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Cross-Cutting Themes
Educational Technology and Education That Is Multicultural

Use this space to report on progress toward outcomes and timelines established in the Master Plan and further elaborate on any revisions or adjustments pertinent to these cross-cutting themes that the school system has made to the Master Plan. This space should include information not previously addressed in earlier sections of this Update.

Cross-Cutting Themes

Educational Technology

In addition to including technology strategies across the Master Plan aligned to State and local technology plans, the local school system Master Plan Update should outline specifically how it will use all sources of funding in meeting No Child Left Behind Statutory Goals:

- Improve student academic achievement through the use of technology in elementary schools and secondary schools.
- To assist every student in crossing the digital divide by ensuring that every student is technologically literate by the time the student finishes the eighth grade, regardless of the student's race, ethnicity, gender, family income, geographic location, or disability.
- To encourage the effective integration of technology resources and systems with teacher training and curriculum development to establish research-based instructional methods that can be widely implemented as best practices by State educational agencies and local educational agencies.

Based on data from the Maryland Technology Inventory, local data and data from any other relevant sources, address the following questions:

1. Describe the progress that was made in 2008-2009 toward meeting educational technology goals, including how the school system is addressing:
 - Student, teacher and school administrator technology literacy standards;
 - Results of student, teacher and school administrator technology literacy measurements;
 - Objectives of the *Maryland Educational Technology Plan for the New Millennium: 2007-2012*.

HCPS Response:

Progress is reflective of HCPS Technology Plan 2009-2013

Objective 1: Data indicates that HCPS continues to move toward meeting its goal in improving student learning through technology.

- Installed 326 classroom projectors
- Installed 374 whiteboards
- Computer refresh totaled 2542 units (desktops/laptops)
- Sharepoint site developed and shared for HCPS teacher access of whiteboard lessons
- Data on Infoweb migrated to SharePoint to allow for easier digital access for HCPS employees
- 2879 seventh graders participated in the **Maryland Measure of Student Technology Literacy**
 - 63% (1811) students met proficiency
 - 37% (1068) students below proficiency
- K-8 Technology Scope and Sequence created, shared with Curriculum Supervisors and elementary and middle school principals
- First - Eighth grade subject technology integration tools developed
- School requirement for School Improvement Plans to include technology plans with strategies that incorporate identifying ways to address teacher proficiency based upon Maryland Teacher Technology Inventory

Objective 2: HCPS was able to work this year to improve staff's knowledge and skills to integrate technology into instruction.

- Professional development opportunities were offered for newly hired teachers relating to technology integration on both the elementary and secondary level
- 1 and 3 credit MSDE Interactive Whiteboard courses were taken and by teachers who received Promethean boards
- Six hours of hands on training was provided to teachers receiving whiteboards
- A 3 credit Lesson Development with the Whiteboard course was developed and implemented
- Forty-eight administrators/curriculum supervisors/instructional facilitators received background training relating to the instructional value of interactive whiteboards
- One day Camp Promethean (whiteboard) was attended by 115 teachers offering the following sessions:
 - Transition to upgraded software (ActivInspire)
 - Advanced features
 - Powerless PowerPoint
 - Lesson Development
 - Maximizing Student Engagement
 - Special Needs adaptations
 - Flipchart Design
- Mentor teachers received training on MD Technology Teacher standards as well as technology integration for the elementary teacher and the secondary teacher
- Technology Plan overview session offered for Principals, Instructional Facilitators and Curriculum Supervisors
- HCPS Network Access and Safety overview session offered for Principals, Instructional Facilitators and Curriculum Supervisors
- Implemented home access to network drives and intranet sites via a VPN appliance for all instructional HCPS employees
- Introduced and utilized MOODLE (course management system) for MSDE whiteboard course
- Implemented the use of Atomic Learning to all HCPS community as a resource for online training modules
- 3011 teachers were asked to take the Maryland Teacher Technology Inventory, 1806 Teachers took the inventory
 - 92% (1659) teachers were identified as proficient
 - Of those 3011 teachers, 49 media specialist participated
 - 98% (48) media specialist were identified as proficient
- 165 administrators (Principals, Assistant Principals and Instructional Facilitators) were invited to participate of which 135 took the inventory
 - 73% (99) administrators were identified as proficient

Objective 3: HCPS worked to improve decision-making, productivity, and efficiency at all levels of the organization through the use of technology.

- SharePoint use was expanded to the school level allowing for greater sharing and communication among faculties
- Four elementary schools piloted Edline for the purpose of communication with parents and students as related to grades and instructional content
- Automated the management of the student boundary exception process through e-Forms and electronic work flow

- Geo-coded all HCPS students and matched to land parcels to project re-districting/attendance area scenarios
- Implemented an employee portal for access to benefits, demographics, W-2, pay and attendance/leave information

Objective 4: Data shows HCPS continues to improve equitable access to appropriate technologies among all stakeholders.

- Increased use of software and web based review decision making template
- Converted software and web based review decision making template to electronic format
- Continued participation with Harford County's private high-capacity fiber network project to establish high-bandwidth connectivity to all schools
- Implemented building-wide Wi-Fi in our newest highest school and an elementary school renovation
- Support various intervention programs across numerous curricular, Special Ed and Title I areas

Objective 5: HCPS continues to improve instructional uses of technology through research and evaluation.

- All HCPS schools completed the MD Online Technology Inventory
- School site visits performed by various members of the Office of Technology for the purpose of engaging in ongoing dialog in monitoring objectives of Technology Plans, collecting promising practices, and assisting in technical needs
- 300 teachers participated in the Net Day Speak Up Survey
- 584 parents participated in the Net Day Speak Up Survey
- 16 school leaders participated in the Net Day Speak Up Survey
- 1461 students participated in the Net Day Speak Up Survey
- Ten Technology Liaisons attended various breakout sessions at MICCA to gather knowledge in technology integration
- Two technology coordinators attended the NECC
- It's Elementary! Integrating Technology in the Primary Grades and Differentiating Instruction with Technology in K-5 Classrooms were bought and shared with ten Technology Liaisons producing research and discussion relating to elementary technology integration

2. Identify the key practices, programs, or strategies to which you attribute the progress. Include supporting data and evaluation results as appropriate.

HCPS Response:

- Staff development received at monthly Tech Liaison meetings provided a high return on investment as evidenced through school based staff development and monthly reporting tools
 - Technology Standards
 - Atomic Learning
 - Email basics
 - Office 2007
 - Kidspiration 3
- Continuous integration of whiteboard into daily instruction as evidenced in high attendance in summer camp and demand for interactive whiteboards
- HCPS participation in MD consortium provides timely support in implementation of MD Teacher Technology Inventory and MD Administrator Technology Inventory

- Collaboration with Office of Curriculum and Instruction yielded greater number of technology professional development workshops and sessions

3. Describe where challenges in making progress toward meeting educational technology goals are evident.

HCPS Response:

- Ubiquitous Access: success is restricted by limited access to computer labs, limited classroom space, limited budget, limited support resources, limited access to high speed connections
- Instructional technology resource staff: current practice of two full time 11-month technology coordinators is not adequate to serve all HCPS students, teachers and administrators
- Time and resources to build technology rich curriculum
- Timely coordination between the procurement, installation, and professional development of implemented technologies
- Access to teachers for job embedded professional development

4. Describe the plans for addressing those challenges and include a description of the adjustments that will be made to the Master Plan and local Technology Plan. Include timelines where appropriate.

HCPS Response:

- Ubiquitous Access:
 - Continue to seek funding for a 1:1 mobile environment
 - Budget and provide “at risk” schools a complete set of student-centered instructional learning environments
- Instructional Technology Resource Staff:
 - Continue to seek funding for 12 month positions and to hire additional staff
- Evaluate the effectiveness of instructional technology with checkpoints:
 - Complete, share and implement elementary grade level technology assessments checking for proficiency of grade level standards as outlined in K-8 Technology Scope and Sequence
 - Verify School Improvement Plans for technology strategies in conjunction with working with school technology liaison to address professional development needs of school
 - Continue to develop high-quality professional development hybrid and online resources to provide anytime, anywhere course opportunities and support for technology standards

Cross-Cutting Themes

Education That Is Multicultural

Discuss the progress toward meeting Education That Is Multicultural (ETM) goals as outlined in the Education That Is Multicultural regulation COMAR 13A.04.05 by responding to the following questions:

1. Identify the major ETM goals that were addressed by the school system during the 2008-2009 academic year. Describe the progress that was made toward meeting these goals, and the programs, practices, strategies, or initiatives that were implemented related to the goals. In your response be sure to address the following areas:
 - Curriculum. Explain how your curriculum enables students to demonstrate an understanding of and an appreciation for cultural groups in the United States as an integral part of education for a culturally pluralistic society.
 - Instruction. Identify how you ensure that students are not denied access to equally rigorous academic instruction on the basis of cultural background.
 - Staff Development. Include descriptions of ETM course and workshop offerings and disaggregated enrollment data for these staff development programs.
 - Instructional Resources. Explain your process for reviewing materials that avoid stereotyping, discrimination, bias and prejudice, as well as materials that reflect the diverse experiences relating to cultural groups and individuals.
 - School Climate. Explain how your school climate reflects the diversity of your community and encourages respect for different cultures.

HCPS Response:

HCPS had four goals in its original 2003-08 Master Plan. Education That is Multicultural has operational objectives in the following three of the four HCPS Master Plan goals:

- Ensure a safe, positive learning environment for students and staff in our schools.
- Accelerate student learning and eliminate the achievement gaps.
- Understanding that all employees contribute to the learning environment, we will maintain a highly qualified work force.

Before addressing the specific areas of curriculum, instruction, staff development, instructional resources, and school climate, it is important to summarize the Office of Equity and Cultural Proficiency, 21st Century Community Learning Centers, Boys il Men Mentoring and Afterschool Program, and Parent and Child Therapeutic Mentoring Program as they are responsive to all these areas. (1.1c1, 1.1d.1, 2.1b.4, 2.1b.5, 2.1b.25, 2.2a.5, 4.3b.1)

Office of Equity and Cultural Proficiency

The Office of Equity and Cultural Proficiency (OECF) assists HCPS in implementing the spirit and letter of the Education That Is Multicultural (ETM) Bylaw provisions related to curriculum, instruction, instructional materials, climate, and staff development with a focus on eliminating achievement gaps.

The OECF provides cultural proficiency professional development to all support and professional staff countywide and at the school level.

The OECF also assumes responsibilities related to:

- Supporting the revision and writing of curriculum infused with ETM and cultural proficiency goals
- Assisting the system with plans related to the disproportionate number of minority students in special education
- Assisting the system in addressing the issue of disproportionate numbers of minority students being referred and suspended
- Administering the Making Progress Program as an intervention to eliminate the achievement gaps
- Using disaggregated data in identifying achievement gaps, informing instruction and assisting the system in reaching the goal of improving achievement for all students with emphasis on eliminating the minority and lower socioeconomic achievement gaps
- Managing and implementing ETM components of Goals 1, 2, and 4 in the HCPS Master Plan
- Adhering to the goals and benchmarks of the HCPS Strategic Plan
- Consulting in development of policies related to ETM such as hate/bias and harassment, developing supporting materials, and analyzing hate/bias incident data
- Investigating equity complaints from students, parents, and staff as directed by the Superintendent and Executive Directors of Elementary and Secondary Education
- Completing Office of Civil Rights Compliance Reports and responding to formal OCR complaints
- Completing MSDE reports related to ETM
- Organizing the Harford Equity Leadership Program Conference in partnership with Harford Community College and monitoring implementation of action plans
- Providing resources for African American and Women's History Month Celebrations
- Disseminating information on annual Dr. Martin Luther King, Jr. Celebrations
- Serving as liaison to MSDE's ETMA (Education That Is Multicultural and Achievement) Network Committee
- Chairing OECF ETM Advisory Committee meetings
- Facilitating Superintendent's Ad Hoc Committee meetings and providing minutes and agendas
- Serving as HCPS Title IX Coordinator
- Delivering staff development to support the professional staff on topics such as Cultural Proficiency, Differentiated Instruction, Multicultural Education, Learning Styles, Multiple Intelligences, Impact of Socioeconomics on Achievement, and Framework for Understanding Poverty
- Providing follow-up training and support as schools implement differentiated instruction
- Providing annual new support staff training on Cultural Proficiency to include bus drivers, clerical, food service, custodians, and instructional assistants/technicians
- Developing and revising, as needed, required ETM course content
- Training ETM course instructors and coordinating course scheduling
- Remaining current on research related to multicultural education, minority achievement and cultural proficiency and sharing research with others
- Administering 21st Century Community Learning Centers Grant
- Assuming special assignments of the Superintendent and Assistant Superintendent for Curriculum and Instruction
- Facilitating HCPS involvement in the Inner County Outreach Parent and Child Therapeutic Mentoring (PACT) grant
- Participating on the HCPS Task Force "Developing Cultural Proficiency to Eliminate the African American Achievement Gap"

The OECF will provide each school with a copy of the ETM Protocols and encourage them to use it as an assessment tool of their progress towards increasing student achievement and adhering to the guidelines in the ETM Bylaw. It would be the expectation that school improvement teams would use this tool in their school evaluation and planning process. Harford County looks forward to the Protocols being revised by MSDE so that this is a more workable document for individual schools and systems.

21st Century Community Learning Centers

The Office of Equity and Cultural Proficiency provides oversight to the 21st Century Community Learning Centers Grant. Five schools – Halls Cross Roads, William Paca/Old Post Road, and George D. Lisby at Hillsdale Elementary Schools and Aberdeen and Edgewood Middle Schools utilize federal grant funds to

provide after school and summer programs. This grant originally was awarded in 2001 and provided an intervention strategy in eliminating the achievement gaps in these schools. The grant was renewed in 2008 and will be funded for another two years.

The following are components of the 21st Century Learning Centers program:

- 90-day after school programs per 180 day school year
- Summer programs – 30 days
- Academic instruction, games and activities in reading, math and science utilizing project-based curriculum materials designed to address individual learning styles and close the achievement gaps
- Enrichment activities designed to increase computer literacy skills, hands-on learning in robotics, science, math, chess, Jr. Achievement, drama, field trips, etc.
- Adult assistance in completing homework assignments
- Activities related to character education, team building, fairness and conflict resolution
- Supervised recreational activities – physical activities, arts, music, dance, drill instruction, karate and more
- Field trips within the community, guest speakers, and access to cultural events
- Safe bus transportation home from school programs
- Parent training utilizing HCPS, HCC and HCPL staffs
- YMCA support of recreational activities
- Strategies and information to reduce the use of drugs, alcohol and violence

Over 300 students participate in the program. Special recruitment efforts are made to include the most at-risk minority and lower socioeconomic students. Collection and analysis of achievement data assists in determining program success. (PI-28)

Boys il Men Mentoring and Afterschool Program

The Boys il Men Mentoring and Afterschool Program was provided at Edgewood Middle, Magnolia Middle, Aberdeen Middle, and Havre de Grace Middle Schools. Targeted students were underachieving, lower socioeconomic and minority males. Students were provided in-school mentoring, motivational activities, and limited tutoring. Students were also provided support in increasing academic achievement and attendance and decreasing referrals and suspensions. When students reached stated standards, they were permitted to participate in an after-school competitive sports program. The after-school program was a positive incentive for students to succeed during the school day. Approximately 700 students were involved in this program. (PI-19)

Parent and Child Therapeutic Mentoring (PACT) Program

HCPS is partnering with a community organization (Inner County Outreach) to provide the Parent And Child Therapeutic Mentoring (PACT) Program. PACT will provide support through wrap around services, mentoring and therapy while addressing the needs of the parents in order to provide a more stable and flourishing environment for children. The target population is high-risk students attending four middle schools where there are communities struggling with poverty, gangs, and juvenile risky behaviors. The goal of the program is to increase both school and home support, to improve student achievement, and to keep students from dropping out. Forty students have been identified and will be targeted for the 09/10 school year.

Curriculum

Curriculum guides are written/revised on five year cycles in HCPS. In the curriculum handbook, which includes guidelines, there are expectations listed regarding ETM. ETM infusion goals, learning styles, multiple intelligences and differentiated instruction are included in all newly written or revised curriculums. This has been a focus for at least ten years. Summer curriculum development for 2009 will include projects in 22 curriculum areas. More than 1,000 teachers are estimated to take part in the summer curriculum development. (2.2a.5)

Instruction

Making Progress Program

The Office of Equity and Cultural Proficiency administers the Making Progress Program. The program is an outgrowth of recommendations from the Study Circles which examined the HCPS minority achievement gaps. The focus of the program is to improve and enhance instruction with the goal of eliminating the achievement gaps. Five technicians provide tutoring and other academic support to identified students at Hall's Cross Roads Elementary, George D. Lisby Elementary at Hillsdale, and Edgewood Middle Schools. Classroom support to those students identified as performing below proficient on MSA, Holistic Reading, SRI, Running Records, and end of unit assessments improves student achievement. Five permanent substitutes also provide coverage for teachers receiving staff development, meeting with parents, and attending IEP meetings. These substitutes receive additional training in classroom management, ETM, and differentiated instruction so that learning continues seamlessly when the teacher is not present. (2.1b.25; PI-21)

Parent Outreach

In the various above mentioned programs, there are activities which are focused on parent outreach. The Office of Equity and Cultural Proficiency participated in the annual Title I Conference and shared the *Forty Developmental Assets* with parents. Parents were given separate parent and child check sheets to evaluate their child's forty developmental assets and were encouraged to focus on those assets which needed to be developed. (2.1b.15)

AP Class Enrollment

HCPS has carefully analyzed minority enrollment in AP classes. Over the last several years there has been a significant increase in African American enrollment in AP classes with an accompanying high success rate on AP exams. (2.2e.5)

Magnet Programs

For magnet programs such as the Science and Math Academy, International Baccalaureate, and Homeland Security, there is a blind application process so the cultural background of students is not considered in the application process. In all cases, the African American participation is commensurate or better than the total African American percentage population. (2.2e.13)

Elementary Gifted and Talented Programs

HCPS has developed a modified Slocum/Payne identification criteria for elementary gifted and talented programs. Teacher recommendations have been eliminated and increased emphasis placed on behavior indicators. This is an attempt to eliminate teacher bias in the identification process. (2.2b.4; PI-16)

Differentiated Instruction

HCPS provides various opportunities for employees to enhance their knowledge and skills regarding differentiating instruction to meet the needs of all learners. Working at the school level, employees

engage in job-embedded professional development activities with colleagues and administrators geared toward effective methods of differentiating instruction. It is expected that all teachers differentiate content, process, and product according to student needs, interest, and learning styles. HCPS offers continuing professional development credit courses regarding differentiating instruction such as *A Differentiated Classroom*; *Gifted Education: Theories, Strategies, and Resources*; *Learning Styles in the Classroom of the 21st Century*; and *Teaching Children with Special Needs*. In addition, many non-credit training sessions/workshops are offered to teachers by the Office of Special Education dealing with addressing various identified instructional needs of students with disabilities. The Coordinator of Accelerated Learning Programs and the Coordinator of Equity and Cultural Proficiency provide support in this area. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1; PI-6)

Staff Development

Education That Is Multicultural

All teachers newly hired by HCPS must complete, within the first two years of employment, a three credit course entitled *Education That Is Multicultural in the Classroom of the 21st Century*. The following topics are addressed in the fifteen sessions:

- Education That Is Multicultural
- Differentiated Instruction
- Multiple Intelligences
- Culture and Bias Reduction
- Instructional Materials; Infusing ETM Curriculum
- Assessments
- Teaching Styles, Language and Communication
- Achievement Gap and Understanding Poverty
- Learning Styles
- Culture Awareness
- Learning Environment, Harassment
- Curriculum and Instruction
- Classroom Management
- Sharing and Evaluation

The focus of the course is the development of culturally proficient instructors and administrators. The current Education That is Multicultural course will be revised to include additional strategies to eliminate the achievement gap for African American males. These strategies will mirror those listed in the newly revised ETM course developed by the MSDE Education That is Multicultural and Achievement Network Committee. The Acting Coordinator of HCPS Office of Equity and Cultural Proficiency assisted in the MSDE course revisions. A total of 252 new teachers completed the ETM course requirement in 08/09. Weekly class journals and final course evaluations were reviewed and, in almost all cases, an increased knowledge and appreciation concerning cultural proficiency was noted. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1; PI-7)

Staff Development for New Administrators

The Office of Equity and Cultural Proficiency participates in the series of "Rookie Rallies" for new administrators. Participants are provided information on cultural proficiency strategies, ETM Bylaws, use of ETM Protocols, achievement gap data, ETM look fors in the classroom, the recommendations of the Task Force on the Achievement of African American Males, etc. A combination of new assistant principals and instructional facilitators totaling 18 completed this training in 2008/09. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1; PI-3)

Staff Development for New Support Staff

Throughout the year, cultural proficiency staff development was provided to new bus drivers, food and nutrition workers, custodians, clerical and instructional employees. In 2008/09, 155 staff members received this training. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1)

Framework for Understanding Poverty

Since 2002, the Office of Equity and Cultural Proficiency has implemented a professional development program with nine of the sixteen modules based on the work of Dr. Ruby Payne. This professional development program has been delivered to teaching staffs in 17 of the 53 schools and is available to other schools upon request.

A three-credit in-service course entitled *Framework for Understanding Poverty* is also offered to all HCPS staff. The course instructor is a certified trainer in the use of Dr. Payne's materials. Participants gain an understanding of the impact of poverty on student achievement and are provided informed teaching strategies. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1; PI-6)

Development of Strategic Plan to Address the Recommendations of the Task Force on the Achievement of African American Males

Under the direction of the Assistant Superintendent for Curriculum and Instruction and facilitation by the Office of Equity and Cultural Proficiency, a broad-based committee has been established to develop a strategic plan to address the recommendations of the MSDE Task Force on the Achievement of African American Males. All schools will be required to review achievement data and develop strategies to address the documented achievement gaps. The HCPS Minority Achievement Task Force met in June 2009 and developed a strategic plan which has an initial focus on data analysis and cultural proficiency staff development. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1; PI-6)

Conference Attendance

Twenty-one HCPS teachers and administrators traveled to Salisbury, MD to attend the state N.A.M.E. (National Association for Multicultural Education) Conference which focused on strategies to eliminate the achievement gaps. Those attending intend to share knowledge gained and implement strategies presented. Five staff members attended the NCEBC Convention *Moving the Agenda: A Blueprint for Educating Black Male Students* held in April/May 2009. All five attendees are members of the HCPS Minority Achievement Task Force and share information gained from this exceptional staff development experience. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1)

Instructional Resources

When ordering media center materials and classroom text series, it is expected that those resources are evaluated using an Instructional Materials Evaluation Check Sheet. Purchased materials are analyzed in the categories of Connection to Instructional Program, Objectivity/Bias, and Production and Publication. One session of the required ETM course is devoted to ETM infusion in the evaluation of instructional materials. Participants bring their actual textbooks into class and review them again using this rigorous evaluation check list. It is the expectation that students are using textbooks that are balanced and inclusionary. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1)

Cultural Proficiency and School Climate

A major goal for HCPS is ensuring a safe, positive learning environment for students and staff. As staff receives further training on cultural proficiency, they will provide a more inclusive, culturally sensitive school and classroom environment. By understanding their own culture, they will better be able to

reach out to students of varying cultures, building on student strengths and backgrounds. An inclusionary, positive climate is paramount to student learning and the all important building of relationships. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1)

Harassment and Discrimination Policies

HCPS reviewed its harassment and discrimination policies to determine their alignment with the new MSDE harassment/discrimination policy model document. All schools are provided trifolds concerning harassment and discrimination issues and procedures for reporting. In the required ETM course and in all support staff trainings, harassment and discrimination policies and expectations are discussed. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1)

H.E.L.P. Conference

The Office of Equity and Cultural Proficiency and Harford Community College co-sponsor an annual Harford Equity Leadership Program (HELP) Conference for students representing all middle and high schools. The HELP Conference provides sessions/workshops on topics such as harassment/bullying, disabilities, gang awareness, language, and goal setting. In fall 2008, ten students from each of the 18 secondary schools attended the conference. Teams of students were expected to develop action plans for use in their individual schools. The overriding goal of the action plans is to provide a positive climate in each school. (1.1c.1, 1.1d.1)

2. Describe where challenges in meeting ETM goals are evident.

HCPS Response:

The Office of Equity and Cultural Proficiency has been adversely affected by difficult economic times.

- The hiring of new central office personnel has been frozen to meet budgetary constraints. Therefore, the fulltime position of Coordinator of Equity and Cultural Proficiency has been vacant since July 2008. Instead, the previous Supervisor of Equity and Cultural Diversity was hired part-time for the 2008/09 school year. The lack of a full-time coordinator has negatively affected program implementation, support, and monitoring. (1.1c.1, 1.1d.1, 2.1b.4, 2.1b.5, 2.1b.25, 4.3b.1)
- The fulltime Making Progress Program teacher specialist position was not filled for the 2008/09 school year. This cut appears to be permanent. The teacher specialist facilitated the Making Progress Program in two elementary schools and provided professional development and support to meet the needs of diverse students while eliminating the achievement gaps. This has made program oversight and evaluation very difficult. (2.1b.25, 4.3b.1)
- Out-of-state conference attendance has been eliminated. The attendance at conferences such as the International National Association of Multicultural Education is vital to keep the Coordinator and ETM course instructors current on cultural proficiency initiatives and strategies. Also, those teaching the Dr. Ruby Payne *Framework for Understanding Poverty* course must attend out of state training sessions to receive certification in presenting these materials. (2.1b.5, 4.3b.1)

3. Describe the changes, adjustments, or revisions that will be made to programs or strategies for 2009-2010 to address the identified challenges.

HCPS Response:

- The position of a fulltime Coordinator of Equity and Cultural Proficiency will be filled in November 2009. Support and transition training for this position will be provided. The new coordinator will be able to provide more oversight to the Making Progress Program and support to other initiatives related to ETM and achievement gap elimination. The coordinator will be more available to provide cultural proficiency staff development to the leadership and the schools. (1.1d.1, 2.1b.4, 2.1b5, 2.1b25, 4.3b.1)
- Through school improvement efforts, HCPS has formed an African-American Male Task Force to address the goals and objectives outlined in the MSDE Task Force Report. (1.1d.1, 2.1b.4, 2.1b.5, 4.3b.1; PI-6)