

Somerset County Public Schools

FINAL SCOPE OF WORK PLAN

Section A: Executive Summary

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

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

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

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

Needs and Goals:

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

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

Strategies for Increasing Student Achievement and Closing the Achievement Gap

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

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

1. Providing Reading and Math Intervention teachers at the elementary and middle level.
2. Providing Reading Intervention teachers at the high school level
3. Expanding Job Embedded Professional Development with instructional coaches in Reading, Mathematics, and Technology
4. Utilizing the CFIP(Classroom Focused Improvement Process) to modify and improve instruction and intervention
5. Linking student results with teacher professional growth and development to determine and deliver differentiated, embedded professional development activities
6. Maximizing Co-Teaching Professional Development skills and strategies of special and regular education teachers through classroom monitoring, the analysis of student results, and continuous improvement

7. Developing common assessments in math and reading at all grade levels linked to the Common Core Goals
8. Converting common grade level and content common assessments to online administration providing instantaneous formative results to classroom teachers
9. Increasing student engagement and rigor through expanding one-to-one laptop initiative, which now includes all students in 7th, 8th, 9th grades (January 2011) throughout high school.
10. Uncovering institutional racism through the SCPS Cultural Diversity Initiative and facing covert messages or practices that inhibit any students' academic or social potential
11. Differentiating the use of current and new intervention programs and practices with Special Education students to better meet their specific needs
12. Embedding high levels of family and community involvement in each school's culture and prizing parents' commitment to their students' academic growth

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

Stakeholder Involvement

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

Integration into Master Plan

SCPS reports progress toward achievement for all students annually through the Master Plan process. SCPS has instituted an embedded site based system of monitoring, documenting, and analyzing academic and behavioral strategies and results for continuous improvement. Each site uses its gathered data for School Improvement planning, summer Leadership Team workshops, the Leadership Summit, and Master Plan Update analysis and preparation. Summer Leadership Team workshops are designed and delivered by system leadership with support from MSDE resources and in collaboration with local universities and educational partners. The expanded strategies and initiatives seeded in *Race to the Top* projects support the SCPS Master Plan and will be incorporated in the Master Plan Update for 2011-2012 and forward.

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

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

Action Plan: Section A

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

Goal(s):

- Reading and Mathematics proficiency at the elementary, middle and high school levels will reach 90% by 2013
- Subgroup gaps on state testing will be reduced to within 10 percentage points by 2013
- Advanced Placement participation and scoring will increase by 2013.

Section A: State Success Factors	Correlation to State Plan	Project #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (No)</i>						
<i>Additional Required Activities:</i>						
1. Cooperate with national and statewide evaluation	(A)(2)		12/01/10 – Expiration of Grant			N
<i>Optional Activities:</i>						
1.						
2.						
3.						
4.						
5.						

- Somerset County average SAT scores will rise to the level of the state average by 2013

B. Standards and Assessment

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

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

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

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

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

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

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

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

planning. As part of this partnership, SCPS instructional leaders and ESWP personnel will also work to strengthen the ties between local school systems in their efforts to strengthen writing skills and to maximize the potential for collaboration across the region.

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

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

Year 1 Progress

- Supervisors have been attending both updates and common core meetings.
- Twenty staff members attended the Eastern Shore Writing Project inservice at Salisbury University on March 5, 2011.
- The *Read 180* reading intervention program has been ordered and will be in place for use in both high schools for the school year 2011-12.
- 8 school teams participated in the Educator Effectiveness Academy in Wicomico County
- A follow up session was held by SCPS to help teams complete plans on July 14, 2011
- School plans are completed.

- Read 180 training was completed for 5 staff members who will be implementing the program this year A secondary curriculum workshop was held for secondary core area teachers to introduce the Common Core Curriculum. This was held on August 4, 2011.
- An elementary curriculum workshop was held for secondary core area teachers to introduce the Common Core Curriculum. This was held on August 11, 2011.

Section B: Standards and Assessments

Action Plan: Section B

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

Year 2 Goal(s):

- Train staff on math practices, capacities of a literate individual and writing and begin to familiarize them with the common core curriculum
- Develop a local plan for implementation of the Common Core State Standards.
- Conduct gap analysis to identify specific curriculum areas that require change or revision
- Develop curricular documents in parallel format for all curricular areas (including STEM) to ensure that Maryland's students have a rich and full education and that classroom teachers are supported in the effective implementation of Common Core State Standards.
- Ensure that educators in all schools are trained in the new Common Core State Standards, the revised State Curriculum and Assessment system, and effective differentiated instructional practices.
- Continue implementation of Maryland's high-quality summative assessment system (MSA/HSA) until a new system tied to the Common Core State Standards is operational.
- Provide professional development to staff in the area of writing
- Develop a STEM professional learning community

Section B: Standards and Assessments: Year 2 Activities	Correlation to State Plan	Project. #	Timeline	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes) Activities to Implement MOU Requirements</i>	(B)(3)					
1. Develop a local plan for the implementation of the new Common Core State Standards.	(B) (3)		10/1/2011-9/30/2012	Lisa Hopkins, Director of Curriculum and Instruction	Completed plan, with timeline aligned with state "roll-out" plan	N
2. Participate in State Core Curriculum Tool Kit development activities to support the transition to the Common Standards and curriculum.	(B) (3)	1	10/1/2011-9/30/2012	District Supervisory Team	Completed and implemented state-level gap analysis document and online curriculum management system	Y Local funds will pick up the expenses of meetings in years 2-4.
3. Review the State's Common Core and Maryland State Curricula to determine the extent of curricular movement and modification necessary at the local level, including changes in course schedules (i.e. semester vs. yearlong, course sequences, etc.). Determine gaps between existing local curriculum	(B) (3)		10/1/2011-9//30/2012	Lisa Hopkins, Director of Curriculum and Instruction District Supervisory Team	Revised local curriculum and corresponding resources; modification to local course schedules as needed; PD and materials to close identified gaps scheduled and implemented	N

for reading/English language areas, mathematics, and science for PreK-12 by reviewing the gap analysis.						
4. Participate in the Educator Effectiveness Academy activities, as part of MSDE's transition to the Common Core Standards.	(B) (3)	2	7/1/2012-7/31/2012	Doug Bloodsworth, Assistant Superintendent	Annual completion of academy activities	N
5. Provide professional development on transition to the Common Core Standards at individual school sites.	(B) (3)		6/15/2012-8/30/12	Lisa Hopkins, Director of Curriculum and Instruction District and School Instructional Teams	Participants from the academies train site level staff on transition activities	N
6. Present an overview of the plan for developing a new curricular framework to the local school board.	(B) (3)		10/1/2011-6/15/2012	Lisa Hopkins, Director of Curriculum and Instruction	Plan developed and presented to school board.	N

<p>11. Convene grade-specific development groups in mathematics, reading/English language arts, science and STEM, including technology specialists to analyze the grade-specific expectations aligned to the Common Core State Standards and backwards map local curriculum and instructional resources to ensure student learning.</p>	(B) (3)	3	6/15/2012-8/30/2012	Lisa Hopkins, Director of Curriculum and Instruction District Supervisory Team	Instructional materials and curriculum developed for math, reading/English/Language Arts, science, and STEM. Published on local shared networks. Job-embedded professional development planned, as appropriate.	Y-Local Funds will support continuing these activities
<p>13. Implement MSA/HSA until a new assessment system tied to the Common Core Standards is fully operational.</p>	(B) (3)		10/1/2011-9/30/2012	Lisa Hopkins, Director of Curriculum and Instruction	MSA/HSA testing implemented in compliance with state regulations and calendars.	N
<p>17. Appoint secondary content area leads in each building, for each content to coordinate school-based implementation of formative assessments, lead regular data sessions, and facilitate collaboration between</p>	(B) (3)		10/1/2011-9/30/2012	Dave Elebash, Secondary Supervisor with Principals	Secondary content areas leaders appointed and coordinating ongoing activities with formative assessment, data analysis, and collaboration.	N

and among content area and grade level groups.						
18. Provide professional development on the best practices of writing instruction and how to incorporate this instruction in all content areas.	(B) (3)		10/1/2011-9/30/2012	Lisa Hopkins, Director of Curriculum and Instruction	Writing instruction incorporated across the content areas.	N
19. Provide professional development on content area literacy and how to incorporate this instruction in all content areas.	(B) (3)		10/1/2011-9/30/2012	Lisa Hopkins, Director of Curriculum and Instruction	Literacy instruction incorporated across the content area.	N
20. Participate in writing professional development opportunities through a partnership with the Eastern Shore Writing Project at Salisbury University in order to support the implementation of Common Core Standards, <ul style="list-style-type: none"> • Host a Writing Revision conference 	(B) (3)	4	3/2012-6/2012	Dave Elebash, Secondary Supervisor Tracie Holland, Elementary Supervisor Designated Teachers at Each School	SCPS supervisory staff will use the Maryland Professional Development 6-step process to implement and evaluate the Writing Professional Development.	N

<p>featuring Barry Lane in partnership with the Eastern Shore Writing Project and other Eastern Shore school districts</p> <ul style="list-style-type: none"> • Encourage teachers to participate in 2 online courses offered through the ESWP— writing across the content areas, making the writing process work in real classrooms • Utilize ESWP fellows and leadership to provide ongoing PD opportunities for teachers in the areas of writing process, using technology to support literacy, and the reading/writing 						
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connection.						
21. Monitor the implementation of Scholastic's <i>Read 180</i> computerized, adaptive reading intervention program to help ensure career and college readiness for all students.	(B) (3)	5	10/1/2011-9/30/2012	Dave Elebash, Secondary Supervisor/ Principals	<i>Read 180</i> implemented with high need students.	Y Local funding will provide yearly maintenance fee
22. Provide professional development opportunities to teachers on the effective teaching of science and STEM by naming a STEM Leader at each school to coordinate STEM activities and work with teachers on effectively incorporating STEM into their curriculum.	(B) (3)	6	10/1/2011-9/30/2012	Dave Elebash, Secondary Supervisory Traci Schneider, Elementary Math/Science and STEM Supervisor	STEM Leaders will be appointed and will receive extra-duty pay. Evaluation of the Stem professional development will follow the evaluation plan from the Maryland 9-Step Professional Development Plan. Walkthrough and Observation data will provide evidence that STEM lessons have been incorporated into the curriculum.	Y Local Extra Duty funding will continue this cost

Year 3 Goals:

- Ensure that Maryland educators, parents, and other stakeholders understand the transition plan for implementation of the Common Core State Standards and Curriculum
- Ensure that SCPS Educators fully understand summative assessments developed with the State consortium partners and how they are similar to and different from the assessments they replace.
- Transition to the Maryland Common Core Curriculum
- Conduct forums to inform various stakeholder groups of the Maryland Common Core Curriculum and assessment changes that will occur.
- Complete the transition to new curriculum instructional materials.

Year 4 Goals:

- Ensure that SCPS educators can access, understand, and use formative assessment tools in concert with the state's instructional improvement system and local curriculum documents that allow students to achieve college-and career-ready standards of achievement.
- Complete the transition to the Maryland Common Core Curriculum
- Fully implement the new state testing program.