Development  School Leaders	Evaluation of student performance on various data points completed for each school	Y
2. Develop technical support team to work with any low performing school	(E)(2)		September 2010, ongoing	Jon Andes, Superintendent of Schools  John Gaddis, Assistant Superintendent for Instruction	Technical support team developed  Goals determined for support team  Technical support given to all low achieving schools	Y

3. Provide ongoing job-embedded professional development to school leaders and teachers of any low-performing school using student data to determine needs	(E)(2)		September 2010, ongoing	Jon Andes, Superintendent of Schools  John Gaddis, Assistant Superintendent for Instruction  Stephanie Zanich, Local Accountability Coordinator  Wynnette Handy, Coordinator of Staff Development  School Leaders  Content Instructional Coordinators	Professional development session determined and provided	Y
4. Participate in the development of and review school improvement plans	(E)(2)		September 2010, ongoing	Jon Andes, Superintendent of Schools  John Gaddis, Assistant Superintendent for Instruction  Stephanie Zanich, Local Accountability Coordinator  Wynnette Handy, Coordinator of Staff Development  Content Instructional Coordinators	Plans reviewed  Recommendations made to schools	Y

**Worcester County has no plans to use any of the RTTT funds for section E. Worcester County Public Schools will seek other funding sources ( local and/or grant).**

# Worcester County

## LEA 23

### Race To The Top

### Budget Section



Project Budget Summary Table					
<p align="center"><b>Worcester County Public</b></p> <p><b>Local School System:</b>      <b>Schools</b></p> <p><b>Project Name:</b>              <b>Standards &amp; Assessment</b></p> <p><b>Associated with Criteria:</b> (B) (3) Supporting the transition to enhanced standards and high quality assessments</p> <p><b>Project Number:</b>              <b>1</b></p>					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	32,400	32,400	32,400	97,200
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	89,676	89,676	89,676	269,028
4. Other Charges	-	2,592	2,592	2,592	7,776
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	-	-	-	-
7. Total Costs (lines 1- 6)	-	124,668	124,668	124,668	374,004
<p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.</p> <p>Column (e): Show the total amount requested for all project years.</p>					

Project Name:	<b>Standards &amp; Assessment</b>				
LEA:	<b>Worcester County Public Schools</b>				
Project Number:	<b>1</b>				
<b>Project Details by Object</b>					
<b>Salaries and Wages: Salaries and wages include professional development stipends in the area of developing and implementing the Worcester County curriculum which will be aligned with the Common Core Standards. PD time will also be spent on developing support materials for teachers to deliver the curriculum.</b>					
(Classification)	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	-	-			-
Salary	-	32,400	32,400	32,400	97,200
<b>Total</b>	-	-	-	-	-
(Classification)	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	-	-			-
Salary	-	-			-
<b>Total</b>	-	-	-	-	-
<b>Total Salaries and Wages</b>					
	-	32,400	32,400	32,400	97,200
Cost based on the following calculation: 60 teachers times 5 days @ \$108 per day.					
<b>Contract Services: expenditures for services performed by persons who are no on the LEA payroll, including equipment repair. Please provide a brief description of the contracted services included with this project. In the table below, please itemize the services provided. Add rows if necessary.</b>					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
<b>Total</b>	-	-	-	-	-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
<b>Supplies and Materials: New textbooks aligned with the new curriculum (which is aligned with the Common Core Standards) and curriculum materials.</b>					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Textbooks		89,676	89,676	89,676	269,028
item					-
<b>Total</b>	-	89,676	89,676	89,676	269,028
Basis for calculation: 954 students times 2 textbooks per student times \$47.00 per textbook.					
<b>Other Charges: Employee benefits</b>					
	Year 1	Year 2*	Year 3*	Year 4*	Total
Fixed charges		2,592	2,592	2,592	7,776
item					-
<b>Total</b>	-	2,592	2,592	2,592	7,776
Basis for computation is salary times 8%.					
<b>Property: expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestmanet Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.</b>					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
<b>Total</b>	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
<b>Transfers (Indirect Costs): payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.</b>					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
<b>Total</b>	-	-	-	-	-
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					
<b>Total Project Costs</b>					
	Year 1	Year 2*	Year 3*	Year 4*	Total
	-	124,668	124,668	124,668	374,004
Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.					

v1.1



Project Budget Summary Table					
<p align="center"><b>Worcester County Public Local School System: Schools</b></p> <p><b>Project Name:</b> Classroom of the Future</p> <p><b>Associated with Criteria:</b> (B) (2)Developing and Implementing Common, High Quality Assessments</p> <p><b>Project Number:</b> 2</p>					
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	34,792	34,792	34,792	34,792	139,168
2. Contract Services	33,900	-	-	-	33,900
3. Supplies and Materials	98,400	-	-	-	98,400
4. Other Charges	18,669	19,493	20,297	21,173	79,632
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	-	-	-	-
7. Total Costs (lines 1-6)	185,761	54,285	55,089	55,965	351,100
<p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.</p> <p>Column (e): Show the total amount requested for all project years.</p>					

Local School System: Worcester County Public Schools  
Project Title: Classroom of the Future  
Criteria: (B) (2) Developing and Implementing Common, High Quality Assessments  
Project Number: 2

### Project Budget Narrative

#### Project Description:

Worcester County Public Schools does not currently have the necessary infrastructure and teacher training base to begin implementation of this criteria which requires integration of technology into daily instruction of core content classrooms. Worcester County Public Schools will commit a significant portion of its Race to the Top allotment in meeting the requirement of high quality formative assessments by beginning to install the next generation of new electronic classrooms. This will also mean hiring additional staff to support the strategy of technology integration for instruction and assessment. The electronic classroom will also increase the capabilities of collecting and managing student assessment data at the classroom level by teachers for instructional decision making.

#### Funding:

Funding will support a technology repair technician (contractual), classroom furniture, computers, printers, and contracted services to provide for the installation of electricity, data cabling, and required room remodeling for two electronic classrooms. WCPS will seek local and grant funding to continue this project beyond the RTTT grant period.

#### Year by Year Description:

Years 1-4: Year 1 funding will support contracted services for installation of wiring and hardware, upgrades to the infrastructure of the classroom and supplies and materials including classroom furniture and computers. RTTT funds will also support the salary and fringe benefits for a new computer technician. Years 2, 3 and 4 will support the technician's salary and fringe benefits.

v1.1



Project Name:	<b>Classroom of the Future</b>
LEA:	<b>Worcester County Public Schools</b>
Project Number:	<b>2</b>

<b>Project Details by Object</b>
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**Salaries and Wages:** Salaries and wages are used in this program to support the addition of one technical repair person to be responsible for set-up and maintenance of technology equipment in the electronic classroom(s).

(Classification)	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	1.0	1.0	1.0	1.0	1.0
Salary	34,792	34,792	34,792	34,792	139,168
<b>Total</b>	<b>34,792</b>	<b>34,792</b>	<b>34,792</b>	<b>34,792</b>	<b>139,168</b>
(Classification)	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	-	-	-	-	-
Salary	-	-	-	-	-
<b>Total</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

**Total Salaries and Wages**

	34,792	34,792	34,792	34,792	139,168
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Cost based on calculation 1.0 fte times \$34,792 annual salary.

**Contract Services:** Contracted services for outside experts to perform data cabling, electrical installation, and required room remodeling of updated electronic classrooms.

	Year 1	Year 2*	Year 3*	Year 4*	Total
Data cabling	3,900				3,900
Electrical work	14,400				14,400
Furniture install.	5,600				5,600
False wall, paint	10,000				10,000
<b>Total</b>	<b>33,900</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>33,900</b>

All contracted services will be performed in Year 1, as Worcester County Public Schools begins the process of updating classrooms for integration of technology into instruction and assessment. Funds from Race to the Top are only providing the very beginning of this school system wide process.

**Supplies and Materials:** Include classroom furniture, student chairs, computers for each station, and printers for each classroom.

	Year 1	Year 2*	Year 3*	Year 4*	Total
Furniture	44,500				44,500
Chairs	6,450				6,450
Computers	46,550				46,550
Printers	900				900
<b>Total</b>	<b>98,400</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>98,400</b>

Project Name:	Classroom of the Future
LEA:	Worcester County Public Schools
Project Number:	2

#### Project Details by Object

All furniture and technology under Supplies and Materials will be purchased in Year 1 for installation into the updated electronic classrooms. Furniture: 2 classrooms times 25 units @ \$890 = \$44,500. Chairs: 2 classrooms times 25 units @ \$129 = \$6,450. Computers: 2 classrooms times 25 units @ \$931 = \$46,550. Printers: 2 classrooms times 1 units @ \$450 = \$900.

#### Other Charges: Employee benefits

	Year 1	Year 2*	Year 3*	Year 4*	Total
Fixed charges	18,669	19,493	20,297	21,173	79,632
<b>Total</b>	18,669	19,493	20,297	21,173	79,632

Basis for computation is salary times 8% plus health insurance @ \$15886 in Year 1, with a 5% increase in each year the following three years. Health insurance is an added incentive to recruit highly qualified staff into a non-permanent contractual position.

**Property:** expenditures for the acquisition of new or replacement fixed assets including equipment, vehicles, buildings, school sites, other property, to the extent allowable under the American Recovery and Reinvestment Act. Please provide a brief description of the property expenditures included in this project. In the table below, please itemize property expenditures. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
<b>Total</b>	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

**Transfers (Indirect Costs):** payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
<b>Total</b>	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

Project Name:	<b>Classroom of the Future</b>
LEA:	<b>Worcester County Public Schools</b>
Project Number:	<b>2</b>

<b>Project Details by Object</b>
----------------------------------

**Total Project Costs**

Year 1	Year 2*	Year 3*	Year 4*	Total
185,761	54,285	55,089	55,965	351,100

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.
---

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Project Budget Summary Table					
<p style="text-align: center;"><b>Worcester County Public Schools</b></p> <p><b>Local School System:</b>      <b>Schools</b></p> <p><b>Project Name:</b>              <b>Student Assessment Database</b></p> <p><b>Associated with Criteria:</b> (c)(3) <b>Using Date to improve instruction</b></p> <p><b>Project Number:</b>              <b>3</b></p>					
<b>Budget Categories</b>	<b>Project Year 1 (a)</b>	<b>Project Year 2 (b)</b>	<b>Project Year 3 (c)</b>	<b>Project Year 4 (d)</b>	<b>Total (e)</b>
1. Salaries and Wages	49,680	29,700	24,840	24,840	129,060
2. Contract Services	50,000	50,000	50,000	50,000	200,000
3. Supplies and Materials	55,000	500	500	500	56,500
4. Other Charges	3,974	2,376	1,987	1,987	10,325
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	-	-	-	-
7. Total Costs (lines 1-6)	158,654	82,576	77,327	77,327	395,885
<p>Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.</p> <p>Column (e): Show the total amount requested for all project years.</p>					

Local School System: Worcester County Public Schools  
Project Title: Student Assessment Database  
Criteria: (associated reform criteria) (c)(3) Using Data to improve instruction  
Project Number: 3

### Project Budget Narrative

#### Project Description:

Worcester County Public Schools is planning to use the opportunity provided by Race to the Top Funding to research, purchase, and implement a new assessment data management system. The major factor will be alignment to the current Maryland Statewide Longitudinal Data System and the America COMPETES Act. Following the purchase of the program (which is a yearly fee), professional development sessions will be scheduled to begin the process of introducing the new system. We will begin by developing trainers in each school so that we can implement a Train the Trainers model. This will provide someone on site that can implement job imbedded and ongoing PD to any staff member. The professional development offered will be differentiated to the level of the user.

#### Funding:

Funds support the procurement of a new assessment data management system and professional development to introduce teachers, staff, and administrators to the new system. Funding will also support the purchase of a new Scantron machine for each school that is a testing site. WCPS will seek local and grant funding to continue this project beyond the RTTT grant period.

#### Year by Year Description:

Years 1-4: Year 1 includes procurement of a new assessment data management system (yearly contract), procurement of the Scantron machines for each school to scan paper copies of assessment answer sheets, and professional development on the new system. Years 2, 3 and 4 include renewal of the contract for the assessment data management system, and professional development on the use of the new system.

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Project Name:	<b>Student Assessment Database</b>
LEA:	<b>Norchester County Public School:</b>
Project Number:	<b>3</b>

#### Project Details by Object

**Salaries and Wages:** Salaries and wages include professional development stipends to begin the process of introducing the new system. The professional development offered will be differentiated to the level of the user.

(Classification)	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	-	-			-
Salary	49,680	29,700	24,840	24,840	129,060
<b>Total</b>	-	-	-	-	-
(Classification)	Year 1	Year 2*	Year 3*	Year 4*	Total
<b>Total</b>	-	-	-	-	-

#### Total Salaries and Wages

	49,680	29,700	24,840	24,840	129,060
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Cost based on the following calculations: Year 1: 92 teachers times 5 days @ \$108 per day. Year 2: 55 teachers times 5 days @ \$108 per day. Years 3 and 4: 46 teachers times 5 days @ \$108 per day.

#### Contract Services: Annual Contract, for student assessment data management system.

	Year 1	Year 2*	Year 3*	Year 4*	Total
Annual Contract	50,000	50,000	50,000	50,000	200,000
item					-
<b>Total</b>	50,000	50,000	50,000	50,000	200,000

Annual contract, estimated negotiated rate per year. 6,329 students times \$7.90 per student.

**Supplies and Materials:** Training materials, Scantron machines will be used to scan paper copies of assessment answer data sheets.

	Year 1	Year 2*	Year 3*	Year 4*	Total
Training mat.	3,000	500	500	500	4,500
Scantron Mach.	52,000				52,000
<b>Total</b>	55,000	500	500	500	56,500

13 schools @ \$,4000 per school.

#### Other Charges: Employee benefits

	Year 1	Year 2*	Year 3*	Year 4*	Total
Fixed Charges	3,974	2,376	1,987	1,987	10,325
item					-
<b>Total</b>	3,974	2,376	1,987	1,987	10,325

Basis for computation is salary times 8%.

	Year 1	Year 2*	Year 3*	Year 4*	Total
					-
item					-
<b>Total</b>	-	-	-	-	-

**Transfers (Indirect Costs):** payments to other LEAs or transfers between major fund types within the LEA. Please provide a brief description of the transfers included in this project. In the table below, please itemize the transfers. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item					-
item					-
<b>Total</b>	-	-	-	-	-

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

#### Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
158,654	82,576	77,327	77,327	395,885

Please provide complete details for year 1. For years 2-4, please provide an estimate of costs and also provide the basis for this estimate here.

v1.1



# Race to the Top Summary C-125 Budget

ORIGINAL GRANT BUDGET	XX	AMENDED BUDGET #		REQUEST DATE	10/27/10
GRANT NAME	Race to the Top	GRANT RECIPIENT NAME	Worcester County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	Federal Funds	RECIPIENT AGENCY NAME	Worcester County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	10/1/2010	9/30/2011	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support	-	-	-	-	-	-	-
Prog. 22 Business Support	-	-	-	-	-	-	-
Prog. 23 Centralized Support	-	-	-	-	-	-	-
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal	-	-	-	-	-	-	-
Prog. 16 Inst. Admin. & Supv.	-	-	-	-	-	-	-
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	139,168	233,900	423,928	-	-	-	796,996
Prog. 02 Special Prog.	-	-	-	-	-	-	-
Prog. 03 Career & Tech Prog.	-	-	-	-	-	-	-
Prog. 04 Gifted & Talented Prog.	-	-	-	-	-	-	-
Prog. 07 Non Public Transfers							
Prog. 08 School Library Media	-	-	-	-	-	-	-
Prog. 09 Instruction Staff Dev.	226,260	-	-	-	-	-	226,260
Prog. 10 Guidance Services	-	-	-	-	-	-	-
Prog. 11 Psychological Services	-	-	-	-	-	-	-
Prog. 12 Adult Education	-	-	-	-	-	-	-
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.	-	-	-	-	-	-	-
Prog. 09 Instruction Staff Dev.	-	-	-	-	-	-	-
Prog. 15 Office of the Principal	-	-	-	-	-	-	-
Prog. 16 Inst. Admin & Superv.	-	-	-	-	-	-	-
<b>207 Student Personnel Serv.</b>							
<b>208 Student Health Services</b>							
<b>209 Student Transportation</b>							
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.	-	-	-	-	-	-	-
Prog. 31 Operating Services	-	-	-	-	-	-	-
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>	-	-	-	97,733	-	-	97,733
<b>214 Community Services</b>	-	-	-	-	-	-	-
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements	-	-	-	-	-	-	-
Prog. 35 Buildings & Additions	-	-	-	-	-	-	-
Prog. 36 Remodeling	-	-	-	-	-	-	-
<b>Total Expenditures By Object</b>	365,428	233,900	423,928	97,733	-	-	1,120,989

Finance Official Approval	<u>Leanne M. Therres</u>	<u>Leanne M. Therres</u>	<u>11/11/10</u>	<u>410-632-5068</u>
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>JOY M. ANDRES</u>	<u>[Signature]</u>	<u>11/11/10</u>	<u>410-632-5020</u>
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

### Race to the Top Year 1 C-125 Budget

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02- CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER Charges	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							-
Prog. 22 Business Support							-
Prog. 23 Centralized Support							-
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.							-
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	34,792	83,900	153,400				272,092
Prog. 02 Special Prog.							-
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers							
Prog. 08 School Library Media							-
Prog. 09 Instruction Staff Dev.	49,680						49,680
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
<b>207 Student Personnel Serv.</b>							-
<b>208 Student Health Services</b>							-
<b>209 Student Transportation</b>							-
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>				22,643			22,643
<b>214 Community Services</b>							-
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
<b>Total Expenditures By Object</b>	84,472	83,900	153,400	22,643	-	-	344,415

Finance Official Approval	<div style="border-bottom: 1px solid black; display: inline-block; width: 100%;">Leanne M. Therres</div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Name</span> <span>Signature</span> </div>	<div style="border-bottom: 1px solid black; display: inline-block; width: 100%;">Leanne M. Therres</div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Date</span> <span>Telephone #</span> </div>	<div style="border-bottom: 1px solid black; display: inline-block; width: 100%;">11/11/10 410632-50</div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Date</span> <span>Telephone #</span> </div>
Supt./Agency Head Approval	<div style="border-bottom: 1px solid black; display: inline-block; width: 100%;">Don M. Anors</div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Name</span> <span>Signature</span> </div>	<div style="border-bottom: 1px solid black; display: inline-block; width: 100%;">[Signature]</div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Date</span> <span>Telephone #</span> </div>	<div style="border-bottom: 1px solid black; display: inline-block; width: 100%;">11/11/10 410-632-5022</div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Date</span> <span>Telephone #</span> </div>
MSDE Grant Manager Approval	<div style="border-bottom: 1px solid black; display: inline-block; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Name</span> <span>Signature</span> </div>	<div style="border-bottom: 1px solid black; display: inline-block; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Date</span> <span>Telephone #</span> </div>	



### Race to the Top Year 2 C-125 Budget

CATEGORY/PROGRAM			BUDGET OBJECT						BUDGET BY CAT./PROG.
			01- SALARIES & WAGES	02- CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER Charges	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>									
Prog.	21	General Support							-
Prog.	22	Business Support							-
Prog.	23	Centralized Support							-
<b>202 Mid-Level Administration</b>									
Prog.	15	Office of the Principal							-
Prog.	16	Inst. Admin. & Supv.							-
<b>203-205 Instruction Categories</b>									
Prog.	01	Regular Prog.	34,792	50,000	90,176				174,968
Prog.	02	Special Prog.							-
Prog.	03	Career & Tech Prog.							-
Prog.	04	Gifted & Talented Prog.							-
Prog.	07	Non Public Transfers							
Prog.	08	School Library Media							-
Prog.	09	Instruction Staff Dev.	62,100						62,100
Prog.	10	Guidance Services							-
Prog.	11	Psychological Services							-
Prog.	12	Adult Education							-
<b>206 Special Education</b>									
Prog.	04	Public Sch Instr. Prog.							-
Prog.	09	Instruction Staff Dev.							-
Prog.	15	Office of the Principal							-
Prog.	16	Inst. Admin & Superv.							-
<b>207 Student Personnel Serv.</b>									-
<b>208 Student Health Services</b>									-
<b>209 Student Transportation</b>									-
<b>210 Plant Operation</b>									
Prog.	30	Warehousing & Distr.							-
Prog.	31	Operating Services							-
<b>211 Plant Maintenance</b>									
<b>212 Fixed Charges</b>						24,461			24,461
<b>214 Community Services</b>									-
<b>215 Capital Outlay</b>									
Prog.	34	Land & Improvements							-
Prog.	35	Buildings & Additions							-
Prog.	36	Remodeling							-
<b>Total Expenditures By Object</b>			96,892	50,000	90,176	24,461	-	-	261,529

Finance Official Approval Leanne M. Therres Leanne M. Therres 11/11/10 410-632-502  
 Name Signature Date Telephone #

Supt./Agency Head Approval Don M. Anders Don M. Anders 11/11/10 410-632-502  
 Name Signature Date Telephone #

MSDE Grant Manager Approval \_\_\_\_\_  
 Name Signature Date Telephone #

### Race to the Top Year 3 C-125 Budget

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02-CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER Charges	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>							
Prog. 21 General Support							-
Prog. 22 Business Support							-
Prog. 23 Centralized Support							-
<b>202 Mid-Level Administration</b>							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.							-
<b>203-205 Instruction Categories</b>							
Prog. 01 Regular Prog.	34,792	50,000	90,176				174,968
Prog. 02 Special Prog.							-
Prog. 03 Career & Tech Prog.							-
Prog. 04 Gifted & Talented Prog.							-
Prog. 07 Non Public Transfers							
Prog. 08 School Library Media							-
Prog. 09 Instruction Staff Dev.	57,240						57,240
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
<b>206 Special Education</b>							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
<b>207 Student Personnel Serv.</b>							-
<b>208 Student Health Services</b>							-
<b>209 Student Transportation</b>							-
<b>210 Plant Operation</b>							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
<b>211 Plant Maintenance</b>							
<b>212 Fixed Charges</b>				24,876			24,876
<b>214 Community Services</b>							-
<b>215 Capital Outlay</b>							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
<b>Total Expenditures By Object</b>	92,032	50,000	90,176	24,876	-	-	257,084

Finance Official Approval Leanne M. Therres Leanne M. Therres 11/11/10 410-632-5068  
 Name Signature Date Telephone #

Supt./Agency Head Approval Don M. Andes [Signature] 11/11/10 410-632-5021  
 Name Signature Date Telephone #

MSDE Grant Manager Approval \_\_\_\_\_  
 Name Signature Date Telephone #



### Race to the Top Year 4 C-125 Budget

CATEGORY/PROGRAM			BUDGET OBJECT						BUDGET BY CAT./PROG.
			01- SALARIES & WAGES	02- CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER Charges	05 - EQUIPMENT	08 - TRANSFERS	
<b>201 Administration</b>									
Prog.	21	General Support							-
Prog.	22	Business Support							-
Prog.	23	Centralized Support							-
<b>202 Mid-Level Administration</b>									
Prog.	15	Office of the Principal							-
Prog.	16	Inst. Admin. & Supv.							-
<b>203-205 Instruction Categories</b>									
Prog.	01	Regular Prog.	34,792	50,000	90,176				174,968
Prog.	02	Special Prog.							-
Prog.	03	Career & Tech Prog.							-
Prog.	04	Gifted & Talented Prog.							-
Prog.	07	Non Public Transfers							-
Prog.	08	School Library Media							-
Prog.	09	Instruction Staff Dev.	57,240						57,240
Prog.	10	Guidance Services							-
Prog.	11	Psychological Services							-
Prog.	12	Adult Education							-
<b>206 Special Education</b>									
Prog.	04	Public Sch Instr. Prog.							-
Prog.	09	Instruction Staff Dev.							-
Prog.	15	Office of the Principal							-
Prog.	16	Inst. Admin & Superv.							-
<b>207 Student Personnel Serv.</b>									-
<b>208 Student Health Services</b>									-
<b>209 Student Transportation</b>									-
<b>210 Plant Operation</b>									
Prog.	30	Warehousing & Distr.							-
Prog.	31	Operating Services							-
<b>211 Plant Maintenance</b>									
<b>212 Fixed Charges</b>						25,753			25,753
<b>214 Community Services</b>									-
<b>215 Capital Outlay</b>									
Prog.	34	Land & Improvements							-
Prog.	35	Buildings & Additions							-
Prog.	36	Remodeling							-
<b>Total Expenditures By Object</b>			92,032	50,000	90,176	25,753	-	-	257,961

Finance Official Approval	<u>Leanne M. Therres</u> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Name</span> <span>Signature</span> <span>Date</span> <span>Telephone #</span> </div>	<u>Leanne M. Therres 11/11/10 410632-5068</u>
Supt./Agency Head Approval	<u>JOY M. ANDERS</u> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Name</span> <span>Signature</span> <span>Date</span> <span>Telephone #</span> </div>	<u>11/11/10 410-632-5021</u>
MSDE Grant Manager Approval	<div style="border: 1px solid black; height: 20px; width: 100%;"></div> <div style="display: flex; justify-content: space-between; font-size: small;"> <span>Name</span> <span>Signature</span> <span>Date</span> <span>Telephone #</span> </div>	