

Bridge to Excellence

Harford County Public Schools Master Plan 2011 Annual Update



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October 14, 2011



Harford County Public Schools

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Robert M. Tomback, Ph.D., Superintendent of Schools

Dear School Community,

For over a decade, public schools in this country have engaged in multiple efforts to improve the quality of service they provide to students. The focus of these initiatives is to improve learning for all students – uplifting the academic achievement of all. The Maryland State Department of Education has been aggressive in its leadership in improving Maryland’s public schools.

Since the inception of the Maryland School Performance Program in 1990, Harford County students have performed well on all indicators. As a result of the bi-partisan Federal law, the *No Child Left Behind Act*, and the Maryland law, the *Bridge to Excellence Act*, school systems have been involved in an even more intensive school improvement era. Academic standards have been set requiring all students to meet or exceed proficient or advanced levels of performance.

Following intensive study of the state funding program for public education, the Maryland General Assembly enacted *The Bridge to Excellence Act*, which required each local school system to develop a Master Plan to address the requirements of the federal and state laws. This plan communicates those strategies that will support all students meeting or exceeding academic standards.

The *Bridge to Excellence* Master Plan for Harford County Public Schools has become a living document for improving teaching and student achievement. The underlying principles of *No Child Left Behind* are grounded in helping all students achieve academic success. HCPS updates this Master Plan annually based on performance data. Public input continues to be sought through formal and informal means and comments are welcome regarding student programs and services at any time. This feedback will be used as the plan is updated each year. (www.hcps.org).

As we have moved into a new school year, HCPS has recently completed the eighth annual update of our system’s *Bridge to Excellence* Master Plan. In this update, we continue to report our progress and to identify our challenges. This document continues to be a blueprint encapsulating the programs and strategies that will ensure continued system and school improvement.

We recognize and appreciate the commitment of our Board of Education, County Executive, and County Council in supporting a quality education program for the students of Harford County.

Robert M. Tomback, Ph.D.
Superintendent of Schools

**Harford County Public Schools
Bridge to Excellence Master Plan**

Vision

Harford County Public Schools will be a community of learners in which our public schools, families, public officials, businesses, community organizations, and other citizens work collaboratively to prepare all of our students to succeed academically and socially in a diverse, democratic, change-oriented, and global society.

Mission

The mission of the Harford County Public Schools is to promote excellence in instructional leadership and teaching and to provide facilities and instructional materials that support teaching and learning for the 21st century. The Harford County Board of Education will support this mission by fostering a climate for deliberate change and monitoring progress through measurable indicators.

Master Plan Goals

- *To prepare every student for success in postsecondary education and a career.*
- *To encourage and monitor engagement between the school system and the community to support student achievement.*
- *To hire and support skilled staff who are committed to increasing student achievement.*
- *To provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning.*

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2011-2012**

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**Harford County Public Schools
Bridge to Excellence Master Plan**

Strategies to Manage the Master Plan

Development and Implementation of the Master Plan

The development of the HCPS Master Plan involved a number of stakeholders. The ideas, beliefs, perceptions, and recommendations of representatives of the various groups were collected and assimilated into the Master Plan.

HCPS personnel will continue to communicate and collaborate with the stakeholders with regard to implementation of the plan and progress towards achieving the goals set forth by the HCPS Board of Education.

The list below identifies the variety of forums utilized to gather data from and communicate with stakeholders:

- Town meetings open to all citizens;
- Harford County Regional Association of Student Councils town meeting with Superintendent and Leadership Team;
- Board of Education's Citizen Advisory Committees;
- Harford County Business Roundtable;
- Harford County Council of PTA's presentations;
- Harford County Council of PTA's monthly meetings with Superintendent;
- Superintendent's meetings with Harford County Education Association;
- Superintendent and Board of Education's meetings with Harford Community College Board of Directors;
- Superintendent's meetings with state delegates and senators;
- Superintendent's monthly meetings with County Executive;
- Superintendent's weekly leadership meetings;
- Departmental Citizen Advisory meetings; and
- HCPS Website - Internet feedback forum.

**Harford County Public Schools
Bridge to Excellence Master Plan**

The Harford County Public School System's Bridge to Excellence Master Plan is the result of the insights and contributions of many Harford County educators and citizens, who came together to envision a strong, viable future for the school system and to identify resources needed to achieve that vision. While it is not possible to cite the names of everyone involved in the preparation of HCPS' Master Plan, special appreciation is expressed to the following individuals who contributed to the 2010 Annual Update:

Acknowledgements

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**Harford County Public Schools
Bridge to Excellence Master Plan**

Essential Vocabulary

AP	Advanced Placement
AGB	Alternative Governance Board
AYP	Adequate Yearly Progress – The amount of annual progress on academic assessments and other indicators, defined by the state, which will ensure all students are “proficient” by the year 2014
BOE	Board of Education
BRAC	Base Realignment and Closing
BTE	Bridge to Excellence
CFIP	Classroom-focused Improvement Process
CIP	Capital Improvement Program
CLG	Core Learning Goals – The high school content standards that form the knowledge base for the Maryland High School Assessments
COMAR	Code of Maryland Regulations
Common Core Standards	State Board-adopted standards that detail what students should know in the academic areas kindergarten through grade twelve
CPD	Continuing Professional Development
CSSRP	Comprehensive Secondary School Reform Program
CTE	Career and Technology Education
ELL	English Language Learners
EEA	Educator Effectiveness Academy
ESEA	Elementary and Secondary Education Act – Federal legislation, also known as No Child Left Behind (NCLB), which requires an emphasis on and funding for the objectives and action plans of this report
ESOL	English for Speakers of Other Languages
ETM	Education That Is Multicultural – Information that offers insights and sensitivity to all cultures so that instruction can be better planned to embrace diversity in classrooms
FARMS	Free and Reduced Meals

**Harford County Public Schools
Bridge to Excellence Master Plan**

Essential Vocabulary

Formative Assessments	Classroom assessment that assists teachers in planning the next steps for instruction of individual students
GCC	General Curriculum Committee
HBCU	Historically Black Colleges and Universities
HCEA	Harford County Education Association
HCPS	Harford County Public Schools
Highly Qualified Paraprofessionals	Paraprofessionals who deliver instructional services to students and who have either completed two years of study at an institution of higher education, obtained an associate's or higher degree, or met a rigorous standard of quality and can demonstrate knowledge through a formal assessment
Highly Qualified Teachers	Public elementary or secondary school teachers who have full state certification or have passed a state licensing examination, are licensed to teach in the state, and have not had certification or licensure requirements waived on an emergency, temporary, or provisional basis
HSA	High School Assessment
IDMS	Instructional Data Management System
IDS	Instructional Data Specialist – central office position associated with Race to the Top
IEP	Individualized Education Plan
IF	Instructional Facilitator—school-based position with evaluative duties
ILA	Integrated Language Arts
IIS	Instructional Improvement System
ILT	Instructional Leadership Team—Principal, Assistant Principal(s), Instructional Facilitator, and Teacher Mentor
Instructional Technology	Software that supports the instructional program
ISTE	International Society for Technology in Education
LEA	Local Educational Agency—the Harford County Public School System

**Harford County Public Schools
Bridge to Excellence Master Plan**

Essential Vocabulary

LRE	Least Restrictive Environment
LTDB	Longitudinal Test Database
MMSR	Maryland Model of School Readiness
MSA	Maryland School Assessment
MSAP	Maryland Student Assistance Program
MSDE	Maryland State Department of Education
MTLSS	Maryland Technology Literacy Standards for Students
NCLB	No Child Left Behind – Elementary and Secondary Education Act of 2002
PBIS	Positive Behavior Interventions and Supports
PD	Professional Development
PDS	Professional Development School
Performance Levels	Categories of student performance on state academic tests: Basic, Proficient, and Advanced levels
PLC	Professional Learning Community
PS	Performance Series – Web-based assessment in reading and/or mathematics to determine student performance levels (scaled scores) and student performance growth over time
RFP	Request for Proposal
RTTT	Race to the Top
SC	State Curriculum
SIS	Student Information System
SMI	Scholastic Mathematics Inventory
SRI	Scholastic Reading Inventory

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Integration of Race to the Top with Maryland's Bridge to Excellence Master Plan

Authorization

Section 5-401, *Comprehensive Master Plans*, Education Article of the Annotated Code of Maryland
Public Law 111-5, *American Recovery and Reinvestment Act of 2009*

Introduction

Beginning in 2011 and continuing for the remainder of the Race to the Top (RTTT) grant period, Maryland will integrate the RTTT Local Scopes of Work with the existing Bridge to Excellence Master Plan (BTE) and will review and approve the Scopes of Work within the Master Plan review infrastructure in accordance with RTTT and BTE guidelines. The purpose of this integration is to allow Maryland's Local Education Agencies to streamline their efforts under these programs to increase student achievement and eliminate achievement gaps by implementing ambitious plans in the four RTTT reform areas. This integration also enables the Maryland State Department of Education to leverage personnel resources to ensure that all Scopes of Work receive comprehensive programmatic and fiscal reviews.

Background

In 2002, the Maryland General Assembly enacted the *Bridge to Excellence in Public Schools Act*. This legislation provides a powerful framework for all 24 school systems to increase student achievement for all students and to close the achievement gap. The *Bridge to Excellence* legislation significantly increased State Aid to public education and required each LEA to develop a comprehensive Master Plan, to be updated annually, which links school finance directly and centrally to decisions about improving student learning. By design, the legislation requires school systems to integrate State, federal, and local funding and initiatives into the Master Plan. Under Bridge to Excellence, academic programming and fiscal alignment are carefully monitored by the Master Plan review process.

In August 2010, Maryland was awarded one of the Race to the Top education grants. The grant is worth \$250 million over four years and will be used to implement Maryland's Third Wave of Reform, moving the State from national leader to World Class. Local RTTT Scopes of Work have been developed by Maryland school systems and are closely aligned with the overall State plan to guide the implementation of educational reforms. In 2011, local Scopes of Work will be integrated and reviewed as part of the BTE Master Plan.

New Master Plan Structure and Review

To facilitate the integration of the BTE Master Plan and LEA Scopes of Work, the Master Plan Guidance, which is currently based on the five No Child Left Behind goals, has been reorganized to

reflect the four RTTT reform areas. The No Child Left Behind goals – still integral to the Master Plan – are subsumed under the RTTT reform areas. Under the new Master Plan structure, local school systems will begin with an Executive Summary, which sets the stage by providing analysis of local data, highlighting academic and fiscal priorities, and summarizing local Scopes of Work under the four reform areas. The Executive Summary will be followed by sections for each reform area, each beginning with the Scope of Work narrative and detailed action plan accompanied by a detailed budget for the current implementation year. Included in each reform area section will be the local report on progress to the respective NCLB goal area.

A comprehensive review of all 24 systems' Master Plans occurs annually. The review process involves panelists from all 24 LEAs and from the Maryland State Department of Education. It requires all 24 systems to update the State Board of Education and the State Superintendent of Schools on the effectiveness of federal grant programs, American Recovery and Reinvestment Act funds, and State Fiscal Stabilization Funds. In addition to the review of progress toward the NCLB goals, each system receives a separate financial technical review by the Maryland State Department Office of Finance to ensure fiduciary responsibility. Beginning in 2011, as part of the Master Plan review process, local Scopes of Work narratives, action plans, and respective budgets will receive the same level of intense review to ensure that the goals of BTE and RTTT are being met, the components of these programs are fully integrated, and to ensure fiscal accountability and responsibility. Ultimately, each local Master Plan must be reviewed by the State Board of Education and approved by the State Superintendent of Schools.

For 2011, the review of the local Scope of Work, which must align with Maryland's RTTT application, will focus on the approval of the narrative, action plan and budget for Year 2. Each local Master Plan and integrated Scope of Work will be unique based on the needs of the local school system.

2011 Master Plan Annual Update

(Include this page as a cover to the submission indicated below.)

Master Plan Annual Update Part I

Due: October 14, 2011

Local School System Submitting this Report:

Harford County Public Schools

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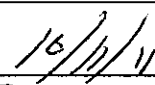
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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2011 Annual Update to our Bridge to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence and Race to the Top programs. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.

***Only participating LEAs need to complete the Race to the Top Scopes of Work documents that will now be a part of the Master Plan.**



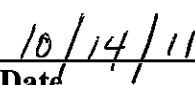
Signature of Local Superintendent of Schools
or Chief Executive Officer



Date



Signature of Local Point of Contact



Date

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Use this page to identify the members of the school system's Bridge to Excellence/Race to the Top planning team. Please include affiliation or title where applicable.

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Joe Schmitz	Executive Director of Secondary Education
Edward Fields	Director of Budget
Andrew Moore	Director of Information Technology
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Mary Beth Stapleton	Coordinator of Grants
Jeannine Ravenscraft	Budget Analyst
Eric Clark	Grants Accountant
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Section A: Executive Summary

I.A

Introduction

Harford County Public Schools (HCPS) is a diverse jurisdiction serving over 38,000 students in 33 elementary schools, nine middle schools, nine high schools, one technical/vocational high school, a school for students with disabilities, and an alternative education school.

The Harford County Board of Education (BOE) is accelerating efforts and making necessary changes to the current way of doing business, and has approved a Strategic Plan that aligns with Maryland's Race to the Top (RTTT) goals. HCPS believes all students can meet high standards. To that end, HCPS commits to the following elements of the State's reform plan as described in the *American Recovery and Reinvestment Act (ARRA)*:

- Supporting the transition to enhanced standards and high-quality assessments;
- Using data to improve instruction;
- Supporting great teachers and great leaders; and
- Turning around HCPS lowest-achieving schools.

The mission of HCPS is to promote excellence in instructional leadership and teaching and to provide facilities and instructional materials that support learning for the 21st century. The Harford County BOE supports this mission by fostering a climate that supports deliberate change and monitoring progress through measurable indicators. Although many students achieve academic success, HCPS is dedicated to ensuring that ALL students are successful. RTTT allows for intentional efforts to address some of the most concerning challenges:

- Students with disabilities are continually challenged to achieve proficiency on MSA.
- Students with disabilities did not meet the AMO in at least one subject in 18 of the 21 schools that failed to achieve Adequate Yearly Progress (AYP) during the 2010-2011 school year.
- Students receiving free and reduced meals and African-American students continue to score well below the Harford County proficiency percent in MSA Reading and Mathematics, as well as the Algebra/Data Analysis High School Assessment (HSA).
- Job-embedded professional development for teachers with respect to educational technology, continual funding shortfalls to maintain existing implemented technologies, and an aging infrastructure which cannot meet the growing demand of online and multi-media instructional resources remain a challenge.

In order to address these challenges, and ensure every student is prepared for post-secondary education and a career, four arching goals are identified in the *Harford County BOE Strategic Plan*:

- **Goal 1:** To prepare every student for success in postsecondary education and a career.
- **Goal 2:** To encourage and monitor engagement between the school system and the community to support student achievement.

- **Goal 3:** To hire and support skilled staff who are committed to increasing student achievement.
- **Goal 4:** To provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning.

These goals align with the RTTT goals of increasing student achievement, graduation rates, and college enrollment identified in Section A of the State’s application. By school year 2020, HCPS will:

- Increase student achievement from current rates to 100% proficient in English/Language Arts and Mathematics.
- Increase the graduation rate.
- Increase the percent of graduates who register as full or part-time post-secondary students.
- Increase the number of students earning college credit at institutions of higher learning prior to graduation.
- Increase the number of college credit courses offered in HCPS including Advanced Placement (AP), International Baccalaureate (IB) and online.
- Increase the number of graduates who meet the MSDE University System of Maryland Completer.
- Meet or exceed the national average for critical reading, mathematics, and writing scores on the SAT or the ACT.

Furthermore, in order to support the “pipeline” of students ready for STEM careers, HCPS is developing a coordinated, integrated, comprehensive K-12 STEM Education Strategy. Local leaders of industry, government, community, and subject content experts are in the process of developing recommendations that will change STEM education in Harford County. These recommendations will align with the State’s more rigorous common core standards. The result of this planning process will be to ensure more students are better prepared for post-secondary STEM careers.

Budget Narrative

Harford County Public Schools (HCPS) is a fiscally dependent school system with an actual enrollment of 38,587 students in fiscal year 2011. When ranked by enrollment, HCPS is the 140th largest school system of the 17,735 regular school districts in the country. This places HCPS in the top one percent of school districts by size. HCPS is ranked 8th of the 24 school districts in the State of Maryland. For fiscal year 2012, the student body will be served by a projected 5,440.0 FTE faculty and staff positions.

With the August 2011 opening of Red Pump Elementary School, Harford County has 54 public schools along with 47 non-public schools located within the county. Citizens in Harford County have a choice of public or private schools. Approximately 39,000 students attend public schools. The number of students attending private schools is unknown. The 2010 population of Harford County was 246,433 and is projected to increase to 252,477 by 2015. According to the Bureau of Census, the school age population in 2000 was 45,189 of which 39,540 or 87.5% attended

public schools. School enrollment was 35,963 in 1994 and reached a peak in 2006 of 40,294 and has declined slightly to 38,587.

The Fiscal Year 2012 Board of Education adopted Budget for Harford County Public Schools addresses the essential components of federal legislation known as *No Child Left Behind* (NCLB), state legislation known as the Bridge to Excellence Act (BTE), and continues to address the Strategic Plan and Master Plan. Meeting the educational needs of a growing and diverse community so that no child is left behind requires vision, knowledge, organization, effective planning, sufficient coordinated resources, and commitment from all stakeholders.

Tough fiscal times continue to exist internationally, nationally, and locally. These are challenging times for the State of Maryland, Harford County Government, and Harford County Public Schools. Since 2009, due to financial constraints, the Harford County Government has requested HCPS to return over \$7.4 million of budget revenue (\$3,936,066 for fiscal 2009; \$500,000 for fiscal 2010; and \$2,994,401 for fiscal 2011). Total lost operating revenues from the County equals \$7,430,467 during this aforementioned period. Even with tough fiscal times, federal and state mandates regarding the education of our students remain in effect. Fiscal years 2012 and 2013 are forecasted to continue the trends of reduced operating and salary costs while the costs related to healthcare, transportation, and pension continue to increase for the school system.

Every effort was made to be fiscally conservative in preparing the 2012 Budget. This budget required difficult decisions in order to align projected expenditures with projected revenue. Harford County Government increased its funding by \$229,838 which was targeted towards funding the needs of opening Red Pump Elementary. The State of Maryland increased its funding by \$2.1 million. The State of Maryland also restored revenue to the Unrestricted Budget which was allocated to the Restricted Budget in the amount of \$6.1 million for health insurance costs in FY 2011. The fiscal 2012 Unrestricted Operating Budget is approved at \$427.5 million. The Restricted Fund Budget is projected to decrease by \$18 million to \$25.4 million. The Adopted Capital Budget has been reduced to \$16.2 million for fiscal 2012 with no new major building projects approved.

For fiscal 2012, HCPS faced cost of doing business increases in the Unrestricted Operating Budget totaling \$16.7 million. These expenditures included benefit rate adjustments, non-public placement costs, utility and fuel increases, state/federal mandates, magnet/special program enhancements, opening of Red Pump Elementary, and contracted service increases. With \$8.2 million in new revenue to offset these costs, HCPS implemented budget reductions totaling \$5.6 million for fiscal 2012. The remaining shortfall was offset with a \$2.9 million increase in fund balance.

The fiscal situation addressed in the budget, including the reallocation of existing resources to cover new expenses, will impact our schools, our students, and all employees of Harford County Public Schools.

Review of 2010-2011 Goal Progress: Identified Successes and Challenges

The Maryland School Assessment, a measure of student proficiency in reading, mathematics, and science, was administered in the Spring 2011 to students enrolled in grades 3 through 8. High school students were measured in these areas by the High School Assessment Tests (HSA): Algebra/Data Analysis, Biology, and English 10. Performance in the elementary and middle schools in reading and mathematics remained generally stable from 2010 to 2011.

Maryland State Assessment

In the elementary grades, the nine out of 10 students continued to demonstrate Proficient performance, and the percent of all students testing at Proficient or Advanced in reading rose very slightly in 2011, to 90.7 %. The proficiency rate for Special Education students rose by 7.3 %, and the school system met Adequate Yearly Progress (AYP) for the Special Education subgroup in 2011. Students classified as Free and Reduced Meals (FARMS) increased approximately 4 %, although the nearly six-point increase in the Annual Measurable Objectives (AMO) for reading this year caused that subgroup to fail to achieve AYP.

The proficiency rate for all students tested at middle school increased by 0.2 % to 87.9 %; however, special education students' proficiency fell by 2.7 % to 61.5 %, and FARMS students' proficiency fell by 0.4 % to 76.7 %. A five-point decrease in the reading AMO for middle schools resulted in three subgroups' failure to achieve AYP. It should also be noted that because of changes in the coding of student by race, no trend data for race/ethnicity subgroups has been provided.

In mathematics, proficiency rates for elementary school students in the aggregate, as well as for Special Education and FARMS students, dropped slightly (less than 1 %). For middle school students, the proficiency rate for all students improved by nearly two percent, rising to 79.1 %, and for FARMS students by 3.1 %, rising to 66.0 %.

In science, fifth graders (in the aggregate) demonstrated an increase in proficiency for the second consecutive year, achieved a proficiency rate of 75.7 %, a two-point increase compared to 2010 and a nearly 5 point increase compared to 2009. Moreover, proficiency for FARMS students grew by nearly 5 points from 2010 to 2011. Eighth graders' proficiency in science also increased for the third consecutive year. Compared to 2010, proficiency for students in the aggregate increased by nearly two percent. Since 2008, proficiency for all students has grown by nine percent. FARMS students' proficiency in science improved by two percent in 2011 compared to 2010 and by 13 points compared to 2008.

Alternative Maryland School Assessment

Students with disabilities participating in the Alternate Maryland School Assessment (ALT-MSA) demonstrate mastery of individually selected indicators and objectives from the reading, mathematics, and science content standards. Harford County students demonstrated significant gains across grade levels and content areas. Advanced +Proficiency rates for students participating in the ALT-MSA reading measure exceeded 90 % for grades 4 and 5 at the elementary level and all grades at the middle school level.

Proficiency rates for students participating in the ALT-MSA mathematics measure demonstrated gains across all grade levels with the exception of grade 3. Overall trend data for this assessment reflects significant increases in the number of students scoring Advanced + Proficiency.

Significant gains are noted for students participating in the Science ALT-MSA performance level for Advanced + Proficient increased from 57.6 % in 2010 to 85.1 % in 2011.

High School Assessment

Relative to HSA results, more than eight out of ten sophomores passed all assessments by the end of the year. Most students continue to pass the four assessments by the end of grade 10. In English, more than 82 % of students took and passed the assessment, in Biology the figure is 86 %, and Algebra/Data Analysis 89 % of students passed by the end of their sophomore year.

Performance on the Biology HSA remained stable in 2011 for students in the aggregate with the proficiency rate declining by 0.7 %, but still above 86 %. FARMS students' proficiency increased in 2011, although Special Education students' proficiency dropped by six points.

By the end of grade 11, as students begin their senior year in high school, data indicate that between 80 % and 90 % of students in the aggregate already passed the assessments. For example, slightly more than 90 % of students in the aggregate passed Algebra/Data Analysis, including 65 % of Special Education students and 82 % of FARMS students. Furthermore, 85 % of students passed Biology, including 60 % of Special Education students and 72 % of FARMS students. 84 % of all students passed English, including 49 % of Special Education students and 69 % of FARMS students.

Examination of twelfth grade pass rates for all HSA reveals that nearly 95 % of all twelfth graders passed all four assessments. Students from traditionally under-performing subgroups also demonstrated high pass rates by grade 12, with 83 % of Black/African-American students, 78.1 % of Special Education students, and 85.4 % of FARMS students passing all four assessments by the end of the twelfth grade.

Limited English Proficient

The MSA proficiency rates for Limited English Proficiency (LEP) elementary and middle school students remained nearly constant. In the elementary schools, LEP students' proficiency rates in reading exceeded the AMO in 2010 and 2011. In middle school, the number of LEP students increased by more than 15 % in 2011, but the percent of students scoring Proficient also increased significantly, from 65.5 % to 84.5 %, exceeding the AMO.

In mathematics, elementary LEP students' proficiency rates fell from 86.3 to 82.5 %, but the AMOs were met for both years. Mathematics scores for middle school LEP students did not increase; however, in 2011 the number of test takers fell slightly from 112 to 103. The number of LEP students in the high schools remained small, typically fewer than 20 system-wide, and trends on the MSA or meeting HSA requirements in the aggregate are difficult to discern.

Adequate Yearly Progress

For 2011, 24 of 33 elementary schools and two of the nine middle schools achieved AYP. Compared to 2010, this represents nine additional elementary and five middle schools failing to make AYP. HCPS staff is aware of the steady increases in the AMO as the system moves towards 2013-14, when NCLB “expects” all students to perform at Proficient or Advanced levels.

Changes in reporting policies effective in 2011 have been adopted in order to protect student confidentiality. These changes have resulted in the suppression of some information including trend data and data disaggregation at a level which could result in the release of personally identifiable information. For example, dropout rates lower than three percent, which is the state standard, are reported at the system and school levels as “ ≤ 3.00 .” Any rates falling below that figure are not reported. Based on this information, the system-wide aggregate dropout rate has been reported for the past five consecutive years as “less than or equal to 3.00,” and any changes within that range are not reported. In 2011, it is useful to note, however, the aggregated dropout rate and the dropout rate for Special Education students fell below 3.00. However, FARMS students had a reported rate of 4.20 and African-American students’ dropout rate was reported at 3.89.

Attendance

Similar limitations on the identification of trends apply to attendance rate as well. A review of trends in days absent at the elementary, middle, and high school levels is useful. First, at all three levels, the percent of students absent fewer than five days during the year shows a positive trend and is higher than at any time since 1993. By the same token, the percent of students reported absent for more than 20 days is decreasing. These trends appear to be significant and suggest that students are “present” to receive instruction.

Graduation

For 2011, HCPS students graduated high school at a record rate of 85.67 %, slightly less than one percentage point below the 2010 data. Corresponding rates for traditionally underperforming minorities were 74.7 %, 57.9 %, and 73.1 %, for African-American, Special Education, and FaRMS students, respectively. The 2011 rate represents an improvement for Special Education students, whose increase was 1.8 points from 2010. Improvement for FaRMS students was 69.9 % from 2010.

Challenges

Performance has improved significantly since the annual assessment of student proficiency in reading and mathematics under the NCLB. In 2004, approximately 75 % of students in grades 3, 5, and 8 scored Proficient/Advanced in reading and approximately 70 % scored at that level in mathematics. However, over the past two years, close to 90 % of all students system-wide have performed at Proficient/Advanced in reading and 85 % have performed that well in mathematics. Clearly, growth rates have slowed over the past two years.

At the same time, the AMOs in reading and mathematics continues to increase at an accelerating rate. Compared to 2010, AMOs for 2012 will average around 10 points higher. Special Education students are especially challenged to achieve proficiency on MSA. In 2007, only two high schools failed to achieve AYP in reading wholly, or in part, because of Special Education;

by 2011, that number had risen to five, with an additional three schools designated Safe Harbor because of lack of proficiency among Special Education students. In mathematics, no high school failed to achieve AYP in mathematics wholly, or in part, because of Special Education in 2004; by 2011, that number had increased to two.

In addition to AYP challenges, the school system is challenged to sustain and improve the performance of underperforming subgroups to ensure they are college and career ready. Special Education students are a case in point. Examination of their reading proficiency at the end of the elementary school (grade 5) reveals proficiency rates jumped from 50 % to 71 % between 2004 and 2008. Since then, the proficiency rate remains unchanged. Statistics are nearly identical in mathematics, where proficiency rose from 41 % in 2004 to 54 % in 2007 where it has remained. In terms of high-school readiness, the regular education-special education gap has held around 40 points, and just more than half of these students demonstrated proficiency in reading at the end of grade 8.

Examination of the FARMS performance shows more encouraging results. Their end of grade 5 reading proficiency has ranged in the 80 % to 85 % range since 2008, and their performance gap with non-FARMS students has narrowed from 20 points in 2007 to 10 points by 2009 where it has remained. This basic pattern is repeated for grade 8 as FARMS students reached 77 % proficiency in 2010 and an achievement gap of 13 points compared to a 20 point gap in 2008. In mathematics, FARMS students showed steady improvement and some reduction in their 20 point performance gap with non-FARMS students through 2010 in grade 5. However, their proficiency fell and the gap increased in 2011. Since 2007, the grade 8 gap remained constant at 30 points, and 2011, just half the FARMS students demonstrated mathematics proficiency as they left grade 8. The school system is challenged to strengthen instruction and provide effective intervention to assist these students in meeting grade level standards in mathematics.

Finally, regarding attendance, there is general comparability among all sub-groups and across levels; however, at the high school level, African-American, Hispanic, Special Education, and FARMS continue to attend school less consistently than other groups. The pattern of disparity has been generally consistent since 2003, and merits continuing monitoring.

Special Education

HCPS is committed to providing a full continuum of supports, resources and services enabling all students the opportunity to achieve to their full potential in instructional environments that acknowledge and respond to individual needs. Students with disabilities receive supports and services by means of specialized instruction as determined by the Individualized Educational Plan/Individualized Family Service Plan (IEP/IFSP) Team process. The goal of the IEP /IFSP process is the provision of services in least restrictive environment; ensuring that students with disabilities are educated to the maximum extent appropriate with children who are nondisabled.

HCPS LRE DATA PLACEMENT DATA – OCTOBER 29, 2010											
3-5 yrs	Home	Service Provider Location	Regular Early Childhood Program at least 80%	Regular Early Childhood Program – Extended IFSP at least 80 %	Separate Class	Regular Early Childhood Program 40-70 %	Regular Early Childhood Program – Extended IFSP 40-70 %	Regular Early Childhood Program less than 40 %	Regular Early Childhood Program – Extended IFSP less than 40 %	Day	
										Public	Private
682	0.29 %	19.06 %	45.89 %	11.58 %	15.98 %	1.17%	0.59 %	2.49 %	0.44 %	1.47 %	1.03 %

HCPS LRE DATA PLACEMENT DATA – OCTOBER 29, 2010											
6-21 yrs	Inside Regular Education Program at 80% or more	Inside Regular Education Program 79 – 49%	Inside Regular Education less than 40%	Home	Hospital	Day		Residential		Correctional Facilities	Parentally Placed
						Public	Private	Public	Private		
4,814	83.9 %	4.4 %	3.03 %	0.33 %	0.10 %	2.29 %	3.86 %	0.02 %	0.06 %	0 %	1.97 %

HCPS General Education and Special Education personnel work in collaboration to address the instructional needs of all students utilizing a wide range of strategies including Response to Intervention, differentiated instruction and co-teaching. Collaborative planning opportunities are essential to building staff capacity to address the needs of diverse learners. Implementation of accommodations and modifications documented in a student IEP are an expectation of all instructional staff, training is provided annually to relevant staff.

Race to the Top Summaries and Accomplishments

Section A: State Success Factors

In order to monitor HCPS progress toward achieving the goals outlined in the HCPS Race to the Top (RTTT) application, HCPS appointed a Project Manager. The Project Manager oversees HCPS implementation of the state’s reform plan and HCPS projects designed to address the criteria associated with the four reform areas. Additionally, the Project Manager works in conjunction with the state’s evaluator to ensure all three phases of evaluation are completed efficiently and effectively. Finally, the Project Manager closely monitors the implementation of the K-12 STEM Education Strategy to ensure that progress is achieved and aligned with all *Race to the Top* initiatives.

Projects and tasks accomplished during Year 1 of RTTT:

- Identified the RTTT Project Manager* who oversees the implementation of the RTTT Scope of Work.
- RTTT Project Manager assisted MSDE with the set-up and implementation of the Educator Effectiveness Academy (EEA).
- RTTT Project Manager organized and facilitated the follow-up professional development to the EEA provided by HCPS.
- RTTT Project Manager organized and facilitated RTTT Work Group meetings including all stakeholders identified in the Communication Chart.

*See each action plan projects and tasks accomplished in Year 1 under each reform area. All were overseen by RTTT Project Manager.

Section B: Standards and Assessments

HCPS hired Model Department Chairpersons in high school Mathematics, English, Science and Social Studies. HCPS requested the Mathematics chair and Science chairs be supported by Race to the Top as they will play a key role in the creation and implementation of the HCPS STEM initiative and content delivery, including transition to Common Core Standards and high quality assessments. The Model Chairpersons are assigned to work with four principals and Core Content Supervisors to provide supplementary content specific evaluative services at four high schools.

In order to ensure college readiness, HCPS partnered with College Board to address needs and identify strategies designed to increase the number of students ready for college ensuring higher quality standards and assessments. Some of those strategies could include parental outreach, AP practice exams, SAT assistance and preparation.

Projects and tasks accomplished during Year 1 of RTTT:

- Identified the principal and three teacher leaders from all 54 schools who participated in the EEA.
- Hosted and participated in the 2011 EEA.
- Hired Model Mathematics and Science Department Chairpersons.
- Developed a plan and activities to partner with the College Board to expand programs designed to increase student achievement and college readiness.

Section C: Data Systems to Improve Instruction

In order to fully implement the new Instructional Improvement System, and ensure that teachers are able to access timely data and resources, HCPS hired an Instructional Data Specialist who works under the direction of the RTTT Project Manager. In coordination with the Office of Technology, the new Instructional Data Specialist works with MSDE to coordinate the implementation of data management in determining existing infrastructure needs and detail the educational technology solutions in order for HCPS teachers to use the new Instructional Improvement System.

HCPS will purchase eSchoolPlus, a Student Information System (SIS) in the second year of the grant. This new system is a version upgrade to HCPS existing “end of life” SIS which has no

enhancement track to accommodate the data collection required by current and future state/federal reporting.

Projects and tasks accomplished during Year 1 of RTTT:

- Hired an Instructional Data Specialist (IDS) to provide immediate support for all HCPS teachers currently learning to analyze assessment data to inform instructional practice;
- Hosted and coordinated HCPS participation in the Educator Effectiveness Academies (EEA); and
- Identified school-based teams to participate in the 2011 Educator Effectiveness Academy.
- Began to identify and address gaps in current HCPS data system and technological infrastructure, in coordination with MSDE, to support efforts in the successful development and eventual HCPS transition to the IIS.

Section D: Great Teachers and Leaders

HCPS hired a Coordinator of Teacher Induction who reports to the Coordinator of Leadership and Professional Development. The Coordinator of Teacher Induction is charged with: participating in the State's Induction Program Academies and sending HCPS mentors as allowable by the state; overseeing a comprehensive teacher induction program based on the model shared at the Teacher Induction Academies; supervising the implementation of the mentor teacher program; evaluating mentor teachers in collaboration with school administrators; collaborating with the Office of Education Services to assess school needs and to assign mentor teachers as appropriate; and serving as a liaison with MSDE.

HCPS ensured all 53 schools sent teams to participate in the Educator Effectiveness Academies (EEA). These teams will be identified by the RTTT Project Manager in concert with the Executive Directors of Elementary, Middle, and High School Performance. As follow up from the EEA, school-based teams will identify additional key staff unable to attend the academy and train them in the information presented. These staff will be core content teachers and/or special educators. Throughout all four years of the grant, all teachers will be trained in the new Instructional Improvement System.

Projects and tasks accomplished during Year 1 of RTTT:

- Hired the Coordinator of Teacher Induction.
- Hired the Model Department Chairpersons.
- Identified the principal and three teacher leaders from all 54 schools who participated in the EEA.
- Provided follow-up professional development for administrators and teachers unable to attend the EEA.
- Implemented the HCPS Teacher Induction Program.
- Participated in MSDEs Teacher Induction Academy for LEA Coordinators.
- Participated in MSDEs Aspiring Leaders' Academy and Executive Officer professional development opportunities.
- Assessed school needs regarding new teachers and assigned current mentor teachers as appropriate.

Section E: Turning Around Lowest Performing Schools

The RTTT Project Manager, Executive Directors of Secondary School Performance, the Executive Director of Community Engagement and Cultural Proficiency, and the Coordinator of School Improvement will plan and implement secondary school improvement initiatives during year two of the RTTT grant. The HCPS Coordinator of School Improvement will use lessons learned through the State Breakthrough model and replicate those efforts in secondary schools which could include Positive Behavioral Interventions and Supports (PBIS), Classroom-focused Improvement Process (CFIP), Performance Matters, the new Instructional Improvement System, and STEM. Activities will be implemented after reviewing School Improvement plans.

Projects and tasks accomplished during Year 1 of RTTT:

- Conduct a needs assessment of secondary schools in improvement through the School Improvement Planning process and identify schools for targeted interventions and supports.

I.B

Finance Section

Introduction

The Master Plan Annual Updates provide insight into the work that school systems engage in on a daily basis, demonstrating their commitment to accelerating student achievement and eliminating achievement gaps. The finance section, in conjunction with the budget narrative information in the Executive Summary, includes a Current Year Variance Table, a Prior Year Variance Table, a Prior Year ARRA Variance Table (for FY 11 only), Race to the Top Scope of Work grant documents and Project Budget workbooks, and analyzing questions. Together, these documents illustrate the local school system's alignment of the annual budget with the Master Plan priorities.

Background

In FY 2009, the finance structure created through the Bridge to Excellence Act was fully phased-in. In August of 2010, Maryland was awarded a federal Race to the Top grant which is assisting the State and its participating LEAs implement Maryland's third wave of education reform. For the 2011 Annual Update, the focus of the finance section will be the total budget and all budgetary changes (retargeted funds, redistributed resources, and new funds) as opposed to only looking at uses of new funds. This change in focus is indicated in the Executive Summary and the supporting tables.

Definitions of Key Terms

1. Original Approved Budget – budget as approved at the beginning (July 1) of the fiscal year.
2. Final Approved Budget – budget as approved at the end (June 30) of the fiscal year.
3. Redistributed Funds – funds that were once used for a different purpose, now being used for a new purpose.
4. Retargeted Resources – resources that are being used for a new purpose without a change in funding.

Analyzing Questions

Prior Year Revenue Analysis

- **Did actual FY 2011 revenue meet expectations as anticipated in the Master Plan Update for 2010? If not, identify the changes and the impact any changes had on the FY 2011 budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.**

Yes, revenues finished slightly higher than originally planned.

Analysis of Actual Expenditures

Questions 1-4 below are based on the school system's use of State Fiscal Stabilization Funds. Question 5 is based on all ARRA funds. Please respond to the following questions using the information provided in the **ARRA Prior Year Variance Table**.

- 1. Please describe what the influx of flexible ARRA SFSF funds has allowed the school system to accomplish this year, regardless whether or not the SFS funds were directly used to fund an initiative. (For example: A school system plans to use SFS funds to pay for utilities, and that decision, in turn, is allowing the district to allocate funds to a different program or initiative.)**

Table (1.1C) – Under other, Fixed Charges: in FY 2011 HCPS used 2,840,603 ARRA SFS funds to pay for part of the increased health insurance premium increases. This avoided a reduction in workforce or layoffs.

- 2. If the State Fiscal Stabilization (SFS) funds are being used for specific construction projects, please provide a list of the specific construction projects (ARRA Division, A, Section 14008) and the corresponding resource allocations.**

Not applicable to HCPS.

- 3. Please describe, if applicable, one-time uses of SFSF funds. Include individual activities and corresponding resource allocations in your description. After the ARRA funds run out, is there a plan of sustainability? If so, please briefly describe the plan.**

Not applicable to HCPS.

- 4. Please describe the steps that the school system proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers that impede access to, or participation in, a program or activity.**

Not applicable to HCPS.

- 5. How has the potential “funding cliff” impacted current discussions and subsequent decisions regarding the most effective use of ARRA funds?**

New positions hired with ARRA funds were closely reviewed. Those positions deemed essential to sustain were absorbed via other funding sources.

Race to the Top Monitoring Questions

- 1. Please provide the reason for the balance of unused funds at the conclusion of Project Year 1. Where the reason is project-specific, please include this information at the project level.**

HCPS officially received the Race to the Top (RTTT) grant award in March 2011. The delay in hiring staff under Project 1 (Race to the Top Project Manager), Project 4 (Instructional Data Specialist), and Project 6 (Coordinator of Teacher Induction) caused a balance of unused funds. In August 2011, HCPS identified these funds and reallocated those dollars to support the hiring of a third Model Department Chair to (Project 2).

2. How did the availability of unused funds at the conclusion of Project Year 1 impact the LEA's planning for Project Year 2 and beyond?

Unused funds in Projects 1, 4 and 6 were reallocated to allow for an additional Model Department Chair Person (Project 2). Department Chairs will be vital to the school-based follow up of Educator Effectiveness Academies (EEA) for Project Years 2-4, providing expertise in content as schools transition to using the new Common Core Standards.

3. What programmatic changes or accelerations have been made to ensure that activities and goals are met within the grant period?

No programmatic changes have been made to date. All activities and goals are on track to be met within the grant period.

4. What will the LEA do differently in Project Year 2 as a result of lessons learned in implementing Project Year 1?

HCPS does not anticipate changes to the goals and activities originally proposed in Project Year 1. Project Year 2 will include the addition of the Model Department Chair to ensure smooth transition to new Common Core Standards. In addition, HCPS has used Year 1 to plan for the Secondary School Improvement Initiative (Project 8) in Year 2. Specific goals and activities for Project 8 can be found in Section E (Turning Around Lowest Performing Schools).

5. Does the LEA anticipate any challenges in implementing Project Year 2? If so, please identify the challenges at the grant and project level, if applicable.

HCPS does not anticipate any major challenges in implementing Project Year 2.

Race to the Top Scope of Work Narratives and Action Plans

Section A: State Success Factors

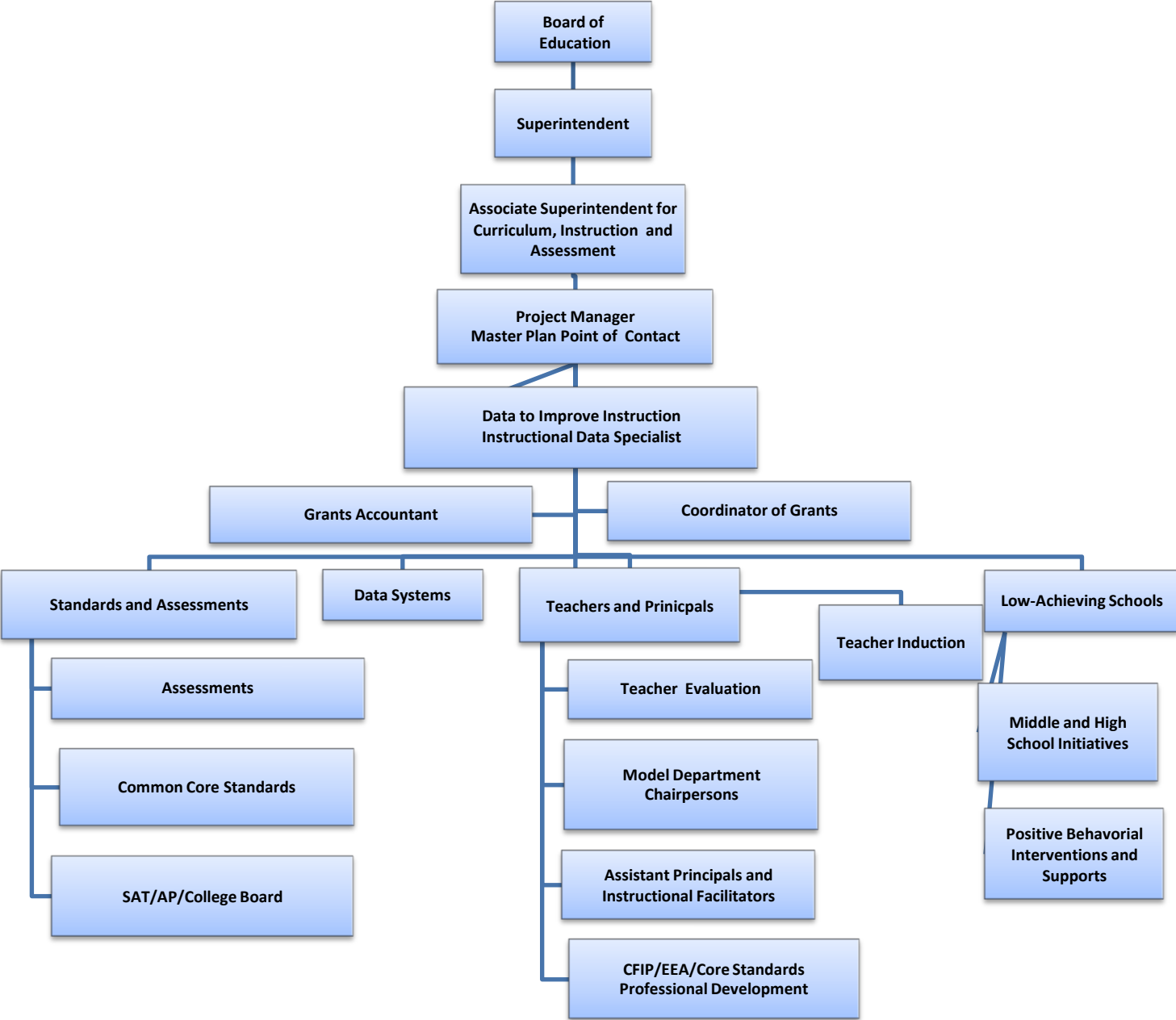
Narrative

In the 2010-2011 school year, HCPS administration was reconfigured under the leadership of the Superintendent. The Associate Superintendent for Curriculum, Instruction and Assessment, now oversees the Offices of Accountability, Content Supervisors, Professional Development, Special Education, and Student Services, as well as the Executive Directors of Elementary, Middle, and High School Performance. This organizational structure supports an efficient decision-making process regarding RTTT oversight and implementation. In addition, the HCPS leadership team chaired by the Superintendent meets weekly to address any inter-departmental concerns or issues and receives updates regarding RTTT initiatives.

When grant funds were awarded in March 2011, HCPS appointed a Project Manager to monitor HCPS progress toward achieving the goals and activities outlined in the RTTT application. The RTTT Project Manager sits on the Superintendent's Leadership Team and dedicates 75% of her current work to oversee RTTT and 25 % overseeing all HCPS intervention services. The RTTT Project Manager oversees the HCPS implementation of Maryland's reform plan, as well as the specific projects outlined in the RTTT Scopes of Work.

The Coordinator of Grants, the Grants Accountant, and the RTTT Project Manager work together to ensure all current and future funding streams and expenditures are aligned with RTTT Scopes of Work, including the *Master Plan 2011 Update*, and will work in concert with MSDEs RTTT evaluator. Finally, the RTTT Project Monitor closely monitors the implementation of the K-12 STEM Education Strategy to ensure that progress is achieved and aligned with all RTTT initiatives. A chart reflecting HCPS internal RTTT communication and oversight is as follows:

Communication Chart



Projects and tasks accomplished during Year 1 of RTTT:

- Identified the RTTT Project Manager* who oversees the implementation of the RTTT Scope of Work.
- RTTT Project Manager assisted MSDE with the set-up and implementation of the Educator Effectiveness Academy (EEA).
- RTTT Project Manager organized and facilitated the follow-up professional development to the EEA provided by HCPS.
- RTTT Project Manager organized and facilitated RTTT Work Group meetings including all stakeholders identified in the Communication Chart.

*See each action plan projects and tasks accomplished in Year 1 under each reform area. All were overseen by RTTT Project Manager.

Action Plan: Section A

Goal(s):

- Increase student achievement from current rates to 100% proficient in English/Language Arts and Mathematics.
- Increase the graduation rate.
- Increase the percent of graduates who register as full or part-time post-secondary students.
- Increase the number of students earning college credit at institutions of higher learning prior to graduation.
- Increase the number of college credit courses offered in HCPS including AP, IB and online.
- Increase the number of graduates who meet the MSDE University System of Maryland Completer.
- Meet or exceed the national average for critical reading, mathematics, and writing scores on the SAT or the ACT.

Section A: State Success Factors	Correlation to State Plan	Project Number	Start Date	End Date	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)		10/01/11	9/30/12	RTTT Project Manager Supervisor of Accountability	National and statewide evaluation completed	N

Section A: State Success Factors	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>Tasks/Activities:</i>							
<ul style="list-style-type: none"> Employ a RTTT Project Manager, under the direction of the Associate Superintendent, who will oversee progress in all four assurance area goals and projects for the duration of the grant. Please see each action plan for project descriptions and timelines. 	(A)(2)	1	10/01/11	9/30/12	Associate Superintendent for Curriculum, Instruction and Assessment RTTT Project Manager	<p>Personnel identified as points of contact for each assurance area</p> <p>Process measures designed to track progress in all four assurance areas activities. Examples: meeting minutes, RTTT fidelity checklist developed including action steps for each area, professional development agendas</p>	N

Year 3 Goals:

- Increase student achievement from current rates to 100% proficient in English/Language Arts and Mathematics.
- Increase the graduation rate.
- Increase the percent of graduates who register as full or part-time post-secondary students.
- Increase the number of students earning college credit at institutions of higher learning prior to graduation.
- Increase the number of college credit courses offered in HCPS including AP, IB and online.
- Increase the number of graduates who meet the MSDE University System of Maryland Completer.
- Meet or exceed the national average for critical reading, mathematics, and writing scores on the SAT or the ACT.

Year 4 Goals:

- Increase student achievement from current rates to 100% proficient in English/Language Arts and Mathematics.
- Increase the graduation rate.
- Increase the percent of graduates who register as full or part-time post-secondary students.
- Increase the number of students earning college credit at institutions of higher learning prior to graduation.
- Increase the number of college credit courses offered in HCPS including AP, IB and online.
- Increase the number of graduates who meet the MSDE University System of Maryland Completer.
- Meet or exceed the national average for critical reading, mathematics, and writing scores on the SAT or the ACT.

Section B: Standards and Assessments

Narrative

Harford County Public Schools (HCPS) has committed to working with the Maryland State Department of Education (MSDE) in the alignment of curriculum, instruction, and assessment with regard to the Maryland Content Standards and the State Curriculum to ensure academic rigor for all students since 2003. In the past, HCPS devoted time and resources regarding the development and implementation of the State Curriculum, as well as the vital instructional tools currently located on the Online Instructional Toolkit through multiple professional development opportunities with teachers. As MSDE transitions to the Common Core State Standards, HCPS has committed staff resources and expertise to the state's efforts to ensure world class standards and engaging curriculum is offered in every Maryland classroom.

HCPS content supervisors and master teachers are working with MSDE on the Gap Analysis alignment between the State Curriculum and the Common Core State Standards. This curriculum development was adopted by the State Board of Education in June 2011, and it is essential for HCPS administrators and supervisors to ensure all teachers fully embrace the Common Core State Standards. In order to ensure HCPS administrators and staff are ready to transition to these high quality standards and assessments, the activities described in sections B and D will be implemented in Year 2 of RTTT.

HCPS is committed to improving classroom instruction so all students are ready to succeed in both college and career. Recognizing the core of Maryland's education reform efforts center around technology systems, processes and resources, HCPS embraces the nine-step Instructional Improvement System (IIS). During the summer of 2010, HCPS provided professional development for all HCPS teachers on the use of the Performance Matters data management system as an instructional tool. The Race to the Top Project Manager built on this foundation and worked with MSDE and HCPS leadership to identify the most appropriate school-based teams to participate in the MSDE Educator Effectiveness Academy and other pertinent MSDE professional development.

HCPS will participate in all professional development in order to ensure all teachers are trained and knowledgeable about the Common Core Standards, and the IIS. This includes ensuring teacher access to online professional development opportunities, as well as hosting the EEA.

HCPS is in the process of investigating how Science, Technology, Engineering and Mathematics (STEM) education is provided to students. The Harford County Board of Education, the Superintendent, industry partners, parents, and school-based leadership agree to increase the number of HCPS students fully prepared to pursue successful STEM related careers. To that end, HCPS is in the process of developing a K-12 STEM Education Strategy that infuses the work accomplished at the State regarding interdisciplinary STEM-based curriculum. HCPS continues to work to identify specific curricular connections and opportunities and change current course offerings as needed. As described in Section D, the Model Mathematics and Science Department Chairpersons will oversee much of this work to ensure the use of STEM standards and project-based lessons.

HCPS requires current students to obtain four mathematics credits as part of their high school graduation requirements. Furthermore, HCPS agrees to adopt the college and career readiness assessments, work with MSDE to develop an agreed upon growth model for college and career readiness and include college and career ready and STEM endorsements on the high school diploma.

In 2011, HCPS contracted with College Board to increase the strategies currently offered in our schools regarding college preparedness, including parental outreach, SAT/ACT preparation and successful student completion of AP exams.

Professional Development

HCPS will participate in all professional development in order to ensure all teachers are trained and knowledgeable about the Common Core Standards, this includes ensuring teacher access to online professional development opportunities, as well as hosting the EEA.

Currently, all HCPS curricula include formative and summative assessments that are expected to be administered by teachers to measure student achievement. District assessments may be scored by the classroom teacher or scored electronically, as overseen by the Office of Curriculum, Instruction, and Assessment. Data obtained from assessments are utilized by classroom teachers to identify learning needs of each student and instruction is subsequently differentiated to address those needs.

Professional development for administrators and school-based staff has focused on increasing teacher efficacy and capacity to analyze data and adjust instructional practices to meet the needs of students. Over the past two years, professional development has focused on understanding and implementing the Classroom-focused Improvement Process (CFIP), an MSDE sponsored initiative, in conjunction with Performance Matters. Performance Matters provides the tool, CFIP provides a process, and curriculum benchmark assessments provide the data for teachers' and administrators' use to make decisions regarding instruction.

As the high-quality assessments are provided by MSDE, HCPS will work to ensure teachers use the formative assessment data as part of the IIS. The availability of high-quality assessments also provides teachers with the essential tools to address the needs of students with disabilities and other subgroups of students. Teachers and administrators will continue to refine their expertise in the area of data analysis for the purpose of data-driven instructional decision making. Teachers' ability to effectively use their students' formative assessment results will be considered a high priority in determining on-going professional development and instructional modification.

Projects and tasks accomplished during Year 1 of RTTT:

- Identified the principal and three teacher leaders from all 54 schools who participated in the EEA.
- Hosted and participated in the 2011 EEA.
- Hired Model Mathematics and Science Department Chairpersons.
- Developed a plan and activities to partner with the College Board to expand programs designed to increase student achievement and college readiness.

Action Plan: Section B

Goal(s):

- Align courses/grade level curriculum to the Common Core State Standards/Curriculum.
- Transition to Common Core State Standards.
- Implement new summative assessments developed by MSDE.
- Utilize formative assessment tools in concert with the state’s IIS.

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (Yes)</i> <i>Activities to Implement MOU Requirements</i>	(B)(3)						
1. Share information on the Common Core standards with all HCPS stakeholders including Board of Education, administrators and supervisors, principals and school-based staff in order to build support and understanding of the MSDE guided transition to enhanced curriculum and assessment	(B)(3)		10/01/11	9/30/12	Superintendent Associate Superintendent RTTT Project Manager	Board of Education notes Meeting agendas School Curriculum Transition Plans	N

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>Additional Required Activities:</i>							
1. Conduct a gap analysis to identify specific curriculum areas that require change or revision	(B)(3)		10/01/11	9/30/12	Associate Superintendent RTTT Project Manager Core Content Supervisors	Curriculum revisions General Curriculum Committee meeting agendas and minutes	N
2. Develop guides for compacting mathematics content to meet the needs of students who are ready for Algebras I prior to grade nine	(B)(3)		10/01/11	9/30/12	Associate Superintendent RTTT Project Manager Mathematics Supervisor	Curriculum revisions General Curriculum Committee meeting agendas and minutes	N

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
3. Develop and implement a professional development plan for English/Language Arts and Mathematics teachers to prepare them for content with which they may be unfamiliar	(B)(3)		10/01/11	9/30/12	Associate Superintendent RTTT Project Manager English and Mathematics Supervisors Coordinator of Leadership and Professional Development	Professional development plan School Curriculum Transition Plans	N

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
4. Establish a process for reviewing school plans developed by school teams following the EEA enabling all teachers to understand the Common Core State Standards and curriculum in mathematics and reading	(B)(3)		10/01/11	9/30/12	Associate Superintendent RTTT Project Manager Executive Directors for School Performance Content Supervisors Coordinator of Leadership and Professional Development	Professional development plan School Curriculum Transition Plans	
5. Collaborate with MSDE to develop Literacy Standards for history/social studies, science, and technical subjects	(B)(3)		10/01/11	9/30/12	Associate Superintendent RTTT Project Manager Content Supervisors	Literacy Standards	N

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
6. Identify professional development days throughout the school year to train teachers on the Instructional Improvement System including the Common Core Standards and enhanced assessments	(B)(3)		10/01/11	9/30/12	Associate Superintendent RTTT Project Manager Coordinator of Professional and Leadership Development	Professional Development days identified on school calendar Written feedback from teachers regarding effectiveness of training	N
7. Provide training for teachers and administrators in CFIP in conjunction with Performance Matters professional development	(B)(3)		10/01/11	9/30/12	Associate Superintendent RTTT Project Manager	Observe administrators working with teams of teachers using CFIP in conjunction with Performance Matters and new formative assessments (when available)	N
8. Ensure teachers use valid and reliable formative assessment data as part of the IIS	(B)(3)		10/01/11	9/30/12	Associate Superintendent RTTT Project Manager Content Area Supervisors	Observations of administrators working with teams of teachers using CFIP in conjunction with Performance Matters and new formative assessments (when available)	N

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
9. Participate in Educator Instructional Improvement Academies and ensure teachers increase teacher capacity	(B)(3)		10/01/11	9/30/12	Associate Superintendent RTTT Project Manager Executive Directors for School Performance Content Area Supervisors Coordinator of Leadership and Professional Development	Protocol developed to monitor teacher use of formative assessment tools School Curriculum Transition Plans	N
10. Participate in EIIA and ensure teachers' understanding of new summative assessment tools.	(B)(3)		10/01/11	9/30/12	Associate Superintendent RTTT Project Manager Supervisor of Accountability Content Area Supervisors	Teacher feedback on understanding of new summative assessment tools School Curriculum Transition Plans	N

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>Tasks/Activities:</i>							
1. Participate in MSDE work groups to create grade-specific expectations aligned to the Common Core State Standards	(B)(3)		10/01/11	9/30/12	Associate Superintendent RTTT Project Manager Core Content Supervisors	Common Core State Standards adopted Meeting agendas	N
2. Train Model Department Chairpersons in the implementation of the HCPS Common Core Standards, school-based STEM standards and high quality assessments	(B)(3)	2	10/01/11	9/30/12	Associate Superintendent Executive Director of High School Performance Coordinator of Leadership and Professional Development	Teachers' instruction reflects use of new STEM Common Core Standards and curriculum	Y

Section B: Standards and Assessments	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
3. Align HCPS K-12 STEM Education Strategy to include activities based on implementation of revised state Common Core STEM standards	(B)(3)		10/01/11	9/30/12	Associate Superintendent RTTT Project Manager STEM Advisory Board and Working Group members	K-12 STEM Education Strategy	N
4. Implement activities planned by HCPS in concert with College Board to increase student achievement and college readiness	(B)(3)	3	10/01/11	9/30/12	Associate Superintendent RTTT Project Manager Executive Director of High School Performance	Increased number of students receiving college credits	N

Year 3 Goals:

- Align courses/grade level curriculum to the Common Core State Standards/Curriculum.
- Ensure that HCPS stakeholders understand and support the transition to Common Core State Standards.
- Provide professional development for all HCPS educators in the new common core state standards, the revised state curriculum and assessment system and effective differentiated and instructional practices.
- Ensure that HCPS educators and stakeholders understand new summative assessments developed by MSDE.
- Ensure that HCPS educators can access, understand and use formative assessment tools in concert with the state’s IIS.

Year 4 Goals:

- Align courses/grade level curriculum to the Common Core State Standards/Curriculum.
- Ensure that HCPS stakeholders understand and support the transition to Common Core State Standards.
- Provide professional development for all HCPS educators in the new common core state standards, the revised state curriculum and assessment system and effective differentiated and instructional practices.
- Ensure that HCPS educators and stakeholders understand new summative assessments developed by MSDE.
- Ensure that HCPS educators can access, understand and use formative assessment tools in concert with the state's IIS.

Core Content Areas

Reading, Mathematics, Science, High School Assessments

No Child Left Behind Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

- No Child Left Behind Indicator 1.1: The percentage of students, in the aggregate and for each subgroup, who are at or above the proficient level in reading/language arts on the state's assessment.
- No Child Left Behind Indicator 1.2: The percentage of students, in the aggregate and in each subgroup, who are at or above the proficient level in mathematics on the state's assessment.

As required under No Child Left Behind (NCLB), Maryland has established continuous and substantial growth targets, or Annual Measurable Objectives (AMOs), for 100% of students to reach proficiency in reading/language arts and mathematics by 2013-2014.

NCLB requires that states test students in science at least once annually in grades 3-5, grades 6-9, and grades 10-12. Additionally, Maryland requires all students who entered ninth grade in or after 2005 to pass the High School Assessments (HSAs). Students may meet the graduation requirement by reaching a combined score of 1602 on the four (4) HSAs or by reaching a combined total of 1208 on the three (3) HSAs, which would include English, Algebra/Data Analysis and Biology.

Local school systems are asked to provide data in the Annual Updates to indicate the progress of all students toward attaining academic proficiency consistent with the AMOs and HSA graduation requirement.

Maryland School Assessment (MSA)

Maryland School Assessment Reading

Based on the examination of AYP Reading proficiency data for elementary schools (Table 2.1) and middle schools (Table 2.2):

- 1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroup(s).**

Elementary

- The Special Education, LEP, FARMS, and African American subgroups continue to score below 85 % Proficient.
 - Note: Special Education did increase from 67.9 % to 72.3 % Proficient.

Middle

- The American Indian, African American, Native Hawaiian, FARMS, LEP, and Special Education subgroups scored below the AMO state standard for proficiency.
 - Note: LEP did increase from 48.2 % to 64.9 % Proficient.

2. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.

- Implement intervention reading programs for identified students grades K-8.
- Monitor and support school improvement initiatives at schools identified as in need of assistance in reading performance.
- Implement extended day and summer reading programs.
- Continue regular professional development sessions with the elementary reading specialists.
- Train teachers and reading specialists for identified elementary reading intervention programs.
- Refine implementation of the instructional framework for Elementary Integrated Language Arts that targets instruction specifically to students' needs and reading levels.
- Continue Scantron electronic assessment for intervention students.
- Administer TPRI early reading assessment at the kindergarten level.
- Implement newly revised quarterly elementary benchmark reading assessments Grades 1-5.
- Continue to evaluate and analyze student assessment data to diagnose student needs and improve instruction at all levels.
- Implement a new intervention program, *Fountas and Pinnell Leveled Literacy Intervention*, in 24 elementary schools for first and second grade students reading below grade level and identified as in need of early reading skills and strategies.
- Implement a book study of best instructional practices for authentic literacy to be read and discussed in department meetings for all middle school Language Arts teachers.
- Use professional development days for teachers to share best practices in conference style format.
- Continue to utilize the technical supports provided by the Special Education Teacher Specialists to facilitate the achievement of students with disabilities and those who may benefit with an emphasis on effective inclusive practices.
- Continue to implement targeted support for the implementation of Wilson Reading intervention utilizing a structured plan of professional development, program implementation and data monitoring.
- Provide ongoing professional development related to the implementation of IEP goals and lesson plans/instructional strategies aligned with the State Curriculum and Core Content Standards.

Maryland School Assessment Mathematics

Based on the examination of AYP Math proficiency data for elementary schools (Table 2.4) and middle schools (Table 2.5):

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroup(s).

Elementary

- The Special Education, ELL, FARMS, and African American subgroups continue to score below 85 % Proficient.
- Students in the Special Education subgroup continue to score below the AMO state standard for proficiency.

Middle

- The ELL, Special Education, FARMS, Hispanic, American Indian, and African American subgroups scored below the AMO state standard for proficiency.
- The ELL and Special Education subgroups scored significantly below the state standard for proficiency.

2. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.

- Implement intervention mathematics programs for all at-risk students at all levels.
- Continue to identify of at-risk students as early as possible.
- Address time within the school day.
- Provide professional development based on staffing needs.
- Provide transportation for students beyond the school day.
- Hold informational meetings and professional development for all stakeholders.
- Continue to utilize the resources of the Intervention Committee.
- Utilize the technical supports provided by the Special Education Math Teacher Specialists to facilitate the achievement of students with disabilities and those who may benefit.
- Develop and implement targeted support for the implementation of SuccessMaker Mathematics intervention utilizing a structured plan of professional development, program implementation and data monitoring, including the expansion of program implementation for a total of 9 elementary schools and 7 middle schools.
- Develop and implement IEP goals and lesson plans/instructional strategies which align with the State Curriculum.
- Continue to evaluate and analyze student assessment data to diagnose student needs and improve instruction.
- Continue to provide professional development opportunities to educators serving students with diverse learning needs.

- Collaboration with content personnel to explore the implementation of additional Math supports targeted to diverse learners.

Maryland School Assessment Science

Based on the examination of 2011 Maryland School Assessment Science data for Grade 5 (Table 2.7) and Grade 8 (Table 2.8):

1. Describe where challenges are evident. In your response, identify challenges in terms of grade level(s) and subgroup(s).

Grade 5

- Students within the Special Education and ELL subgroups perform far below peers.
- Achievement gaps exist in the following subgroups: African American, American Indian, and FARMS.

Grade 8

- Students within the Special Education and ELL subgroups perform far below peers.
- Achievement gaps exist in the following subgroups: African American, American Indian, and FARMS.

2. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.

- Provide professional development for the purpose of analyzing MSA Science data.
- Examine time allocations within the elementary school day.
- Move middle school benchmark assessments into operational status, resulting in standardized data aligned with the state science curriculum. Data will be used to guide instructional improvements at the teacher and central office level.
- Continue to focus targeted attention to ensure alignment between the taught and tested curriculum at both the elementary and middle school levels.
- Utilize middle school curriculum maps that have been developed to support teachers in ensuring alignment between the taught and tested curriculum.
- Distribute additional elementary science texts that have been purchased as a tool to support the instructional environment at grades four and five.

Social Studies

1. Describe the alignment of your LEA's Social Studies Curriculum with the State Curriculum at the elementary, middle, and high school levels.

All HCPS Social Studies Curriculum reflect the current State Curriculum standards with the exception of Grade 3 and Grade 11. The Grade 3 curriculum is currently being edited and will be available for teacher and student use in the 2012-2013 school year. Middle School curriculum reflects all recent State Curriculum standards and indicators and incorporates the best practices of Social Studies instruction in the areas of reading, writing, and assessment. The High School curriculum for Grades 10 and 11 are currently being revised to incorporate State Curriculum expectations. Grade 11 will include the State Curriculum standards developed and published in 2008, and the Grade 10 program is being revised based on the developed standards and indicators that comprise the on-line course for High School World History that went into effect this school year.

2. Identify the challenges your LEA faces in ensuring that the Social Studies State Curriculum is effectively implemented at the elementary, middle, and high school levels.

Effective implementation of the HCPS Social Studies program is directly impacted by time allotted for Social Studies instruction. Measuring implementation of elementary Social Studies is difficult because of the scheduling nuances of each school, as well as the emphasis on Language Arts, mathematics, and science. There is little observation data for elementary Social Studies and the Supervisor of Social Studies does not observe and evaluate elementary teachers. Attempts have been made at integration, such as the Content Literacy initiative sponsored by the Core Areas, but concrete data on time allotted to Social Studies is not available. Assessments that could measure student growth are being developed, but are not required for implementation at this current time.

Curriculum implementation for middle and high school is measurable due to consistent observation of instruction by the Supervisor of Social Studies and developed benchmark and achievement assessments by the Office of Social Studies. Clear expectations are in place regarding teacher implementation of the curriculum and use of the assessments. An area of concern involves the support for materials of instruction (e.g., textbooks, maps, technology) due to budgetary constraints.

3. Explain how your LEA is addressing those challenges.

To enhance the measurable data for elementary Social Studies, pre-post assessments have been developed. Final edits are underway with the expectation that there will be a system-wide pilot of these assessments. Designed to measure growth, the pre-post assessments will be a useful tool for teachers to use as a part of the teacher accountability measures regarding student achievement that are a part of the Race to the Top grant. Similar assessments are being piloted this year in grades 6-8. High school has established assessments with abundant data available to measure program effectiveness.

Maryland High School Assessment (HSA)

English High School Assessment

Based on the examination of AYP proficiency data for English (Table 2.3):

- 1. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.**
 - The Special Education, LEP, African-American, and FARMS subgroups continue to score below eighty-five percent Proficient.
 - Note: The Special Education subgroup did increase from 44.6 % to 52.4 % proficient. The FARMS sub-group increased from 67.8 % to 76.5 % Proficient.
- 2. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.**
 - Curriculum and materials continue to address students' needs in intervention classes *Strategic Reading* in grades 9 and 10; *Corrective Reading* in grades 6-10.
 - Teachers are continually trained, intentionally addressing effective practice for specific deficiencies.
 - Special Education and English Curriculum Offices collaborate on effective placement and pedagogy for subgroups continuing to experience difficulties.
 - System-wide benchmark assessments were created and implemented in 2010-11 in grades 6-12. Performance is being analyzed to direct instruction in all English classes.

Based on the examination of 2010 High School Assessment (HSA) results for English (Tables 3.1 and 3.2):

- 1. Identify any additional challenges that are evident.**

Because of budget issues this year, coaches for the high school reading intervention, *Strategic Reading*, were cut. Coaches were extremely effective in doing on-the-job training of teachers and identifying appropriate strategies for improving individual student performance. Two system-wide model department chairs and a part-time retired teacher are now supporting the *Strategic Reading* classes across the system. Reading levels of special education students continue to be significantly lower than their peers upon entering high school. Effective interventions at the lower grade levels require more time than can be allotted in a regular school day. The answer to the challenge of having students ready to “read to learn” at the high school resides with the beginning stages of learning to read at the primary level.

- 2. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.**

The implementation of a Kindergarten reading assessment this year, in order to effectively address problems where they start, is a significant move in the right direction. The intervention programs which are in place at the high school level have resulted in improvements every year. Teachers are becoming more effective and appropriate, engaging materials are being added every year into the curriculum. Teacher-training practices continue to improve, and teachers are participating in effective learning communities at the school and system level. Incremental improvements over time are shown in the assessment results. The challenge continues to be to close the gap sooner. HCPS is working on this issue grades K-12.

Algebra/Data Analysis High School Assessment

Based on the examination of AYP proficiency data for Algebra/Data Analysis (Table 2.6):

- 1. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.**
 - Not all at-risk students have taken the Algebra/Data Analysis HSA.
 - The Special Education and African American subgroups, especially African American Males continue to score well below the Harford County proficiency percent.
- 2. Describe the changes or adjustments that will be made to ensure sufficient progress. Include a discussion of the corresponding resource allocations, and incorporate timelines where appropriate.**
 - Identify at-risk students using past MSA scores, prior HSA administration data, mid-term and end-of-year examinations, SMI data, course grades, attendance record, disciplinary records, and teacher recommendation prior to entering high school.
 - Implement intervention mathematics programs for all at-risk students at all levels.
 - Allocate time within the school day to work with students in need of assistance.
 - Provide appropriate staffing, as well as appropriate professional development.
 - Provide transportation for students beyond the school day.

Based on the examination of 2010 High School Assessment results for Algebra/Data Analysis (Tables 3.3 and 3.4):

- 1. Identify any additional challenges that are evident.**

As the percent of students who pass the Algebra/Data Analysis increases, each student who does not pass the assessment becomes an individual case. For some schools, all

students reach that goal by Grade 10, while other schools have larger cohorts of students requiring special attention. Balancing resources and supporting individual student circumstances has become a challenge.

2. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.

- Adjust and monitor the criteria for students to enroll in Ramp Up to Algebra so more students have the opportunity for intervention in high school.
- Encourage more students to enroll in summer school and make that offer earlier in the school year, so students and parents can better plan their summer.
- Carefully monitor which students are using the Bridge Plan as an alternative to earning a passing score on the assessment.

Biology High School Assessment

Based on the examination of 2010 High School Assessment results for Biology (Tables 3.5 and 3.6):

1. Identify the challenges that are evident.

- Existing achievement gap with the Special Education, FARMS, and LEP subgroups.
- Identifying differentiated instructional strategies supporting the variety of needs presented by learners within the African American and Special Education subgroups.
- Identifying additional professional development time in order to enhance the capacity of teachers to effectively address student needs.
- Securing additional data streams necessary in order to effectively monitor the success of all students, particularly those within the identified gap subgroups.

2. Describe what, if anything, the school system will do differently than in past years to address the challenges identified. Include a discussion of corresponding resource allocations.

- For students with IEPs who are identified as at-risk of failing the Biology HSA due to identified learning disabilities, instruction takes place in a cooperative/collaborative classroom with a general educator and a special educator. Teachers monitor progress via a variety of assessment tools and conferences with students and parents are conducted as needed.
- The Strategic Instructional Model was implemented during the 2010-11 school year as a means of providing an enhanced and differentiated form of instructional delivery. Additional training will be provided to those teachers new to this program.

Maryland High School Assessment Graduation Requirement

Class of 2011

Based on the examination of data for 2011 Graduates Who Met the High School Assessment (HSA) Graduation Requirement by Option and Bridge Projects Passed (Tables 3.9 and 3.10):

1. Describe your school system's results. In your response, please report on the implementation of the Bridge Plan for Academic Validation.

Harford County Public Schools had 94.9 % of the senior population meeting the High School Assessment through passing the four tests or the combined 1602 option. Only 4.7% of the seniors met the requirement through the Bridge Plan for Academic Validation and less than 1 % received a waiver. Less than 1 % of students in Harford County Public Schools failed to graduate solely because of not meeting the High School Assessment requirement. Administrators, teachers, and students worked diligently to ensure student success.

2. Identify the strategies to which you attribute the results. Include a discussion of corresponding resource allocations.

All high schools in Harford County receive additional funding to support remediation services for students. Some schools utilized these funds to support a retired/rehired teacher to be the project monitor, as well as employ substitutes during the day, while others utilized the funds for extended-day learning. Additionally, every high school designated a contact person at the school to support the project monitors and be a liaison with Central Office.

Many lessons were learned from the scoring of the Bridge Plan projects. After the first couple of scoring sessions, teachers had a better understanding of expectations of both the student and the monitor regarding the implementation of the Bridge Plan. Through these lessons learned, information was shared with schools after each Local Review Panel to ensure student and teacher success.

Additionally, during the summer of 2011, HCPS convened a work group, which included content supervisors and classroom teachers, which revised the remediation summer program to enhance the curriculum. This information was presented to summer school staff during a required professional development activity. Support was also provided throughout the course of the program. Students received remediation instruction based on the indicators showing the greatest deficits determined from the most current assessment results. In addition, students received HSA preparation strategies to be more successful on the exam.

3. Describe where challenges were evident.

Consistency in scoring projects still presents a challenge at times. Minimal student samples are available to reference and instructions on projects lack clarity in some areas. By the end of the year, teacher leaders in each content area emerged and the trainer of trainer model was utilized to prepare additional scorers.

Additionally, projects that are resubmitted from a previous year can be difficult for scorers to review. Scoring tools are available; however, resource pages and answer keys are not consistently obtainable. In some instances, the project was significantly updated between the original submission and the resubmit; thereby, creating an incomplete student project. This issue results in projects not being accepted due to lack of items completed even though these items were later additions to the original project.

At this time, no other challenges persist.

Class of 2012

Based on the Examination of Data for Juniors (Rising Seniors) Who Have Not Yet Met the High School Graduation Requirement as of June 30, 2011 (Table 3.11):

1. Identify the challenges that persist.

Although teachers are more consistent in the scoring process, there seems to be concern over consistency regarding project review. Continual professional development should alleviate this issue.

At this time, no other challenges persist.

2. Describe the changes or adjustments that will be made to support those juniors (rising seniors) who have not yet met the HSA graduation requirement in passing the HSA. Include a discussion of corresponding resource allocations. If applicable and as appropriate.

- Harford County Public Schools conducted a three-week summer school program for incoming seniors during the month of July 2011 to support students with the Bridge Plan for Academic Validation. During this time period:
 - 83 students participated
 - 24 students met the HSA requirement through the Bridge Plan
 - 134 projects were scored
 - 127 projects were accepted
 - 7 projects were rejected
- For the 2010-11 school year, the Office of Intervention continued to work with Bridge Plan Project Monitors to ensure best practices with the implementation of the Bridge Plan for Academic Validation. The 2010-11 summer school program

for rising seniors was revised to focus instruction on greatest areas of deficit determined from the most recent HSA results. Teachers participated in required professional development prior to the start of the program, as well as continued support throughout the duration of the program, to enhance implementation for remediation. For the 2011-12 school year, the Office of Intervention will update the *Bridge Plan for Academic Validation Monitor Resource Guide* and continue to provide support to the Bridge Plan monitors with the implementation of the Bridge Plan for Academic Validation.

- All high schools will receive additional funding to support the implementation of Bridge Plan for the 2011-12 school year. These funds may be utilized during and after school to support student success.

Cross-Cutting Themes

Educational Technology

In addition to including technology strategies across the Master Plan to outline specifically how your district will use all sources of funding in meeting No Child Left Behind Statutory Goals, please respond to the prompts below. Include targets from the *Maryland Educational Technology Plan for the New Millennium, 2007-2012*, district technology and school system strategic plans, data from the Maryland Technology Inventory and technology literacy measurements, and data from any other relevant sources as appropriate.

1. Identify the major technology goals that were addressed by the school system during the 2010-2011 academic year. Include a description of:

- **the progress that was made toward meeting these goals and a timeline for meeting them;**
 - **the programs, practices, strategies, or initiatives that were implemented related to the goals to which you attribute the progress; and**
 - **supporting data and evaluation results as appropriate.**
- Completed the mounting of LCD projectors in each instructional space.
 - Installed 401 interactive whiteboards.
 - Refreshed 2,784 computer units (desktops/laptops).
 - Delivered nine workshops in support of the implementation of Web 2.0 tools in the classroom.
 - Developed and delivered workshops to 19 elementary schools on the Elementary Technology Integration Tool for curriculum.
 - Completed the implementation of a student/parent portal (Edline) and an electronic grade book for the purpose of communication with parents and students as related to grades and instructional content to the remaining elementary schools (18).
 - Provided a New Teacher Orientation workshop, which was attended by 150+ newly hired teachers.
 - Developed and administered nine 1 & 3 credit continuing professional development courses to HCPS educators.
 - Implemented Moodle (classroom management system) for delivery of professional development in support of technology integration with teachers.

2. Describe where challenges in making progress toward meeting the major technology goals are evident and the plans for addressing those challenges. Include a description of the adjustments that will be made to the Master Plan and local Technology Plan and timelines where appropriate.

The 2010-11 school year generated numerous challenges for Office of Technology in terms of access to instructional staff, time, funding, and manpower shortage. Adjustments in the following areas were made to meet these challenges:

- Expanding professional development to more on-line capability.

- Offering professional development geographically closer to staff.
- Stretching delivery of professional development by utilization of teacher leaders as training resources.
- Developing the understanding among school system leadership the nature of properly implemented technology.
- Reprioritizing and reducing workloads to meet only the critical needs.
- Seeking alternative funding to supplement shortfalls in capital and operating budgets.

3. Describe how the local school system is incorporating research-based instructional methods and the Maryland technology literacy standards for students, teachers, and school administrators into professional development to support teaching, learning, and technology leadership. Include a description of how the results of the student, teacher, and school administrator measurements have been used to inform professional development.

Marzano Research published a report on the effectiveness of raising student achievement through the use of interactive technologies such as boards, immediate feedback responders and the integration software. A follow-up report was published August 2010 with results from a larger control group. Both studies indicated an 18 % gain in student achievement if four criteria were followed:

- Taught by a teacher with 10+ years of teaching experience;
- Teacher has high confidence level in using technology;
- The technology has been used for 2+ years; and
- Technology is used 75-80 % of classroom instruction.

Designing professional development and implementation of these technologies in the classroom was formed utilizing the Marzano data.

4. Describe how the local school system is ensuring the effective integration of technology into curriculum and instruction to support student achievement, technology/information literacy, and the elimination of the digital divide.

Membership on General Curriculum Committee by one of the Instructional Technology Coordinators to review curricular related presentations with a technology focused lens.

The Office of Technology provides guidance when requested to core curriculum supervisors to ensure technology is integrated into curriculum revision.

Professional development was created and delivered in support of technology integration scope and sequence.

5. Discuss how the local school system is using technology to support low-performing schools.

Based on Marzano’s research, HCPS has focused implementation of interactive technologies in low-performing schools, implemented a data mart to track and analyze student achievement, and have fielded software applications to support numerous intervention programs.

Title 1, ARRA and Special Education funding has supplemented the Office of Technology to implement additional technology tools to address the specific needs of these unique populations.

A technology needs assessment for Title I schools was delivered to help create unique professional development for teachers.

6. Please update the district’s Accessibility Compliance chart, bolding or underlining any changes. The district's completed chart from last year can be accessed at: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709>

See table below.

7. Please update the district’s Children’s Internet Protection Act (CIPA) Certification Form. If there are no changes, check the first box. The form only needs to be signed if there are any changes. Access the district's completed form from last year at: <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-20709>

See table below.

ACCESSIBILITY COMPLIANCE

On December 4, 2001 the Maryland State Board of Education approved a regulation (COMAR 13A.05.02.13H) concerning accessible technology-based instructional products. This regulation requires that accessibility standards be incorporated into the evaluation, selection, and purchasing policies and procedures of public agencies. Subsequently, Education Article § 7-910: Equivalent Access for Students with Disabilities was passed during the 2002 General Assembly session and further requires that all teacher-made instructional materials be accessible also. MSDE is charged with monitoring local school systems’ compliance with the regulation and the law. For more information on the regulation and the law, visit the following web site: <http://cte.jhu.edu/accessibility/Regulations.cfm>

1. Process:

- a) Describe your policy and/or procedures for addressing the requirement that invitations to bids, requests for proposals, procurement contracts, grants, or modifications to contracts or grants shall include the notice of equivalent access requirements consistent with

Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended.

- b) Describe your policy and/or procedures for addressing the requirement that the equivalent access standards (Subpart B Technical Standards, Section 508 of the Rehabilitation Act of 1973, as amended) are included in guidelines for design specifications and guidelines for the selection and evaluation of technology-based instructional products.
- c) Describe how you are addressing the requirement that any teacher-developed materials (web sites, etc.) are accessible.

2. Implementation:

- a) Describe how you are ensuring that all educators are being provided information and training about Education Article 7-910 of the Public Schools - Technology for Education Act (Equivalent Access for Students with Disabilities). Include who, to date, has received information and/or training (e.g. all teachers, teachers at select schools, special education teachers only, building level administrators, etc.) and any future plans for full compliance.

3. Monitoring:

- a) Describe how you are monitoring the results of the evaluation and selection of technology-based instructional products set forth in COMAR 13A.05.02.13.H, including a description of the accessible and non-accessible features and possible applicable alternative methods of instruction correlated with the non-accessible features.
- b) Describe how you are ensuring that teachers and administrators have a full understanding of the regulation and law and how you are monitoring their adherence to the process and/or procedures governing accessibility.

Process	Implementation	Monitoring
<p>All software RFP's from the Office of Purchasing include a notice of equivalent access requirements referencing COMAR 13H.</p> <p>An Accessible Technology SharePoint site (Appendix 2) has been developed for HCPS staff to access and guide in selection of software, web-based, self-contained instructional and desktop/portable product preview. All staff requesting software, web-based, self-contained instructional or desktop/portable product request must complete the electronic form (Appendix 3) along with submitting the product to the Office of Technology. This request is first reviewed by the Principal/Curriculum Supervisor, followed by a review of the Office of Technology for compatibility with HCPS systems, followed by a member of the Assistive Technology Team for accessibility, culminating with the Director of Technology approval. Upon final approval, staff are notified and the item is posted on the Approved HCPS list. School technicians only install software if it is posted on the Approved list.</p> <p>Additionally the Accessible Technology SharePoint site houses a podcast titled, "What is COMAR?", as well as a PowerPoint slide show providing an overview of accessibility regulation.</p> <p>Edline is the HCPS county standard for teacher web pages. To date all secondary and elementary teachers, grades 3-5, utilize Edline. Edline pages provide secure access to students, teacher and parents.</p>	<p>Professional development for the use of the Accessible Technology SharePoint site was provided to all curriculum supervisors. This training also served as a review for the policy and procedures for completion of decision making templates. Principals were also informed of the new process for verifying approved software, web-based, self-contained instructional and desktop/portable product review. To date all school building technology liaisons receive training on how to complete the review process. Any interested teacher can access the Accessible Technology site and use the podcast explaining COMAR, the PowerPoint which provides the regulations and view and sort according to discipline or grade level all approved products.</p> <p>Communication is maintained between the Director of Technology and content supervisors anytime a county-wide purchase is made that includes software, web-based sites and or self-contained instructional and desktop/portable products.</p> <p>The Office of Technology provides individual support upon request to help evaluate computer products for accessibility compliance.</p>	<p>Teachers do not have administrative privileges to district computers which restricts the ability to install software and/or hardware. A work order must first be placed which triggers the computer technician to check the approved list prior to install.</p> <p>The VPAT (Voluntary Product Accessibility Template) is used whenever possible to aid in the software review. Software reviewers are encouraged to attach the vendor's response for accessibility standards.</p> <p>When a request is made for any product to be utilized by students, a member of the HCPS Assistive Technology Team reviews the product checking for accessible and non-accessible features and to make alternative methods of instruction correlated with the non-accessible features.</p>

CHILDREN'S INTERNET PROTECTION ACT (CIPA) CERTIFICATION FORM

NOTE: Complete only if there have been changes to your last certification submitted to MSDE.

Check here if there are no changes to your CIPA certification status.

Any Local Education Agency seeking Ed Tech funds must certify to its State Education Agency that schools have adopted and are enforcing Internet safety policies. It is the intent of the legislation that any school (or district) using federal money ESEA or E-rate) to pay for computers that access the Internet or to pay for Internet access directly should be in compliance with CIPA and should certify to that compliance EITHER through E-rate or the Ed Tech program. Please check one of the following:

- Our local school system is certified compliant, through the E-rate program, with the Children's Internet Protection Act requirements.**
- Every school in our local school system benefiting from Ed Tech funds has complied with the CIPA requirements in subpart 4 of Part D of Title II of the ESEA.**
- The CIPA requirements in the ESEA do not apply because no funds made available under the program are being used to purchase computers to access the Internet, or to pay for direct costs associated with accessing the Internet.**
- Not all schools have yet complied with the requirements in subpart 4 of Part D of Title II of the ESEA. However, our local school system has received a one-year waiver from the U.S. Secretary of Education under section 2441(b)(2)(C) of the ESEA for those applicable schools not yet in compliance.**

School System

Authorizing Signature

Date

MARYLAND LOCAL SCHOOL SYSTEM

COMPLIANCE STATUS REPORT

EDUCATION THAT IS MULTICULTURAL AND ACHIEVEMENT (ETMA)

Local School System: Harford County Public Schools

ETMA Contact Person: Jonathan D. Brown, Ed. D.

Title/Position: Director-Office of Community Engagement, Equity and Cultural Proficiency

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Date completed: September 19, 2011

**BRIDGE TO EXCELLENCE
CROSS-CUTTING THEME
EDUCATION THAT IS MULTICULTURAL (ETM)**

INTRODUCTION

The *Compliance Status Report* on the following pages presents the criteria for the assessment of Education that is Multicultural and Achievement (ETMA) implementation in Maryland local public schools. The assessment categories relate to the level of compliance with the ETM Regulation (COMAR 13A.04.05) with emphasis on equity, access, support for success, academic achievement, and diversity in educational opportunities. This report will identify and measure ways to enhance educators' cultural proficiency and to implement culturally relevant leadership and teaching strategies. The ETMA goals for all of Maryland's diverse students are to eliminate achievement gaps, accelerate academic achievement, promote personal growth and development, and prepare for college and career readiness.

ETMA BRIDGE TO EXCELLENCE REPORT EXECUTIVE SUMMARY

After completion of the Maryland *Local School System Compliance Status Report: Education That Is Multicultural (ETMA)* form, provide the following summary information.

I. List your Local School System's major ETMA strengths identified:

- Continued implementation of Professional Learning Communities and Classroom-focused Improvement Process (CFIP) that examines student performance based upon subgroups and staff members examining the data, assigning student names and implementing instructional strategies to improve academic performance for all students.
- Utilized Performance Matters, a data system that allows staff members to examine individual academic data to identify student strengths and weaknesses, as well as create an instructional plan to increase student performance.
- Instituted a fourth mathematics credit graduation requirement, with a mathematics course taken each year, for graduating seniors beginning at the ninth grade level.
- Implemented of Engineering is Elementary curriculum, professional development and assessment at all elementary schools for grades 1-5.
- Implemented AVID (Advancement Via Individual Determination) at two middle schools, to support students not currently performing at their potential, and providing them with additional tools such as Language Arts and reading skills, note taking, and providing support for enrolling in Advanced Placement (AP) courses.
- Continued to provide a three-credit course, *Education That Is Multicultural in the Classroom of the 21st Century*, for all teachers newly hired by HCPS who must complete the course within the first two years of employment.
- Provided cultural proficiency professional development to new bus drivers, food and nutrition workers, custodians, clerical, and instructional employees.

II. List your LSS major ETMA areas identified that need improvement:

- Increase the number of students participating in advanced placement courses and taking the AP examination scoring 3 or better.
- Continue to increase the number of juniors and seniors taking the SAT and improving student scores in math and reading.

III. List your three major LSS ETMA goals for the next school year:

- Improve academic performance for all students.
- Increase the number of students participating in AP courses and taking the AP examination scoring 3 or better.
- Continue implementation of AVID at the middle school level and Engineering is Elementary for grades 1-5.

IV. Provide comments related to the compliance status report form, noting any recommendations for suggested revisions.

Please provide an opportunity for districts to focus on closing the achievement gaps.

I. Mission/Vision/Leadership	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS has a written mission or vision statement that includes a stated commitment to: <ul style="list-style-type: none"> • Diversity • Education that is Multicultural • Accelerating and enhancing student achievement • Eliminating student achievement gaps 					X
2. The LSS's mission statement is integral to the operation of the schools and is regularly communicated to all staff, students, parents, and the community					X
3. A culturally diverse group (including the LSS ETM liaison) actively engages in the development of the Bridge to Excellence (BTE) or other management plan					X
4. The Bridge to Excellence Master Plan includes specific references (Cross-cutting Themes) related to Education that is Multicultural and minority achievement initiatives					X

II. Curriculum	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. Curriculum provides information which 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				X	
2. Practices and programs promote values, attitudes, and behaviors, which promote cultural sensitivity:				X	
a. Curriculum content includes information regarding history of cultural groups and their contributions in Maryland, the United States and the world				X	
b. Multiple cultural perspectives of history are represented				X	
3. As reflected in the State Curriculum, all schools provide opportunities for students to demonstrate the following attitudes and actions:				X	
a. valuing one's own heritage				X	
b. valuing the richness of cultural diversity and commonality				X	
c. valuing the uniqueness of cultures other than one's own				X	

II. Curriculum	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
d. being aware of and sensitive to individual differences within cultural groups				X	
e. addressing stereotypes related to ETMA diversity factors including but not limited to: race, ethnicity, region, religion, gender, language, socio-economic status, age, and individuals with disabilities				X	
4. Curricular infusion of Education that is Multicultural is visible in ALL subject areas. Attach sample ETM curriculum infusion in core content areas at the elementary, middle, and high school level				X	

III. School Climate	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS has a written policy and procedure addressing bullying and harassment					X
2. The LSS addresses how all schools promote the following aspects of an inclusive climate:					
a. in which harassment is not tolerated and in which incidents of bullying, intimidation, intolerance and hate/violence are addressed in an equitable and timely manner					X
b. that promotes the development of interpersonal skills that prepare students for a diverse workplace and society					X
c. that reflects the diversity of the LSS and community through school activities such as School Improvement Teams (SIT), PTA/PTO/PTSO, planning committees, advisory groups, etc.					X
d. in which diverse linguistic patterns are respected					X

III. School Climate	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
e. in which students, instructional staff, support staff, parents, community members, and central office staff are made to feel welcomed and actively involved in the entire instructional program					X
f. that reflects relationships of mutual respect					X
g. that includes activities and strategies to prevent bullying, harassment, racism, sexism, bias, discrimination, and prejudice					X
h. that includes multicultural assemblies, programs, and speakers					X

IV. Instruction	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
A. Access and Grouping					
1. All schools use data disaggregated by race/ethnicity, gender, English Language Learners, and socio-economic status/FARMS to assess inequities in course/class participation, student placement, grouping, and in making adjustments to assure equity					X
2. A committed demonstration of high expectations for all students is visible					X
a. Schools ensure that all students have access to equally rigorous academic instruction regardless of cultural and socio-economic background					X
b. All schools assure that all students with disabilities are afforded access to classes and programs in the “least restrictive” environment					X
c. Highly qualified/effective and certified teachers are assigned to low-achieving schools					X
d. Teachers already working in low-achieving schools are certificated and highly qualified/effective					X

IV. Instruction	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
3. All schools monitor and address disproportionate referrals for discipline, suspensions, and expulsions, as well as, placements of students in special education programs					X
4. All schools provide outreach to assure that there is equitable representation of diverse cultural and socioeconomic groups in:					
a. advanced placement courses				X	
b. gifted and talented programs				X	
c. special initiatives such as grants and/or pilot programs such as STEM					X
d. student organizations and extracurricular activities					X
e. student recognition programs and performances					X
5. All schools ensure that all students have access to instructional technology					X
B. Instructional Activities					
1. All schools engage in instructional activities that recognize and appreciate students' cultural identities, multiple intelligences and learning styles					X

IV. Instruction	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
2. All schools use instructional activities that promote an understanding of and respect for a variety of ways of communicating, both verbal and nonverbal					X
3. All schools implement activities that address bullying, harassment, racism, sexism, bias, discrimination, and prejudice					X
4. All schools provide opportunities for students to analyze and evaluate social issues and propose solutions to contemporary social problems					X
C. Achievement Disparities					
1. All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate student achievement					X
2. All schools implement strategies, programs, and interventions aimed at eliminating academic gaps					X
3. All schools implement strategies, programs, and interventions that prevent dropouts as evidenced by data					X
4. All schools implement strategies, programs, and initiatives to eliminate disproportionality in special education identification and placement					X

V. Staff Development	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. ETMA staff development includes involvement of all staff: (check all that apply) <ul style="list-style-type: none"> • Administrators <u>X</u> • central office staff <u>X</u> • teachers <u>X</u> • support staff <u>X</u> • instructional assistants/paraeducators <u>X</u> • substitutes ____ • bus drivers <u>X</u> • custodians <u>X</u> • cafeteria workers <u>X</u> • volunteers ____ 				X	
2. Staff development utilizes the MSDE Professional Development Competencies for Enhancing Teacher Efficacy in Implementing Education That is Multicultural (ETM) and accelerating minority achievement		X			
3. The LSS coordinates and facilitates ETMA programs and activities:					
a. Voluntary ETM courses are offered (attach a list of courses)					X
b. Mandatory ETM courses are offered (attach a list of courses)					X

V. Staff Development	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
c. ETMA workshops or seminars are provided during the year (attach a list of programs)					X
4. The LSS and relevant area offices ensure ETMA Staff Development provided by all schools includes involvement of all staff in training that:					
a. explores attitudes and beliefs about their own cultural identity				X	
b. identifies equity strategies, techniques, and materials appropriate for their work assignment				X	
5. All schools provide training:					
a. in assessing the prior knowledge, attitudes, abilities, and learning styles of students from varied backgrounds in order to ensure compliance with ETM practices		X			
b. to recognize, prevent and address bullying, harassment, stereotyping, prejudice, discrimination, and bias that impedes student achievement		X			
c. to explore attitudes and beliefs about other cultures to foster greater inter-group understanding			X		

V. Staff Development	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
d. to identify and implement instructional strategies, techniques, and materials appropriate for ETMA		X			
e. to recognize and correct inequitable participation in school activities by students and staff from different backgrounds and redress inequity in instances of occurrence		X			
6. All schools provide appropriate opportunities for staff to attend and participate in local, state, regional, and national ETMA conferences, seminars, and workshops					X
7. All schools provide professional development workshops and courses that include an ETMA focus		X			
8. All schools maintain current professional development references for educators, support staff and administrators on education that is multicultural and student achievement					X

VI. Instructional Resources & Materials	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. LSS maintains a system-wide resource center with materials for schools at all grade levels that reflect cultural diversity and inclusiveness					X
2. The LSS uses resource organizations that promote cultural and ethnic understanding					X
3. The LSS uses instructional materials that reinforce the concept of the United States as a pluralistic society within a globally interdependent world, while recognizing our common ground as a nation					X
4. Information about available ETMA resources is communicated throughout the LSS using a variety of mechanisms such as newsletters/monthly/and/or quarterly publications					X
5. All schools incorporate multicultural instructional materials in all subject areas					X
6. All schools encourage, have representation, and utilize parents and community members from diverse backgrounds in school events and activities and as resources					X

VI. Instructional Resources & Materials	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
7. All schools maintain a library inclusive of current instructional supplementary references and/or materials for teachers and administrators on Education that is Multicultural and student achievement				X	
8. All schools provide instructional resources to assist students in gaining a better understanding and developing of an appreciation for cultural groups (i.e. cultural groups, holidays, historical events)					X
9. All schools have a process for selection of instructional resources that includes the following criteria:					
a. materials that avoid stereotyping and bias					X
b. materials that reflect the diverse experiences of cultural groups and individuals					X
c. individuals from diverse backgrounds were involved in the review and selection of materials					X
10. All school media centers include print and non-print materials that reflect diversity and the multi-cultural nature of the community					X

VII. Physical Environment	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. All schools are barrier free and accessible for people with disabilities					X
2. The physical environment in all schools reflects diversity and inclusiveness in displays and materials					X

VIII. Policies	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS has written policies and practices that prohibit discrimination against students and staff based on the disability and diversity factors					X
2. The LSS has non-discrimination policies and statements included in staff and student handbooks, on websites and publications throughout the school system					X
3. The LSS has established procedures for students and staff to report discrimination complaints based on any of the diversity factors					X

VIII. Policies	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
4. School system policies assure that all school publications use bias free, gender fair language and visual images which reflect cultural diversity and inclusiveness					X
5. All school system policies and practices are in compliance with federal and state civil rights in education legislation, including but not limited to, the Civil Rights Act of 1964 (race, religion, national origin, ethnicity), Title VI of the Education Amendments of 1972 (gender), Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (disability)					X

IX. Assessments	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. All schools provide a range of appropriate assessment tools and strategies to differentiate instruction to accelerate achievement, eliminate achievement gaps, and prevent dropouts as evidenced by student achievement and discipline data					X
2. The LSS will select testing and assessment tools that have been normed on a variety of ethnic, gender, and socio-economic populations to document instructional effectiveness				X	
3. All schools use a multiplicity of opportunities and formats for students to show what they know					X
4. The LSS requires re-teaching and enrichment using significantly different strategies or approaches for the benefit of students who fail to meet expected performance levels after initial instruction or are in need of acceleration					X
5. The LSS requires that teachers allow multiple opportunities for students to recover failing assessment and/or assignment grades					X

IX. Assessments	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
6. The LSS utilizes assessment instruments and procedures which are valid for the population being assessed, not at random					X
7. The LSS utilizes non-traditional assessment instruments and procedures to allow students to evidence mastery of content					X
8. The LSS utilizes valid assessment instruments which are varied and sensitive to students' cultural and linguistic backgrounds				X	

X. Community Outreach	Beginning			Embedding	Sustaining
	No action has been taken	Efforts are being initiated	Initial Results are being gained	Efforts and results are being enhanced and supported	Practices are evident, policies are in place, and results are increasing
1. The LSS ensures active involvement by the following in developing policies and strategies to address ETMA issues:					
a. families from diverse backgrounds					X
b. community members from diverse backgrounds					X
c. resource organizations that reflect diversity					X
2. Communications for parents and community members are available in languages other than English where appropriate, as well as in alternative formats for persons with disabilities		X			
3. All school functions are held in facilities that are accessible to individuals with disabilities					X

Individuals contributing to the completion of the Compliance Report

<u>Print Name</u>	<u>Job Title</u>
Harvey Bennett	Supervisor of World Languages
Jim Boord	Supervisor of Music
Jonathan Brown	Director of Community Engagement, Equity and Cultural Proficiency
Barbara Canavan	Executive Director of Middle School Performance
Linda Chamberlin	Executive Director of Elementary School Performance
Kevin Ensor	Supervisor of School Counseling
Susan Garrett	Supervisor of Career Programs and Art
William Lawrence	Associate Superintendent for Curriculum, Instruction and Assessment
Sarah Morris	Supervisor of Mathematics
Patricia O'Donnell	Supervisor of Library Services
Marilyn Owen	Supervisor of English/Language Arts
Bradley Palmer	Supervisor of Title I Office
LaVerne Pitts	Supervisor of Business and Technology Education
Andrew Renzulli	Supervisor of Science
Joseph Schmitz	Executive Director of High School Performance
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Ginny Smith	Coordinator for Early Childhood Programs
Jacqueline Tarbert	Coordinator of Leadership and Professional Development
George Toepfer	Supervisor of Social Studies
Carolyn Wood	Supervisor of Accountability

Addressing Specific Student Groups

Limited English Proficient Students

No Child Left Behind Goal 2: 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.

- No Child Left Behind Indicator 2.1: The percentage of limited English proficient students who have attained English proficiency by the end of the school year.
- No Child Left Behind Indicator 2.2: The percentage of limited English proficient students who are at or above the proficient level in reading/language arts on the state's assessment, as reported for performance indicator 1.1.
- No Child Left Behind Indicator 2.3: The percentage of limited English proficient students who are at or above the proficient level in mathematics on the state's assessment, as reported for performance indicator 1.2.

This section reports the progress of Limited English Proficient students in developing and attaining English language proficiency and making Adequate Yearly Progress (AYP). School systems are asked to analyze information on Annual Measurable Achievement Objectives (AMAOs):

- **AMAO 1** is used to demonstrate the percentages of Limited English Proficient students progressing toward English proficiency. For making AMAO 1 progress, Maryland uses a composite score obtained from the LAS Links assessment. The composite score is derived from equally weighted sub scores from each of the four domains of listening, speaking, reading and writing. Students are considered to have made progress if their overall test score on the LAS Links composite is 15 scale score points higher than the composite score from the previous year test administration. In order to meet the target for AMAO 1 for school year 2010-2011, **60 %** of ELLs will make progress in learning English.
- **AMAO 2** is used to demonstrate the percentages of Limited English Proficient students attaining English proficiency by the end of each school year. For calculating AMAO 2, Maryland uses a composite score obtained from the LAS Links assessment. The composite score is derived from equally weighted sub scores from each of the four domains of listening, speaking, reading and writing. For the purpose of AMAO 2 (accountability), a composite cut score of 5 on the ELP assessment with a minimum cut score of 4 in each domain is used to determine proficiency level for each grade. The AMAO 2 target for school year 2010-2011 is **17 %** of ELLs will attain proficiency in English.

- **AMAO 3** represents Adequate Yearly Progress of LSSs for the Limited English Proficient student subgroup.

Based on the Examination of AMAO 1, AMAO 2, and AMAO 3 Data (Tables 4.1- 4.3):

1. Describe where progress is evident.

Progress is evident for LEP students in HCPS, since 77.8 % are gaining proficiency in English (AMAO 1) and 25.1 % of LEP students have attained English language proficiency. Elementary and secondary schools throughout the system continue to assume increasing ownership of their LEP students and individually are promoting positive parental outreach.

2. Identify the practices, programs, or strategies to which you attribute the progress of Limited English Proficient students towards attaining English proficiency.

Though HCPS has a poor LEP student/ESOL teacher ratio, the ESOL staff collaborates daily with mainstream classroom teachers to assist LEP students in becoming more proficient in their pursuit of cognitive academic proficiency. Mainstream classroom teachers are provided professional development relevant to the stages of language acquisition and the learner characteristics to be mindful of. Additionally, the Office of World Languages continues to employ classroom teachers for “beyond the school day” tutorial services to struggling LEP students, in addition to obtaining “during the school day” tutors for LEP students who are in their first or second year of exit from the ESOL instructional program.

3. Describe where challenges are evident in the progress of Limited English Proficient students towards attaining English proficiency by each domain in Listening, Speaking, Reading and Writing.

This school system’s ratio of ESOL staff to LEP students is very high (37:1), which impacts the “clock” time weekly in which students can interact with professional staff. Though co-teaching between the ESOL staff and mainstream classroom teachers is promoted and desirable, it does not take place system-wide. The additional challenge of providing outreach to the parents of LEP students in order to promote and encourage parental understanding of essential concepts continues to be a hurdle to overcome.

4. Describe the changes or adjustments that will be made to ensure sufficient progress of Limited English Proficient students towards attaining English proficiency. Include a discussion of corresponding resource allocations, and incorporate timelines where appropriate.

With the advent of the school system’s Family Welcome Center this year, the ESOL staff has begun to design outreach programs to promote parental understanding of not only English, but also to improve parent understanding of the components of MSA and HSA assessments. Additionally, an in service for credit course for teachers to improve their

understanding of language acquisition, as well as strategies to employ in the classroom setting to benefit struggling LEP students will be offered again in the Spring of 2012. The ESOL office continues to promote individual school professional development through the offering of one to four lesson modules to ameliorate staff understanding of LEP students and their struggles.

No Child Left Behind requires that corrective actions are taken in local school systems that failed to make progress on the AMAOs:

- ***For any fiscal year.*** The school system must separately inform a parent or the parents of a child identified for participation in or participating in a language instruction educational program of the system's failure to show progress. The law stipulates that this notification is to take place not later than 30 days after such failure occurs. The law further requires that the information be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.
- ***For two or three consecutive years.*** The school system must develop an improvement plan that will ensure that the system meets such objectives. The plan shall specifically address the factors that prevented the system from achieving the objectives.
- ***For four consecutive years.*** The state shall require the local system to modify the curriculum program and method of instruction or determine whether or not the local school system shall continue to receive funds related to the system's failure to meet the objectives, and require the local system to replace educational personnel relevant to the system's failure to meet the objectives.

Respond to the following only if the description matches your LSS's AMAO results over time.

- **If applicable, describe the corrective action plan specifying action to be taken for not meeting AMAO 1 for two or three consecutive years:**

Local school systems not making AMAO 1 must provide an update on how the school system has revised the applicable components of the Master Plan to ensure progress of English Language Learners towards English proficiency. In the report, school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will meet AMAO 1.

Not applicable to HCPS.

- **If applicable, describe the corrective action plan specifying action to be taken for not meeting AMAO 2 for two or three consecutive years:**

Local school systems not making AMAO 2 must provide an update on how the school system has revised the applicable components of the Master Plan to ensure progress of English Language Learners towards English attainment. In the report,

school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will meet AMAO 2.

Not applicable to HCPS.

- **If applicable, describe the corrective action plan specifying action to be taken for not meeting AMAO 3 for two or three consecutive years:**

Local school systems not making AMAO 3 must provide an update on how the school system has revised the applicable components of the Master Plan to ensure progress of Limited English Proficient students toward attaining reading and math proficiency. In the report, school systems should describe what challenges are evident and what changes or adjustments will be made so that the school system will make Adequate Yearly Progress. You may refer to other sections of this update as appropriate.

Not applicable to HCPS.

Career and Technology Education

The *Bridge to Excellence* legislation requires that the Master Plan “shall include goals, objectives, and strategies” for the performance of students enrolled in Career and Technology Education (CTE) programs.

1. Describe the school system’s progress on the implementation and expansion of CTE Programs of Study within Career Clusters as a strategy to prepare more students who graduate ready for entry into college and careers. Include plans for industry certification and early college credit.

The Harford County Public School (HCPS) system has taken the ten Maryland Career Clusters and collapsed them into four: Arts, Media, and Communication; Business, Finance and Information Technology; Health and Human Services; and Science, Engineering and Technology. Each Career Cluster has three or four Career Pathways which provide recommended sequences of courses and suggested electives. CTE programs are embedded in the Career Pathways. One of the HCPS strategies for preparing students who graduate ready for entry into college and careers is the implementation of new local graduation requirements that include a fourth mathematics course and four courses within a Career Pathway.

Some former career completer programs have already been realigned to meet the standards of Maryland High School CTE Programs of Study, e.g., Academy of Finance; Careers in Cosmetology; IT Networking Academy (CISCO); Automotive Technology; Teacher Academy of Maryland; Homeland Security and Emergency Preparedness; Fire Science: Maryland Fire and Rescue Institute; Biomedical Sciences; Finance and Accounting; Marketing; Business Administrative Services; Business Management; Printing Technologies; Food and Beverage Management (ProStart); and Career Research and Development.

The current Health Occupations program is in the process of being realigned to meet the Academy of Health Professions standards. Future realignments on our Secondary Five-Year Planned Improvement Chart include: Academy of Information Technology, Broadcast Technology, and PLTW Engineering. The adoption of these new CTE Programs of Study, which offer students additional industry certifications and postsecondary credit, is another HCPS strategy for preparing students who graduate ready for entry into college and careers.

In addition, starting in 2010, a line item was designated in the HCPS operating budget to fund all mandatory industry certification exams. All CTE students are now required to take the industry exam if appropriate and available in a program (some exams are administered off site and students cannot be mandated to take them).

2. What actions are included in the Master Plan to ensure access to CTE programs and success for every student in CTE Programs of Study, including students who are members of special populations?

HCPS has established the following objectives for its Career and Technology Education Programs. These support the Board of Education’s Strategic Plan Goals and are embedded

in the county's Master Plan (as identified in the bulleted strategies) to ensure success for all students in CTE programs.

- A. Expose students to career awareness and exploration opportunities beginning in elementary and continuing through secondary school and beyond.
- Utilize the career clusters as a means of managing programs of study for grades 9-12 and as a means for implementing the delivery of required courses in 2011- 12.
 - Include *Career Development for Instruction in Grades Prekindergarten-Grade 12*, as per COMAR 13A.04.10.01.
 - Provide annual career counseling and postsecondary educational planning opportunities for students, grades 8-12, using a 6-year planning tool.
 - Explore implementation of MSDE's Advisory Career Development concept of the HCPS Comprehensive Secondary School Reform Plan.
- B. Support the development of work related and decision-making skills including learning, thinking, communication, technology and interpersonal.
- Develop and/or identify materials for use with special needs students.
 - Continue to implement strategies for utilizing technology in all curriculums to support the MSDE Student Technology Literacy Standards for Students (MTLSS).
 - Increase challenging academic offerings.
 - Include *Career Development for Instruction in Grades Prekindergarten-Grade 12*, as per COMAR 13A.04.10.01.
 - Integrate digital content into all instruction, as appropriate, to support teaching and learning.
 - Enable all students to demonstrate mastery of technology literacy as specified in the Maryland Student Technology Literacy Standards, School Library Media state curriculum, and Technology Education state curriculum.
 - Implement policies and procedures to address equivalent accessibility to technology-based products for students, as defined by Education Article 7-910 of the Public Schools-Technology for Education Act.
 - Provide professional development to educators serving students with disabilities.
- C. Blend skills, concepts and information from all disciplines in order for the school community and the community-at-large to make the connection between classroom instruction and the work environment.
- Refine the procedures and system for collecting, manipulating, and reporting assessment data related to AYP.
 - Update curriculum and ensure alignment with state standards.
 - Evaluate and analyze student assessment data to improve instruction.
 - Establish, implement and monitor initiatives to address the STEM plan.
 - Enhance career and technology education programs.
 - Include *Career Development for Instruction in Grades Prekindergarten-*

Grade 12, as per COMAR 13A.04.10.01.

- D. Provide students with the information, training, tools, and technologies to prepare them for their future education and career of choice.
- Seek state and local funding for FY 2012 Capital Improvements Program that includes projects to increase the capacity of facilities to relieve overcrowding, system deficiencies as well as to address curriculum and instruction program requirements.
 - Provide professional development for teachers with regard to new programs and for new teachers in regards to existing programs.
 - Update curriculum and ensure alignment with state standards.
 - Evaluate and analyze student assessment data to improve instruction.
 - Enhance career and technology education programs.
 - Enhance senior year offerings to promote student involvement and success.
 - Monitor and report the number of students participating in non-traditional CTE programs.
 - Integrate digital content into all instruction, as appropriate, to support teaching and learning.
 - Allow students access to instructional resources that incorporate universal design.
 - Enable all students to demonstrate mastery of technology literacy as specified in the Maryland Student Technology Literacy Standards, School Library Media state curriculum, and Technology Education State curriculum.
 - Implement policies and procedures to address equivalent accessibility to technology-based products for students, as defined by Education Article 7-910 of the Public Schools-Technology for Education Act.
 - Provide opportunities for instructional personnel to attend and participate in professional development training, including webinars and conferences.
- E. Promote partnerships between schools, businesses, communities, postsecondary educational institutions and families.
- Identify, implement, evaluate and refine approved magnet and specialized programs.
 - Offer coursework that supports student postsecondary activities.
 - Provide, through HCPS website, coordinated access to information and resources through collaboration with and linkages to other portal providers
 - Maintain and expand partnerships.
 - Maintain informed citizen advisory committees.
 - Expand parent awareness of educational initiatives.
 - Continue to promote internal collaboration aimed at increasing partnerships to support student learning.
 - Enhance teaching and learning by providing opportunities for educators to utilize linkages between today's business environment and the classroom.

3. Describe the school system’s strategies for increasing CTE enrollees to become completers of CTE programs of study. Data points should include the number of enrollees, the number of concentrators and completers.

When looking at the 2010 HCPS enrollment/completion data for each of the Maryland’s ten Career Clusters (see below), it is evident that clusters that are comprised mostly of programs that are offered at Harford Technical High School (AMC, C&D, EANR, H&B, MET, and TT) have the highest ratio of enrollment to completion. Students apply to this magnet school for specific programs and enroll in CTE courses all four years of high school. In clusters that are comprised of programs that are offered at the comprehensive high schools, the ratio of enrollment to completion is lower because students often want to explore a wide variety of content areas and they take courses for elective credit only. This will always continue to a certain extent, however, the new local graduation requirement that includes four credits in a Career Pathway will curtail this practice. As new CTE magnet programs are developed and implemented at other high schools, i.e., Natural Resources and Agricultural Sciences at North Harford High School, the ratio of student enrollment and completion will further increase.

MSDE Cluster	HCPS Enrollment	HCPS Concentrators	HCPS Completers
AMC	33	19	21
BMF	2,371	445	159
C&D	244	66	68
CSHT	1,724	332	257
EANR	339	83	79
H&B	239	40	42
HRS	1,642	354	209
IT	140	26	17
MET	42	20	21
TT	70	23	27
COOP	355	125	68
TOTAL	7,216	1533	968

4. CTE improvement plans are required if a local school system does not meet at least 90% of the negotiated performance target for a Core Indicator of performance under the Perkins Act. If your school system did not meet one or more Core Indicators of Performance, please respond to the following:

a.) Identify the Core Indicator(s) of Performance that did not meet the 90% threshold.

Three indicators did not meet the 90% threshold. These were:

- 1S1: target 86.51, 90% threshold 77.86, actual performance 77.17;

- 6S1: target 49.63, 90% threshold 44.67, actual performance 28.80; and
- 6S2: target 50.00, 90% threshold 44.24, actual performance 31.05.

b.) Analyze why the indicator was not met, including any disparities or gaps in performance between any category of students and performance of all students.

Indicator 1S1 Academic Attainment (English HSA)

Although performance on this indicator improved from 53.96 % in 2008 to 84.39 % in 2009, it decreased to 77.17 % in 2010, following the trend in state performance for CTE students and local performance for all students. Every subgroup except Asian (+ 10.05 %) decreased from 2009 to 2010. The largest drop occurred in the Hispanic (-24.46 %) and Special Needs (-11.73 %) subgroups. Males (-8.05 %) dropped more than Females (-6.22 %). Students in ten programs did not meet the 90 % threshold for this indicator. The lowest were: Clothing (0 %), Plumbing (42.86 %), and Auto Body (50.00 %). Possible causes for the drop include a growing Hispanic population in the county, including ESOL students, who need additional services, and changes to the format of the HSA exam to include more passages to read and respond to through multiple choice questions. Although systemic intervention programs are in place for reading and writing, they are currently being evaluated for effectiveness and care is being taken to better align the HSA format to student needs.

Indicator 6S1 Non-traditional Participation

Although performance on this indicator increased from 45.62 % in 2008 to 49.34 % in 2009, it decreased to 28.80 in 2010, following the trend in state performance. Every subgroup except American Indian (+21.67 %) and LEP (+6.66 %) decreased from 2009 to 2010. The largest drop occurred in the Female (-34.16 %), White (-22.42 %), Hispanic (-21.24 %) and Asian (-20.25 %) subgroups. Females (-34.16 %) dropped substantially more than Males (-2.05 %). Students in 18 programs did not meet the 90 % threshold for this indicator. All of the following programs had 0 %: Masonry, Electricity, Plumbing, HVAC, Cosmetology, and CAM. Although we make every effort to market our programs to appeal to all students, it is evident that there are still programs that are single sex dominated, particularly the construction trades at Harford Technical High School.

Indicator 6S2 Non-traditional Completion

Although performance on this indicator increased from 35.22 % in 2008 to 51.20 % in 2009, it decreased to 31.05 % in 2010, following the trend in state performance. Every subgroup decreased from 2009 to 2010. The largest drop occurred in the African American (-23.65 %) and White (-20.10 %) subgroups. Females (-15.46 %) dropped only slightly more than Males (-14.69 %). Students in 17 programs did not meet the 90 % threshold for this indicator. All of the following programs had 0 %: Masonry, Electricity, Plumbing, HVAC, Welding, Cosmetology, Biomedical Sciences, Computer Programming, CNT, and CAM.

Although we make every effort to market our programs to appeal to all students, it is evident that there are still programs that are single sex dominated, particularly the construction trades at Harford Technical High School.

- c.) **For FY12, indicate the section/subsection in the CTE Local Plan for Program Improvement where the improvement plan/strategy is described.**

Indicator 1S1

Strategy Worksheet A for the Arts, Media and Communication; Construction and Development; Consumer Services, Hospitality and Tourism; Environmental, Agricultural and Natural Resources Systems; and Career Research and Development Clusters reference activities related to Core Indicator 1S1. Planned improvement activities include: systemic intervention programs are implemented (reading, writing, math, HSA), teachers participate in professional development on curriculum accommodations and modifications.

Strategy Worksheet B-1 references activities related to Core Indicator 1S1. Planned improvement activities include: PSAT will be administered to all 10th grade students and over 75 % of all 11th grade students and performance data will be analyzed to identify students in need of SAT preparation.

Strategy Worksheet B-2 references activities related to Core Indicator 1S1. Planned improvement activities include: provide professional development activities on Content Literacy to all CTE teachers; provide HSTW professional development opportunities for Joppatowne High School staff, an active HSTW site; professional development activities at the MD Center for CTE Studies (utilized by trades and industry teachers at Harford Technical High School, Family and Consumer Sciences teachers and Technology Education teachers).

Strategy Worksheet B-4 references activities related to Core Indicator 1S1. Planned improvement activities include: CTE students in danger of not passing or who have not passed the HSAs are identified through the use of SRI/MSA scores and local benchmark exams.

Indicator 6S1

Strategy Worksheet A for the Construction and Development; Consumer Services, Hospitality and Tourism; Health and Biosciences; Human Resource Services; Information Technology; Manufacturing, Engineering and Technology; and Transportation Technologies Clusters reference activities related to Core Indicator 6S1. Planned improvement activities include: teacher participation in professional development on Women in CTE; marketing tools are utilized to promote programs to females; marketing tools are utilized to promote programs to males; facilities, including equipment, materials and supplies are in place to implement programs to appeal to non-traditional students; MSDE approval of AoHP program proposal including physical rehabilitation pathway (to encourage male enrollment); nontraditional teachers are recruited.

Strategy Worksheet B-1 references activities related to Core Indicator 6S1. Planned improvement activities include: an Open House to inform middle school students and parents of programs is held at Harford Technical High School and follow-up conferences are scheduled for interested students.

Indicator 6S2

Strategy Worksheet A for the Construction and Development; Consumer Services, Hospitality and Tourism; Health and Biosciences; Human Resource Services; Information Technology; Manufacturing, Engineering and Technology; and Transportation Technologies Clusters reference activities related to Core Indicator 6S2. Planned improvement activities include: teacher participation in professional development on Women in CTE; marketing tools are utilized to promote programs to females; marketing tools are utilized to promote programs to males; facilities, including equipment, materials and supplies are in place to implement programs to appeal to non-traditional students; MSDE approval of AoHP program proposal including physical rehabilitation pathway (to encourage male enrollment); nontraditional teachers are recruited.

Strategy Worksheet B-1 references activities related to Core Indicator 6S2. Planned improvement activities include: an Open House to inform middle school students and parents of programs is held at Harford Technical High School and follow-up conferences are scheduled for interested students.

Early Learning

A. Based on the examination of 2010-2011 MMSR Kindergarten Assessment Data (Tables 8.1 and 8.2):

- 1. Describe the school system's plans, including any changes or adjustments that will be made, for ensuring the progress of students who begin kindergarten either not ready or approaching readiness as determined by the Maryland Model for School Readiness Kindergarten Assessment. Please include a discussion of the corresponding resource allocations and include timelines for use of allocations where appropriate.**

Tracking and analyzing the data on Table 8.1 (below) indicates that overall, children entering kindergarten are coming to school being better prepared or Fully Ready for kindergarten in all areas of the Maryland Model for School Readiness. In the areas of Language and Literacy, Mathematical Thinking, Scientific Thinking and Social Studies significant gains over the last seven years have increased by at least ten points. However, the data for Approaching Readiness and Developing Readiness indicates a downward trend for both stages.

Several factors contribute to variations in the data: 1) kindergarten teachers have received more specific staff development for assessing young children in the beginning of the year; 2) more appropriate curriculum for kindergarten students has been adopted with more rigorous thinking skills; 3) the population of children coming from lower socioeconomic status with fewer opportunities is increasing as indicated by the prekindergarten application process; and 4) Harford County is becoming a more diverse population that is still working on solving aspects of diversity in the early childhood years.

Analyzing data supplied in Table 8.2 indicates that children with previous prekindergarten experience who are Fully Ready continue to increase over the years of implementing the Maryland Model for School Readiness. However, the stages of Approaching Readiness and Developing Readiness have continued to decline. Factors that may contribute to the declining data trend is directly related to the low socioeconomic group of children who are considered "automatics" (students who qualify would be homeless, foster children, or live in poverty) in the prekindergarten program. As the economy continues to decline, so has the level of poverty for children in this particular set. Children coming to school with fewer opportunities at home, basic quality of life concerns over shadow educational initiatives in prekindergarten.

With larger numbers of "automatic" prekindergarten children enrolling, the number of programs has remained static with larger class sizes for children who are most at-risk and need more intensive services and educational support. This support extends to the family, as well as the student to assist in the educational process. Many of the families are headed

by poorly educated parents, single parents working multiple jobs, and more mental health concerns for the family overall.

Maintaining lower ratios of students to teachers would enable students to receive more intensive work to be more fully ready for kindergarten. Parent surveys gathered at the end of the year in prekindergarten indicate that parents did not anticipate the level of rigor expected in prekindergarten and certainly not kindergarten.

2. Describe how the school system is working in collaboration with other early childhood partners/programs (i.e., Preschool Special Education; Head Start; Child Care Programs) to ensure that children are entering kindergarten “ready to learn”?

As the State moves to bring a system of care from birth - eight years of age, much work must include collaboration with agencies that provide services of care to children before entering the public school system. The transition from child care to public school should find the majority of children in the Fully Ready stage upon entering school.

The Office of Early Childhood meets regularly with childcare associations to provide guidance in selecting appropriate curriculum and aligning lessons with the Standard Curriculum. Professional development for developing and implementing lessons is provided to ensure that children can make successful transitions with little supports needed. Child care providers work with special education and OEC as they identify children needing services. As children are identified for services supports can be put in place prior to children arriving to public school.

Two schools offer an inclusive prekindergarten with children of special needs and typical prekindergarten children, where each child is able to learn from each other to be tolerant of differences and affecting the diversity of learners. The number of children served in both programs is small, but highly effective for success in later grades. HCPS needs more of this collaborative model to provide early support for children to be successful.

Early intervention supports are provided to infants and toddlers with disabilities, preschool students with disabilities and students at risk for referral due to atypical development utilizing a community based service delivery model. Community-based special education staff provides direct support to students attending centers across Harford County. 63.8 % of preschool students with disabilities, ages 4 to 5 years participating in the regular Early Childhood Program, while 28.5 % of children with disabilities age 3 participating in natural environments or regular Early Childhood Programs. There is a considerable need to address programming supports and opportunities for participation with typically developing peers.

Head Start children attend public prekindergarten programs for part of the day and return for care to the Head Start programs for the remainder of the day. This model increases the educational supports for children and families from the lowest socioeconomic level in Harford County.

Every effort is made regarding outreach to develop a system of care for the county to ensure the youngest students enter school ready to learn with supports and services already in place. Often parents have their first introduction to the school system through collaborative services with the Office of Early Childhood. Public school early childhood teachers attend parent conferences at child care centers to discuss expectations and skills for kindergarten. Research indicates that early intervention for young children, attendance in high quality prekindergarten, has a major impact on reading in grade three. More programs and supports need to be in place to address this growing low income population.

A systemic plan should be developed. Procedures and protocols need to be developed for collaborative services with child care communities. A plan to expand the number of prekindergarten programs needs to be carefully thought out as to placement in the county to best serve the neediest population first. A county-wide plan needs to be developed which may mean movement of existing programs.

B. Based on the examination of the 2010-2011 Public Prekindergarten Enrollment Data (Table 8.3)

- 1. Please verify the accuracy of the Prekindergarten enrollment data, as it was provided to the MSDE, Division of Early Childhood Development Early Learning Office for school year 2010-2011.**

Data provided on the MSDE Division of Early Childhood Early Learning Office for Harford County is accurate as reported. Guidelines for accepting applications for prekindergarten acceptance to prekindergarten are either income eligible student or other criteria.

- 2. Describe the policies and practices put in place to ensure the enrollment of all eligible children into the Public Prekindergarten Program as described in COMAR 13A.6.02.**

Applications are accepted at each school beginning the first Friday of May.

Applications are gathered for review the end of June. All prekindergarten teachers work together at one location to review applications for acceptance or denial based on economic factors as described in COMAR 13A.6.02. Letters are sent to parents of the status of enrollment. The process occurs twice before the first day of school to review all applications that continue to be submitted so prekindergarten children may begin school on the first day.

Applications are received and reviewed throughout the year. As applicants qualify based on COMAR regulations, children are enrolled in the program.

As necessary, flyers are provided to schools to highlight the prekindergarten application process and qualifications needed. Schools have posted flyers in their lobby, local

markets, churches, and other facilities that have high volume of people. This has greatly increased the number of applications of qualifying students over the last several years.

3. Describe any policies the school system has put in place to work collaboratively with early childhood partners to provide a prekindergarten program for all eligible children.

As mentioned in above, HCPS works closely with Head Start to provide half day services to children before returning to the Head Start program for continued care. Continued professional development will be provided to child care providers who are interested in using materials from HCPS for their program.

In order to develop collaborative partnerships with greater substance for young children, on-going conversations with childcare providers and Head Start programs regarding services in prekindergarten need to occur throughout the year.

Gifted and Talented Programs

The *Bridge to Excellence in Public Schools Act* §5-401 requires that the Master Plan “shall include goals, objectives, and strategies regarding the performance of gifted and talented students, as defined in §8-201.”

The *Annotated Code of Maryland* §8-201 defines a gifted and talented student as “an elementary or secondary student who is identified by professionally qualified individuals as: (1) Having outstanding talent and performing, or showing the potential for performing, at remarkably high levels of accomplishment when compared with other students of a similar age, experience, or environment; (2) Exhibiting high performance capability in intellectual, creative, or artistic areas; (3) Possessing an unusual leadership capacity; or (4) Excelling in specific academic fields.

The focus of the 2011 Master Plan Update is on progress toward meeting goals and adjustments made to overcome challenges. In accordance with this focus and in order to provide a status on the progress toward meeting Gifted and Talented Program goals, objectives and strategies regarding the performance of gifted and talented students, local school systems are expected to provide a cohesive, stand-alone response to the prompts outlined below.

- 1. List the goals, objectives, and strategies for the Gifted and Talented Program student identification and services along with the progress made in 2010-2011 toward meeting those goals, objectives, and strategies. Include supporting data as needed to document progress.**

The goals and objectives for the Gifted and Talented Program student identification and services are as follows:

Goal 1:

- Implement elementary G&T services for identified students as described in the G&T Handbook.

Objectives for Goal 1:

- Identify a G&T Services Committee based on the G&T Handbook at each school.
- Identify students for services using locally normed data by committees.
- Implement services for identified students by G&T teachers working collaboratively with classroom teachers.
- Increase the number of primary products students create at each school. The baseline will be the number of participants in the 2010 Elementary Enrichment Faire (79).

Supporting data:

Each school completed the “Levels of Service Implementation Rubric” in June 2011. The percentages below are relative to elementary schools only.

- 100 % of schools have a functioning committee. The variance between schools is in the number of participants and the number of meetings per year.
- 46 % of have committee that meets two or more times a year with committee members representing multiple grade levels and specials areas (art, music, physical education, library).
- 100 % use local data to identify students for services. This data is derived from summative as well as formative assessments and includes measures of longitudinal growth such as the Scholastic Reading Inventory and Scholastic Math Inventory. In addition, Harford County transitioned from the Ottis-Lennon School Ability Test (OLSAT) to the Cognitive Abilities Test (CogAT) as our primary screening tool.
- 96 % of schools are using a collaborative teaching model to implement some G&T services.
- 131 participants in the 2011 Elementary Enrichment Faire (+60 %).
- Halls Cross Roads Elementary became the first Excellence in Gifted and Talented Education (EGATE) School.

Goal 2:

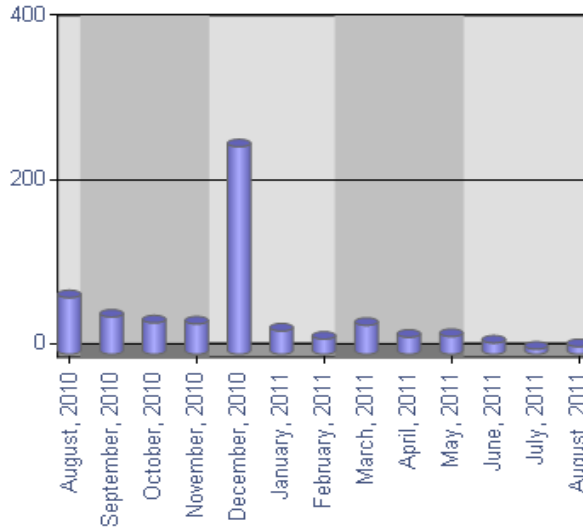
- Provide training for elementary teachers in the implementation of G&T services.

Objectives for Goal 2:

- Update locally created instructional materials on “HCPS SharePoint”.
- Conduct focused professional development on problem solving and inquiry to build math skills.
- Provide additional professional development opportunities for “Junior Great Books” training.

Supporting data:

- Usage of the SharePoint site has remained steady over the last year. The graph below illustrates the average number of hits per day. The spike in December was due to professional development conducted by G&T teachers at the end of November.



- Provided professional development in problem solving through inquiry to elementary G&T teachers and elementary Mathematics Specialists through a facilitator with Kendall Hunt’s M3 program.
- Provided professional development in the use of Junior Great Books to an additional 26 teachers including two that piloted the new second grade program.

Goal 3:

- Develop accelerated learning opportunities for middle school students.

Objectives for Goal 2:

- Identify high school level course for middle school students.
- Create a policy where middle school students can receive credit for high school courses.
- Create extended-year experiences for middle school students.

Supporting data:

- Approved policy by the Board of Education in June 2011.
- Hosted three Maryland Summer Center programs focused on middle school students.

Center	Number of HCPS Middle School Students
Conservation Research (Grades 4-8)	31
Computer Science: Session 1 (Grades 4-7)	12
Computer Science : Session 2 (Grades 8-10)	3

2. Identify the strategies, including resource allocations, which appear related to the 2010-2011 progress.

Despite a diminished budget, the Board of Education maintained its commitment to gifted education in the elementary school and in the high school magnet & signature programs.

Item	FTE	Budgeted Amount (FY10)
Elementary Gifted and Talented Teachers (includes coordinator)	20.4	\$1,348,393
Magnet and Signature Program	26.9	\$1,548,351
TOTAL	48.3	\$2,896,744

Item	Budgeted Amount (FY10)
G&T Materials of Instruction	\$227,905
G&T Consultants	\$4,800
G&T Conference, Institutes, and Meetings	\$5,760
Magnet and Signature Contracted Services	\$10,700
Magnet and Signature Supplies	\$99,500
Magnet and Signature Other Charges	\$24,312
Magnet and Signature Equipment	\$34,679
G&T Summer Center	\$11,800
TOTAL	\$419,456

3. Describe where challenges are evident in meeting the Gifted and Talented Program goals, objectives, and strategies.

The results of the 2011 “Level of Service Implementation Rubric” show changes in program implementation. There still appears to be reluctance in accepting acceleration as a gifted service three years after developing acceleration guidelines.

One of the surprises was a reduction in schools using cluster grouping. In discussion with teachers, there is a growing frustration with co-planning and the time commitments

to make it function correctly. This is complicated further by changes in the acceptance of cluster grouping as a preferred strategy for mathematics services.

Additionally, as the data below illustrates, more work must be done to ensure identifying students for gifted services is done equitably. While much has improved, constant vigilance is necessary to ensure the maintenance of equity. Particular attention must be focused on identifying services for African-American students.

Elementary G&T Population, June 2011

Demographic	Gifted %	Population %	Difference
Male	51.23	52.20	-0.98 %
Female	48.77	47.80	+0.98 %
Hispanic	2.86	5.52	-2.66 %
African American	11.86	23.25	-11.39 %
Asian	5.93	4.87	+1.06 %
American Indian	0.72	2.19	-1.48 %
White	85.43	77.18	+8.25 %
FARMS	15.03	34.00	-18.97 %
Special Education	3.22	13.63	-10.41 %
ESOL	0.46	2.38	-1.92 %
Title 1	9.15	17.01	-7.86 %

Three-year demographic trend

Group	SY 2009	SY 2010	SY 2011
	% of Total Population		
Hispanic	2.9	2.8	2.9
African American	18.3	15	11.9
Asian/Pacific Islander	4.3	4.7	5.9
American Indian	0.7	0.7	0.7
White	73.8	76.8	85.4

- 4. Describe the changes or adjustments that will be made, along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.**

In reviewing a geographic distribution of G&T students receiving services, it appears that minority students in areas of high poverty are under identified. Staff development on Ruby Payne's book *Removing the Mask: Giftedness in Poverty* has been formulated. Additionally, Title I funds have been allocated to provide Center for Talented Youth programming to qualified students.

For co-teaching to remain as a viable service model, teachers need more creative options for co-planning. To this end, G&T teachers will receive professional development in the use of Web 2.0 tools such as Wikispace and Edmodo. Using these tools, teachers can have virtual planning meetings. This focus began in May 2011 and will continue through the 2012 school year.

Special Education

The BTE Act requires that each updated Master Plan “shall include goals, objectives, and strategies” for the subgroup of special education. Both federal and State legislation require that states have accountability systems that align with academic content standards for all students. In addition, the federal special education legislation commonly known as IDEA also requires that a child’s needs resulting from a disability be addressed “so that they may be involved in and progress in the general curriculum.” Information requested about special education aligns with reporting requirements of the Federal Office of Special Education Programs (OSEP). Therefore, each school system’s annual submission that is aligned with federal and State law will document and support with evidence the progress in academic achievement for students with Individualized Education Programs (IEPs) as well as update plans to accelerate performance to ensure that the special education subgroup makes Adequate Yearly Progress at the system and individual school level. Changes to strategies or specific areas of progress that have improved performance should be discussed in the Update, particularly for schools or systems in improvement.

AS YOU COMPLETE THE 2011 MASTER PLAN ANNUAL UPDATE, YOU MAY WISH TO CONSIDER THE FOLLOWING SPECIAL EDUCATION ISSUES WITHIN YOUR RESPONSES THROUGHOUT THE DOCUMENT. THIS SECTION IS NOT TO BE COMPLETED AS A STAND-ALONE SECTION.

Harford County Public Schools has integrated the answers to the following bullets within the appropriate section of the Master Plan.

- **Access to the General Education Curriculum. How are students accessing general education so they are involved and progressing in the general curriculum at elementary, middle and high school levels and across various content areas?**
- **Collaboration with General Educators. How is the local school system ensuring collaboration between general and special education staff, including such opportunities as joint curricular planning, provision of instructional and testing accommodations, supplementary aids and supports, and modifications to the curriculum?**
- **Strategies used to address the Achievement Gap. When the local school system has an achievement gap between special education and general education, what specific strategies are in place that addresses this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.**
- **Professional Development and Highly Qualified Staff.**
 - **How is the local school system ensuring the participation of special education teachers and leadership in content-related professional development to promote student achievement?**

- **How is the local school system ensuring that professional development of general education staff incorporates sufficient special education pedagogical knowledge, skills, and dispositions to enable educators to make the general education curriculum and environment accessible for all children?**

Section C: Data Systems to Support Instruction

Narrative

Recognizing that the state's high-quality Instructional Improvement System (IIS) is the focus of Maryland's reform agenda, Harford County Public Schools (HCPS) committed resources and personnel to guarantee the implementation of this system in classrooms. Maryland's current vision for this system places the teacher at its center and HCPS is ensuring teachers' access to the nine-step process as described in Section (C)(3) of the state's *Race to the Top* (RTTT) plan for strengthening classroom instruction.

In order to fully implement the IIS, and to ensure teachers are able to access timely data and resources, HCPS is working with MSDE to assess current gaps within data systems. The Director of Information Technology assigned staff to work with MSDE to coordinate the implementation of data management in determining existing infrastructure needs and detail the educational technology solutions in order for HCPS teachers to use the IIS. In addition, HCPS will purchase eSchoolPlus, a Student Information System (SIS), in the second year of the grant. This system is a version upgrade to HCPS existing "end of life" SIS which has no enhancement track to accommodate the data collection required by current and future state/federal reporting. HCPS will identify funding through the operating budget to sustain the SIS.

It is essential that HCPS central office have the capacity to provide technical support and assistance to teachers in the use of the IIS. Currently, the Office of Accountability provides assistance to teachers as they work to use Performance Matters, the HCPS current instructional database management and assessment system. Before receiving RTTT funding, HCPS did not have staffing to provide the technical assistance that will be required as teachers begin to access the system. RTTT funds have allowed HCPS to hire an Instructional Data Specialist (IDS) who reports directly to the RTTT Project Manager. This tech support person works with the Office of Technology, Content Supervisors, the Office of Accountability and is assigned to assist teachers as HCPS works to transition to the IIS. This position provides quarterly updates on teachers' successes and challenges with the use of the IIS and Performance Matters and works with leadership to provide solutions as needed. HCPS will identify funding through the operating budget to sustain this position after the grant ends as this position will be needed to continue to identify system needs and provide teachers with timely technical support in the proficient use of the IIS and Performance Matters.

The RTTT Project Manager will continue to work with the Coordinator of Leadership and Professional Development to facilitate teachers' use of these tools in every school and will identify professional development days throughout the school year to ensure classroom teachers receive intensive professional development on the use of the IIS. These professional development activities will engage teachers in basic information regarding key aspects of the IIS and Performance Matters (curriculum, assessments, data management, and online resources).

Throughout Year 2 of the RTTT grant, the IIS will become part of school-based professional development activities as follow-up from the Educator Effectiveness Academies (EEA). The technology infrastructure will also allow teachers to participate in independent professional development and HCPS will sustain the data integration system and future costs associated with this infrastructure through the operating budget after the RTTT funding ends.

HCPS has recently been successful in providing school-based professional development on the Classroom-focused Improvement Process (CFIP) and the use of Performance Matters system-wide. Recent progress in teachers using data to inform instruction will provide the strong foundation needed for the IIS.

Projects and tasks accomplished during Year 1 of RTTT:

- Hired an Instructional Data Specialist (IDS) to provide immediate support for all HCPS teachers currently learning to analyze assessment data to inform instructional practice;
- Hosted and coordinated HCPS participation in the Educator Effectiveness Academies (EEA); and
- Identified school-based teams to participate in the 2011 Educator Effectiveness Academy.
- Began to identify and address gaps in current HCPS data system and technological infrastructure, in coordination with MSDE, to support efforts in the successful development and eventual HCPS transition to the IIS.

Action Plan: Section C

Goal(s):

- Build and enhance the technological infrastructure and data systems in HCPS to support instruction.
- Implement an IIS designed to support classroom teachers and school-based administrators in using data to improve instruction.
- Provide HCPS professional development on the IIS for current and prospective teachers.

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
MOU Requirements: (Yes) Additional Required Activities	(C)(3)(i-iii)						
1. Identify and address gaps in current HCPS data system and technological infrastructure, in coordination with MSDE, to support efforts in the successful development and eventual HCPS transition to the IIS	(C)(3)(i)	4	10/01/11	9/30/12	RTTT Project Manager Director of Information Technology Instructional Data Specialist	HCPS data systems and infrastructure ready for new IIS	Y

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. Develop school-based professional development plan and identify professional development calendar days to ensure training on use of data is available in the IIS	(C)(3)(ii)	1	10/01/11	9/30/12	RTTT Project Manager Coordinator of Professional and Leadership Development	School year calendar published with EEA professional development follow up days	N
3. Participate in data requests to support research on effectiveness as determined by new MSDE governance process	(C)(3)(iii)	1	10/01/11	9/30/12	RTTT Project Manager Supervisor Office of Accountability	Data provided to MSDE and researchers	N
<i>Tasks/Activities:</i>							
1. Along with the RTTT Project Manager, Instructional Data Specialist will help identify current system needs and technological infrastructure to support HCPS hosting of EEA	(C)(3)(i)	4	10/01/11	9/30/12	RTTT Project Manager Director of Information Technology Instructional Data Specialist	Needs identified and addressed	Y

Section C: Data Systems to Support Instruction	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. Provide timely and meaningful assistance to schools in support of their work using the IIS and Performance Matters	(C)(3)(ii)	4	10/01/11	9/30/12	RTTT Project Manager Supervisor of Accountability Instructional Data Specialist	Data management solutions resolved Teachers provide feedback regarding “customer service” provided and proficient use of new IIS and Performance Matters	Y
3. Purchase eSchoolPlus SIS hardware and software which will provide a system “upgrade” to HCPS current SIS	(C)(3)(ii)	5	10/01/11	11/30/11	Director of Information Technology	eSchoolPlus SIS purchased, installed and used	Y
4. Upload the data from the IIS so it is available and accessible to MSDE researchers to evaluate IIS effectiveness	(C)(3)(ii)	5	10/01/11	9/30/12	Director of Information Technology Instructional Data Specialist	Data uploaded	N

Year 3 Goals:

- Enhance the technological infrastructure and data systems in HCPS to support instruction.
- Implement an IIS designed to support classroom teachers and school-based administrators in using data to improve instruction.
- Provide HCPS professional development on the IIS for current and prospective teachers.

Year 4 Goals:

- Enhance the technological infrastructure and data systems in HCPS.
- Implement an IIS designed to support classroom teachers and school-based administrators in using data to improve instruction.
- Provide HCPS professional development on the IIS for current and prospective teachers.

Section D: Great Teachers and Leaders

Narrative

As mandated by the Maryland Education Reform Act of 2010, Harford County Public Schools (HCPS) will ensure the new performance evaluation system for teachers and principals is operational by September 2013. Based on the timeline provided, HCPS leadership, including the *Race to the Top* (RTTT) Project Manager, closely followed the progress of the Maryland Model Performance Evaluation System throughout school year 2010-11.

In March 2011, HCPS hired Model Department Chairpersons in high school Mathematics, English, Science and Social Studies. HCPS is requesting the Mathematics and Science Chairs be supported by RTTT funds, as they play a key role in the creation and implementation of the HCPS STEM initiative and content delivery. The Model Chairpersons have been assigned to work with four principals and core content supervisors to provide supplementary content specific evaluative services at four high schools. In addition to the high school assignment, the model department chairperson collaborates with the Office of Leadership and Professional Development in the development of programs to facilitate the preparation and transition of department chairpersons to their new role.

In terms of ensuring equitable distribution of effective teachers and principals, HCPS is fortunate not to struggle with staffing issues in high-poverty, low-achieving schools. The Office of Compensatory Education has been diligent in ensuring 100% of staff at these schools are considered highly qualified. HCPS continues to ensure that all teachers in high-poverty, low-achieving schools are deemed highly effective as we move from highly qualified teachers to highly effective teachers and principals.

In March 2011, HCPS hired a Coordinator of Teacher Induction who reports to the Coordinator of Leadership and Professional Development. The Coordinator of Teacher Induction is charged with: participating in the State's Induction Program Academies and sending HCPS mentors as allowable by the state; overseeing a comprehensive teacher induction program based on the model shared at the Teacher Induction Academies; supervising the continuation of the mentor teacher program; evaluating mentor teachers in collaboration with school administrators; collaborating with the Office of Education Services to assess school needs and assigning mentor teachers as appropriate; and serving as a liaison with MSDE.

From March to August 2011, the Coordinator of Teacher Induction worked with both the RTTT Project Manager and Coordinator of Leadership and Professional Development to revise and expand the HCPS Teacher Induction Program based on COMAR 13A.07.01, as well as lessons learned from the MSDE Teacher Induction Academy. HCPS already provides extensive support to new teachers including: professional development orientation conference; three hour after school workshops throughout the year; opportunities to observe a model classroom and teacher; and job embedded professional development. The creation of the new Coordinator of Teacher Induction position enhances the work of the mentor teachers and allows for additional supports provided for new teachers. Clerical support is also provided for the Coordinator of Teacher Induction through RTTT funds.

It is the intent of HCPS to sustain the Coordinator of Teacher Induction position through operating funds the school year after the RTTT funding ends. It is anticipated that there will be an ongoing need for the Coordinator of Teacher Induction to: revise the induction program for new teachers; assess school needs

regarding new teachers and assigning of mentors as appropriate; provide ongoing training for mentors; and assist principals in evaluation of mentors.

HCPS is in compliance with COMAR as we have identified a cadre of full-time mentor teachers and adhere to the requirements established in Section .05, Mentoring Component of the Comprehensive Induction Program. We continue to comply with all the requirements of the COMAR 13A.07.01 regulation as we work to expand our mentor program.

Educator Effectiveness Academies

As discussed in Section B, HCPS participated in the Educator Effectiveness Academies (EEA). From March to July 2011, the RTTT Project Manager oversaw the identification and participation of school-based teams from all 54 schools.

HCPS hosted one of the EEA at C. Milton Wright High School July 11-13, 2011. Principals and three teacher leaders from each school attended the event, as well as the following Central Office Staff: Director of Special Education; Supervisor of Mathematics; Supervisor of English and Related Language Arts; President of Harford County Education Association; Coordinator of Professional Development; and the RTTT Project Manager. The Superintendent, a Board of Education member, the Assistant Superintendent for Curriculum, Instruction, and Assessment, the Executive Directors of High, Middle, and Elementary School Performance walked-through the Academy multiple times throughout the three-days. HCPS provided an optional follow-up professional development to the EEA in an effort to build capacity for administrators and faculty who were unable to participate in the Academy.

Throughout all four years of the grant, all teachers will be trained in the new IIS. School-based teams are using the information provided in the EEA to build on the professional development done system-wide using the CFIP. HCPS is currently working to ensure all teachers and administrators use this six-step process as they meet in various work groups to discuss student achievement and school improvement initiatives. HCPS has trained all teachers, supervisory staff, and administrators on Performance Matters so they may access real-time student data as they work through CFIP and address individual student performance.

Projects and tasks accomplished during Year 1 of RTTT:

- Hired the Coordinator of Teacher Induction.
- Hired the Model Department Chairpersons.
- Identified the principal and three teacher leaders from all 54 schools who participated in the EEA.
- Provided follow-up professional development for administrators and teachers unable to attend the EEA.
- Implemented the HCPS Teacher Induction Program.
- Participated in MSDEs Teacher Induction Academy for LEA Coordinators.
- Participated in MSDEs Aspiring Leaders' Academy and Executive Officer professional development opportunities.
- Assessed school needs regarding new teachers and assigned current mentor teachers as appropriate.

Action Plan: Section D

Goal(s):

- Design an educator evaluation system/process that is aligned to the recommendations of the Maryland Council for Educator Effectiveness.
- Provide effective professional development regarding the EEA, IIS, CFIP and Performance Matters for teachers and principals.
- Implement a Teacher Induction Program.

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	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)						
1. Review MSDE framework to begin revising teacher and principal evaluations based on final approved statewide measures for student growth.	(D)(2)(i)		10/01/11	9/30/12	Associate Superintendent of Curriculum, Instruction and Assessment Assistant Superintendent of Human Resources RTTT Project Manager	Teacher and principal evaluations align to the State Framework	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. Review MSDE framework to begin to identify the required locally-agreed student growth measures for evaluation framework.	(D)(2)(i)		10/01/11	9/30/12	Associate Superintendent of Curriculum, Instruction and Assessment Assistant Superintendent of Human Resources RTTT Project Manager	Evaluation framework created and agreed upon	N
3. Review MSDE framework to begin to identify additional 50% teacher skills and 50% required instructional leadership domain for principals for evaluation framework using MSDE model tools.	(D)(2)(ii)		10/01/11	9/30/12	Associate Superintendent of Curriculum, Instruction and Assessment Assistant Superintendent of Human Resources RTTT Project Manager	Evaluation framework created and agreed upon	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
4. Review MSDE Council Recommendations and begin to identify protocols and policies designed to support the implementation of the new evaluation framework	(D)(2)(iii)		10/01/11	9/30/12	Associate Superintendent of Curriculum, Instruction and Assessment Assistant Superintendent of Human Resources	Agreed upon protocols and policies Use of evaluation framework by staff	N
5. Work with MSDE on how to use the new evaluation framework to improve principal and teacher effectiveness through professional development	(D)(2)(iv)		10/01/11	9/30/12	RTTT Project Manager Coordinator of Leadership and Professional Development	Professional Development opportunities aligned with evaluation framework	N
6. Develop protocols to continue to ensure that all teachers in high-poverty, low-achieving schools are deemed highly effective as we move from highly qualified teachers to highly effective teachers and principals	(D)(3)		10/01/11	9/30/12	Associate Superintendent of Curriculum, Instruction and Assessment Executive Directors of School Performance RTTT Project Manager	Protocols developed	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
7. Identify professional development throughout the school year as a follow up to EEA, building on system-wide implementation of CFIP and use of Performance Matters	(D)(5)	7	10/01/11	9/30/12	Associate Superintendent of Curriculum, Instruction and Assessment Executive Directors of School Performance RTTT Project Manager Coordinator of Leadership and Professional Development	Professional development days scheduled on calendar	N

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>Additional Required Activities:</i>							
1. Assess school needs regarding new teachers and assign current mentor teachers as appropriate	(D)(5)	6	10/01/11	9/30/12	Associate Superintendent of Curriculum, Instruction and Assessment Executive Directors of School Performance Coordinator of Teacher Induction	Mentors assigned based on school-based new teacher assignments	Y
2. Provide ongoing training for mentors throughout the school year and provide individualized support as needed	(D)(5)	6	10/01/11	9/30/12	Coordinator of Leadership and Professional Development Coordinator of Teacher Induction	Written feedback from mentors regarding the effectiveness of training Observe mentors working with and providing feedback to teachers to determine their effectiveness in enhancing teachers' performance	Y
3. Assist principals in evaluation of mentors	(D)(5)	6	10/01/11	9/30/12	Coordinator of Teacher Induction	Positive mentor evaluations	Y

Section D: Great Teachers and Leaders	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
4. Participate in MSDE’s EEA and Induction Academies for teachers, Maryland Principals’ Academies for appropriate principals, Aspiring Leaders’ Academy, and Executive Officer professional development opportunities	(D)(5)		10/01/11	9/30/12	Associate Superintendent of Curriculum, Instruction and Assessment Executive Directors of School Performance RTTT Project Manager	Appropriate designated staff will attend all MSDE sessions	N
Tasks/Activities:							
1. Have new Model Department Chairpersons work with school-based secondary personnel in tested content areas to ensure teachers are proficient in the tools shared during the EEA, including new STEM standards	(D)(5)	2	10/01/11	9/30/12	RTTT Project Manager Coordinator of Leadership and Professional Development Executive Director of Secondary School Performance Model Department Chairpersons	Written feedback from school-based secondary personnel regarding the value of Model Department Chairpersons	Y

Year 3 Goals:

- Design an educator evaluation system/process that is aligned to the recommendations of the Maryland Council for Educator Effectiveness.
- Provide effective professional development regarding the EEA, IIS, CFIP and Performance Matters for teachers and principals.
- Implement a Teacher Induction Program.

Year 4 Goals:

- Design an educator evaluation system/process that is aligned to the recommendations of the Maryland Council for Educator Effectiveness.
- Provide effective professional development regarding the EEA, IIS, CFIP and Performance Matters for teachers and principals.
- Implement a Teacher Induction Program.

Highly Qualified Staff

No Child Left Behind Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.

- No Child Left Behind Indicator 3.1: The percentage of classes being taught by “highly qualified” teachers, in the aggregate and in “high-poverty” schools.
- No Child Left Behind Indicator 3.3: The percentage of paraprofessionals working in Title I schools (excluding those whose sole duties are translators and parental involvement assistants) who are qualified.

Under No Child Left Behind (NCLB), LSSs are required to report the percentages of core academic subject (CAS) classes being taught by highly qualified teachers, and the percentages of CAS classes being taught by highly qualified teachers in high-poverty schools compared to low-poverty schools. High-poverty schools are defined as schools in the top quartile of poverty in the State, and low-poverty schools as schools in the bottom quartile of poverty in the State. NCLB also requires that school systems ensure that economically disadvantaged and minority students are not taught at higher rates than other students by inexperienced, unqualified, or out-of-field teachers.

- 1. If the school system did not meet all of the criteria below, respond to all the prompts associated with any criteria missed. Be sure to respond to all prompts for each criterion not met.**

HCPS has met all criteria in 2010-2011 for HQT tables.

- 2. If the school system has met all of the criteria on the following tables, answer the following prompt only.**

Identify the major priority areas that will move the district to achieving 100% of CAS taught by highly qualified teachers, particularly in hard-to-staff schools and critical subject-area shortages as well as establish an equal distribution of highly qualified teachers in high- and low-poverty schools.

Recruitment efforts specifically designated to attract and attain HQ teachers in hard to staff schools and critical shortage subject areas include:

- Allow preferential hiring for any school in improvement.
- Provide professional development to principals said schools to attend job fairs. This provides direct contact with candidates at the first step of the application process.
- Send school-based personnel to job fairs to indentify candidates based on their particular needs, as well as to recruit for the entire school system.
- Identify and attend job fairs with certification programs in critical shortage subject areas.

Additionally, per principal request, only allow viewing access to candidates who have successfully submitted a complete application, Human Resources screening interview, and have a reasonable expectation to be fully certified at the time of hire.

High Quality Professional Development

No Child Left Behind Indicator 3.2: The percentage of teachers receiving high quality professional development.

Looking back:

In 2008, districts submitted plans for (a) district-wide professional development activities that meet the Maryland Teacher Professional Development Standards (Option 1) or (b) fostering high-quality school-based professional development activities by integrating the six elements of the professional development planning process included in the Maryland Teacher Professional Development Planning Guide (Option 2). In 2009, Option 1 districts submitted an evaluation plan for the district-wide professional development activity and Option 2 districts reported on their progress in ensuring quality in their school-based professional development.

The 2011 Master Plan reporting requirement for teacher professional development calls on districts to provide updates on their professional development activities in two parts. Each district should report on their 2011 status in Option 1 or Option 2 AND provide an overview of their teacher induction program.

Option 2 districts (Allegany, Baltimore City, Calvert, Caroline, Carroll, Cecil, Dorchester, Garrett, Harford, Howard, Prince Georges, Queen Anne's, St. Mary's, Somerset, Washington, and Wicomico) should provide a progress report on integrating the 6 components of professional development planning into the district school improvement planning process. In your response to the reporting requirements for either option, be sure to highlight the corresponding resource allocations.

Requirements for Reporting on Option 2 Activities

1. Has the district integrated the teacher professional development planning framework into school improvement planning guidance?

HCPS has incorporated the MSDE teacher professional development planning into the yearly School Improvement Plan document. The expectation for schools' use of the planning framework was to select one area of the 2011-12 School Improvement Plan (SIP) and use the planning steps and thinking process to fully develop a comprehensive plan for one target area. Schools were to use the actual professional development planning framework and to attach it as a part of the School Improvement Plan or to submit a plan as a separate document.

Looking for commonalities in the proficiency of using the planning framework, it is noted that HCPS has the following challenges: (a) thinking through the intentional design of activities and ongoing evaluation is often limited and too general; (b) understanding of "job-embedded" professional development continues to revolve around meeting during teachers' planning time and doesn't get to the essence of being ongoing and relevant to the individual teacher within the context of daily work; and (c) evaluation is focused at

the “effort” level and deep reflection to match impact to professional development action is not planned. Ongoing training, feedback and support will be provided to school teams throughout the 2011-12 school year.

2. Has the district implemented a program to prepare principals, other school leaders, school improvement teams, and school-based professional development staff to use the teacher professional development planning framework?

This is year three of expecting school teams to use the professional development planning framework. Support is provided directly to school teams on an as needed basis. The Coordinator of Leadership and Professional Development and the Coordinator of School Improvement support schools upon request.

3. Has the district implemented plan to prepare district staff for reviewing and providing feedback on professional development plans?

SIP in HCPS were submitted to Central Office on August 19, 2011. Plans were reviewed September 29 and 30, 2011 by a team that includes the Coordinator of School Improvement, Coordinator of Intervention, Teacher Specialist for Instructional Technology, Coordinator of Accelerated Programs, Coordinator of Mathematics Intervention, Coordinator of Reading, Supervisor of Physical Education and Health, a representative from Special Education, and Coordinator of Professional Development. These team members have participated in the ongoing professional development with other groups. Prior to beginning the review of SIP/PD plans and the feedback process, time will be devoted to building a consistent expectation for each of the components. The feedback will be captured and provided to schools.

To ensure consistency, the following process will be utilized during the review/feedback work:

1. Feedback form will be reviewed to ensure all team members understand the components;
2. One plan will be reviewed by all team members using the feedback form;
3. Strengths and Considerations for Improvement will be discussed and comments will be checked for consistency;
4. Plans will be read by two people; and
5. Consistency will be checked periodically throughout the process.

Professional development plans are posted to an internal SharePoint site and schools are free to look at one another’s plans. Sharing of the various professional development plans should prove to be a valuable professional experience for administrators and school improvement team facilitators regarding planning professional development at the school level.

Following the review/feedback process, the team will create a summary of strengths and weaknesses of the professional development plans. Discussion will ensue that will include possible next steps for leadership professional development that could help to

address the weak areas. It may be that one section of the planning framework requires additional attention, support, and specific professional development. At this time, the Professional Development Office is anticipating a need to address possible methods of evaluation as a need and has begun to plan accordingly for the 2011-12 leadership professional development plans.

4. How is the district monitoring implementation and impact of the school-based professional development activities? Has the district reviewed school improvement plans that address the new professional development planning requirements?

HCPS decided not to hold schools to a high level of accountability for the use of the MSDE Teacher Professional Development Framework for the plans submitted for the 2010-2011 school year. Several schools contacted the Coordinator of Professional Development and Coordinator of School Improvement for assistance and input on initial plans. This allowed HCPS to provide onsite support for those teams that requested the service.

Plans are due to Central Office by August 19, 2011 and were reviewed September 29 and 30, 2011. Teams will receive written feedback on the professional development plans in October 2011. Central Office staff including the Executive Directors of Elementary School, Middle School, and High School Performance will visit with school leadership to review the SIP and connecting professional development plans throughout the fall. Suggestions and considerations for improvements to the plan will be shared. Schools that have clearly identified student sub-group needs, planned appropriately, and aligned professional development to meet identified student need will be directed to rework SIP and submit a revised plan.

Monitoring of the professional development plans will occur in the School Improvement update process. Schools will be expected to report on the progress of the professional development plan.

Several opportunities exist for school leadership to participate in professional development designed to support the use of the MSDE Teacher Professional Development Planning framework and Professional Development Evaluation Guide during the 2011-12 year. HCPS has a quarterly cycle of professional development for leadership and will focus upon leadership topics and instructional topics across the sessions. Specific sessions on evaluating professional development will occur during the fourth quarter and summer sessions. Other areas that may surface as needs will be incorporated after considering the findings of the review/feedback process.

HCPS Teacher Induction Program

“Induction is a process—a comprehensive, coherent, and sustained professional development process—that is organized by a school district to train, support, and retain new teachers and seamlessly progresses them into a lifelong learning program.” (Wong, 2004, p.42)

This comprehensive support of new teachers is essential as we work to improve student achievement. HCPS believes that new teachers need intentional support and mentoring during the first few years of teaching. This intentional mentoring not only provides support during the beginning years, but it fosters a sense of continued professional growth which will last throughout the teacher’s career. A program has been established to support new teachers as they learn and grow at the start of their careers.

Induction Activities for Teachers New to HCPS include:

Induction Activity	Focus/Content	Dates
Professional Development Orientation Conference	Professional Development designed for educators of different experience levels <ul style="list-style-type: none"> • Orient teachers to HCPS culture and expectations • Plan for the first day, week, year • Work with experienced educators in a “model classroom” format • Meaningful integration of technology in instruction and usage/navigation of technology systems 	August (6 days)
Three-hour workshops throughout the year	<ul style="list-style-type: none"> • Develop knowledge and skills related to teaching Topics include (but are not limited to): <ul style="list-style-type: none"> – Reflecting on teaching practice – Preparing for parent conferences – Implementing curriculum – Managing a classroom – Planning for active learning – Assessing student performance – Maintaining certification – Teaching ELL students – Co-teaching – Meaningful integration of technology in instruction 	Periodic evenings throughout the school year

Induction Activity	Focus/Content	Dates
New teacher visitations	<ul style="list-style-type: none"> • Observe experienced teachers teach the curriculum • Conference and plan with experienced educators 	<p>At least one time within the first year</p> <p>Elementary classroom and special education teachers visit classrooms to observe integrated language arts and mathematics instruction</p>
Job-embedded Professional Development	<ul style="list-style-type: none"> • Collaborate with a teacher mentor • Participate in grade level/department team meetings • Collaborate with department chairperson 	Ongoing

HCPS conducts a survey of teachers completing their first year with the school system in June of each year. Recent survey results indicate second year teachers citing a “rewarding experience” and “anticipate a better year next year” as the two primary reasons why they chose to return to HCPS. Other survey responses included “support system” and “students.” A written comment from one respondent said, “I have taught in two other school districts. Harford County is by far the best: students, materials, teachers, administration (both in schools and at the county level), and curriculum guides.”

Activities to Support New Teachers

The school system’s administrative staff is acutely aware of the need to support and retain qualified teachers. To that end, the following is a listing of support provided to new hires:

1. Teacher mentors (29 mentors available in schools to work directly with teachers)
 - a. Teach demonstration lessons
 - b. Assist in daily and unit planning and organization
 - c. Provide guidance in addressing classroom/behavior management
 - d. Guide the use of curricula and materials of instruction
 - e. Acclimate teachers to the protocols and procedures within their assigned school(s)
 - f. Address topics facing teachers new to teaching
 1. Reporting student progress
 2. Grading
 3. Assessment
 4. Parent conferencing/communication
 5. Special education issues

2. Instructional facilitators (19 instructional facilitators available in schools to work directly with teachers)
 - a. Engage in informal and formal observations
 - b. Engage in the evaluation process
 - c. Guide the use of curricula and materials of instruction

- d. Conduct demonstration lessons and model strategies and teaching techniques
 - e. Provide opportunities for teachers to visit other classrooms/teachers
 - f. Address topics facing teachers new to teaching
 - 1. Reporting student progress
 - 2. Grading
 - 3. Assessment
 - 4. Parent conferencing/communication
 - 5. Special education issues
3. Content supervisors available to support professional growth within content areas
 - a. Provide curriculum guides, teacher texts, and other curricular materials
 - b. Complete informal instructional walk-throughs
 - c. Part of instructional appraisal team at the school level
 - d. Provide content-specific professional development as noted on the HCPS Professional Development Calendar
 - e. Work with secondary Department Chairpersons to support teachers at the school level
 - f. Provide opportunities for teachers to visit other classrooms/teachers
 4. Principals and assistant principals available in schools to work directly with teachers
 - a. Engage in informal and formal observation
 - b. Engage in the evaluation process
 - c. Guide the use of curricula and materials of instruction
 - d. Provide school-based professional development on building level procedures and guidelines
 5. Model department chairpersons
 - a. Eight department chairpersons, three of whom were hired through Race to the Top grant funds, are assigned in two cohorts covering nine high schools,
 - b. Engage in informal and formal observation
 - c. Provide content-specific feedback
 - d. Guide the use of curricula and materials of instruction, including the transition to the Common Core Standards
 - e. Provide school-based professional development in a given content
 6. Centralized professional development provided at the beginning of and throughout the school year
 - a. Provide the opportunity to attend the HCPS August Orientation Professional Conference at \$120/day paid stipend
 - 1. Orient teachers to HCPS culture and expectations
 - 2. Model Classrooms
 - 3. Planning for the First Day and First Week of School
 - b. Provide the opportunity to attend various Technology Workshops prior to the start of the school year to support the use of HCPS email, GradeQuick, and EdLine

- c. Provide the opportunity to attend various technology Workshops prior to the start of the school year to support the meaningful integration of technology (interactive whiteboards, wikis, blogs, media, etc.) in instruction
 - d. Provide specific curriculum content professional development
 - e. Provide sessions designed to assist teachers in understanding Appropriate Staff/Student Relationships, Technology Pitfalls, and the Appraisal Process
7. Evening professional development sessions offered on various topics according to the level, department, and/or school of the new hires including:
- a. How to Conduct Parent Conferences
 - b. Reporting Student Progress
 - c. Mathematics Strategies and Teaching Techniques
 - d. Writer's Workshop
 - e. The Use of Nonfiction and Informational Text
 - f. Differentiating Instruction
 - g. Using Performance Matters Student Data Management System
8. Other professional growth opportunities provided
- a. Provide opportunities for teachers to participate in Professional Learning Communities in school and at a system level
 - b. Provide the Education that is Multicultural course required of contract within the first two years of HCPS employment
 - c. Provide College Board training for new hires responsible for teaching AP courses
 - d. Provide Continuing Professional Development MSDE credit courses
 - e. Encourage teachers to become involved in school and county committees, summer curriculum writing, and summer professional development activities

Coordination of the Teacher Induction Program

The Coordinator of Teacher Induction, who was hired through Race to the Top grant funds, is a member of the Office of Professional Development and collaborates with the Coordinator of Leadership and Professional Development and the Executive Directors of Elementary School, Middle School, and High School Performance. Deployment of teacher mentors is directed by Central Office. HCPS mentors are released from the classroom and are full-time mentors. Once assigned to each school-based upon the total number of teachers to support -- both tenured and probationary -- currently, mentors are now assigned to schools according to the number of probationary teachers on staff. This is the result of budget cuts. HCPS used the COMAR regulations to guide decisions about mentor assignments for 2011-12.

HCPS hired 181 new teachers for the 2011-2012 school year. Mentor case loads are delineated in the chart below:

Mentor Assignment

Level	Mentors	Average Number of Probationary Teachers
Elementary Schools	17 full-time release	10
Secondary Schools	12 full-time release	15

HCPS mentors are assigned to schools with the primary responsibility to support all probationary teachers. Because the number of probationary teachers varies from school to school, some mentors are assigned to one school, while others are assigned to two or three schools. Mentors also work with teachers of plans of assistance, though their work in this regard is secondary to their work with new teachers. Principals are asked to solicit support for teachers on plans of assistance from other members of the instructional leadership team and from content supervisors and/or department chairpersons.

Mentor Identification and Training

Mentor positions are in the teacher category and fall under the negotiated contract with the Harford County Education Association. Each spring the mentor job description is posted as a promotional opportunity and follows the typical hiring process. As a part of the interview process, mentor candidates are required to watch a DVD of a lesson and role play the conversation they would have with the teacher. Interview teams are looking for approachability, knowledge of good instructional practice, willingness to provide support, and a non-evaluative stance to comments and suggestions.

Mentors are provided with professional development geared to the relationships and interactions of this unique position. Experience in the role is taken into consideration. Mentors in their 1st and 2nd years in the position have specialized training to teach the basic skills of coaching and mentoring. Experienced mentors participate in on-going professional development geared to enhance skills and knowledge in coaching, content, and instructional practice.

Training for Central Office and School-based Administrators

Ongoing professional development and updates on the HCPS Teacher Induction Program occur regularly. Principals will regularly attend professional development sessions held for the new teachers. Leadership professional development schedules provide opportunity for periodical updates from the Coordinator of Teacher Induction.

A survey is administered to all teachers completing their first year teaching for HCPS in May/June. Data from this survey is shared and posted for all administrators to review. Content supervisors, school-based administrators, and the Teacher Induction Committee are expected to review the data and consider recommendations in evaluating the support provided to new teachers. Data was shared with mentors on October 13, 2011, and with Instructional Facilitators on September 28 and October 5, 2011.

Special Teaching Considerations for New Teachers

Currently, HCPS does not have specific guidelines for teaching considerations for new teachers. The COMAR guidelines have been reviewed and discussed with building administrators and many schools are finding ways to support new teachers in the manner described. This is a change in thinking and in some cases requires a different way of staffing and making teaching assignments. HCPS plans to continue to review the guideline, engage in dialogue with building administrators, and review data from the New Teacher Survey in an effort to provide support in this manner.

Family Engagement

Introduction

The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school. One of the four principles of NCLB includes more choices for parents. In addition to a natural parent, NCLB defines a parents as a legal guardian or other person standing in *loco parentis* (such as grandparent or stepparent with whom the child lives, or a person who is legally responsible for the child's welfare). Under NCLB, the participation of parents is regular, two way, and meaningful communication involving student academic learning and other school activities.

1. Describe how the local school system shares information with parents about student academic standards, assessments, and data with parents? (e.g., publications, website, workshops, etc.)

Harford County Public Schools shares information with parents about student academic standards, assessments, and data with parents in the following manner:

- Back to school events and nights
- Board of Education reports
- Citizen's Advisory Committees (CAC)
- District and school websites
- Edline
- Email updates
- General Curriculum Committee (GCC)
- Mailings to parents/students
- Open houses
- Parent/Student Handbook
- Parent, Teacher, and Student Associations (PTSA)
- Press releases
- School curriculum nights
- Student Education Guide
- TelaParent automated phone system

2. Does the local school system provide professional development to instructional and non-instructional staff, grades preK-12, on working with parents? If yes, please describe. (e.g., new teacher/staff training, administrative meetings, district wide conferences/workshops, etc.)

Harford County Public Schools provides professional development to instructional and non-instructional staff on working with parents. Professional development opportunities include:

- Annual Title I Parent Involvement Conference
- Cultural Diversity training
- Faculty meetings
- Monthly family involvement team meetings in Title I schools

- New staff orientation
- SAT/AP training
- Teacher/staff training
- Volunteer training

Schools that are Safe, Drug-free, and Conducive to Learning

No Child Left Behind Goal 4: All students will be educated in learning environments that are safe, drug-free, and conducive to learning.

- No Child Left Behind Indicator 4.1: The number of persistently dangerous schools, as defined by the state.

NCLB requires states to identify persistently dangerous schools. In Maryland, a “persistently dangerous” school means a school in which each year for a period of three consecutive school years the total number of student suspensions for more than 10 days or expulsions equals two and one-half percent (2½%) or more of the total number of students enrolled in the school, for any of the following offenses: arson or fire; drugs; explosives; firearms; other guns; other weapons; physical attack on a student; physical attack on a school system employee or other adult; and sexual assault. Schools are placed into “persistently dangerous” status in a given school year based on their suspension data in the prior year. **Note:** Information associated with Safe Schools is also included in Part II, Additional Federal and State Reporting Requirements and Attachment 11: Title IV Part A, Safe and Drug-Free Schools and Communities.

A. Based on the Examination of Persistently Dangerous Schools Data (Table 7.1 – 7.5):

- **Where first-time schools are identified, what steps are being taken by the school system to reverse this trend and prevent the identified school(s) from moving into probationary status?**

Not applicable to HCPS.

Annually, local school systems are required to report incidents of bullying, harassment, or intimidation as mandated by the Safe Schools Reporting Act of 2005.¹

B. Based on the Examination of Data on Incidents of Bullying, Harassment, or Intimidation (Table 7.6):

- 1. How would you characterize the prevalence of bullying, harassment, and intimidation in the schools in your system? If you have seen an increase or decrease in reports over the past three school years, explain those in terms of programs and/or procedures that you have implemented.**

Table 7.7 shows that the total number of suspensions related to sexual harassment, harassment and bullying increased by 4 incidents, or 2.3 % over the 2009-2010 rate. Suspensions due to harassment decreased 31 %, while suspensions due to sexual harassment increased by 10 incidents, or over 10 % from the previous year. Bullying offenses more than doubled from 8 to 18 incidents. However, such wide variability is an artifact of the low number of offences, the combined total of which constitute 2.6 % of all suspensions.

¹ Section 7-424 of the Education Article of the Annotated Code.

2. What methods has your school system used to make staff, parents, and students aware of the Bullying, Harassment, and Intimidation Form?

Harford County Public School policy requires all schools to inform staff and students about the availability of the Reporting Form for their use during opening-of-school meetings and then periodically throughout the school year.

- Schools shall inform students about the availability of the form and its use during orientation sessions in classes during the first week of school.
- Forms shall be included in the beginning of the year packet for students and their parents.
- A description about the availability of the form and its use shall be published in a school's student/parent handbook and in its Code of Conduct.
- A description about the availability of the form and its use shall be published on the local school system's main website which should include the capability for downloading the form.
- Forms shall be available in all schools in the main (front) office, counselor's office, media center, cafeteria, and health room.
- A student may request assistance from a staff member to complete the form at school if the student wishes.
- A secure box shall be placed in a location or locations selected by school administration so that a student may submit a completed form if he/she feels uncomfortable submitting the form in person. The box shall be emptied daily and the forms shall be submitted to school administration.

Also, PowerPoint presentations will be prepared and given to building administrators and department heads to use when annual training is provided to students and staff.

C. Based on the Examination of Suspension and Expulsion Data for Sexual Harassment, Harassment, and Bullying (Table 7.7):

1. Identify the system-wide strategies that are being used to prevent/reduce suspensions and expulsions for sexual harassment, harassment, and bullying.

School-based staff receive initial training and annual review on discrimination, harassment, bullying, and bias. Yearly back-to-school student orientations are held where they receive information related to harassment policies and expectations.

New teachers must complete the course *Education That Is Multicultural in the Classroom of the 21st Century* within the first two years of employment. All new support staff must attend a two to three hour cultural proficiency session, which includes a review of discrimination and harassment policies.

Content on bullying and harassment was updated and incorporated into the middle school and 9th grade Health classes.

During SY 2011-12, the Cyber Bullying Awareness Campaign will develop strategies that will reduce the incidents of cyber bullying by creating public awareness of the issues and proactively promoting cyber-safety through the establishment of key partnerships between Harford County Public Schools, Harford County Government, local law enforcement agencies, and the community. Cyber bullying presentations are being developed for use in the schools, parent groups, and staff presentations.

Peer and community mediation services are often used to address concerns and to reach resolutions among students.

D. Based on the Examination of Suspension Data (Tables 7.8 - 7.10):

1. Identify the system-wide strategies that are being used to prevent/reduce suspensions. If applicable, include the strategies that are being used to address the disproportionate suspensions among the race/ethnicity subgroups and between genders.

PBIS is implemented in 14 elementary and secondary schools. Suspension data is analyzed annually to identify schools that would benefit from school-wide programs emphasizing positive behavior supports. Two additional schools will begin implementing PBIS during SY 2011-12.

During SY 2010-11, 30 students were referred to Truancy Court for chronic absenteeism. Sixty percent (60 %) of the students referred had improved attendance and were no longer considered truant.

Students are only referred to the Superintendent for chronic “Non-violent Discretionary Offenses” after the student services team (SST) has reviewed the case and reached consensus that long term suspension is warranted.

The SST Summary and Student Improvement Plan (SIP) should be included with suspension documentation (parallels the manifestation summary and IEP). Extended suspensions may not be recommended to the Superintendent without the above documentation. Through the increased use of SST and in-school interventions, long-term suspensions for less serious, discretionary suspensions decreased by 21.5 % from SY 2008-2009

The Office of Special Education will continue to provide local oversight and direct assistance for all schools showing improvement in the suspension rates of students with disabilities (SWD). Two schools have been targeted for corrective action plan monitored by MSDE and HCPS.

- Monitor weekly data and provide for a system of review
- Monitor process document
- Monitor the use of proactive strategies and alternatives to suspension
- Submit quarterly progress reports to the Office of Special Education.

All schools are provided with daily access to suspension reports and IEP manifestation meeting reports. Schools must complete quarterly self assessment of their data to monitor trends and procedural compliance.

Other strategies implemented include the following:

- Provide regional and county-wide workshops on implementation and compliance issues including discipline and the Student Discipline policies.
- Support schools in enhancing the climate by providing in-services for improved management techniques; i.e., conflict resolution, Classroom Learning System Approach, strategies for meeting the needs of disabled students, etc.
- Implement Capturing Kids Hearts & Other Grade 9 Freshman Academy Strategies_Programs focusing on adults and their developing relationships with students in order to help them make strong connections in high school.
- Utilize resources such as the Harford County Community Mediation Program to resolve community problems before they spill over into the school.
- Address the underlying causes of behavior violations through the use of violence assessment, impairment assessment, risk assessment, and referral to school and community mental health/substance use counseling services.

5. Describe the changes or adjustments that will be made, along with the related resource allocations, to ensure sufficient progress. Include timelines where appropriate.

Regional Technical Assistance for special educators has been scheduled throughout the 2011-12 school year and provided by the Office of special Education. Feedback on the comprehensive monitoring of special education files and indicators to the extent that it impacts manifestation determination decisions has been shared with groups. Modeling of effective case management and file reviews continues to be demonstrated.

Two regional IEP Mentors have been hired to assist with technical and procedural questions as it relates to using the IEP tool to complete forms. The mentors will assist with the implementation of the MD On-Line IEP program and appropriate process and procedures for implementing effective services to SWD, with a focus on the CAP and indicators.

During 2011-12 Staff dedicated to implementing FAPE for SWD on suspension day 11 and beyond will be allocated to targeted schools as needed and two middle schools.

The offices of Special Education and Student Services will continue to collaborate to analyze data and trends related to the suspension SWD.

The Code of Maryland Regulations (COMAR) requires that each local school system provide a coordinated program of pupil services for all students (13.A.05.05.01.A)^{2, 3, 4} and that the program of pupil services focus on the health, personal, interpersonal, academic, and career development of students (13A.05.05.01B).

E. Based on the Examination of Programs and Services Coordinated with Community Mental Health Providers and Agencies to Support Students with Emotional and Behavioral Needs:

- 1. Describe how the local school system coordinates programs and services with community mental health providers and agencies that provide services for students with personal and/or interpersonal needs (i.e., emotional and/or social needs) in order for these students to progress in the general curriculum.**

School-based mental health programs are in place in 23 elementary and secondary schools. Two additional schools will offer school-based mental health services in SY 2011-2012.

HCPS has established MOU's with two mental health providers to provide intensive treatment and psychiatric rehabilitation to students who are utilizing or at risk of utilizing high end services for mental health and psychiatric problems. One of these programs, Teen Diversion, has been integrated into the Alternative Education Program to provide needed services to AEP students and those who are transitioning from residential placements.

The Code of Maryland Regulations (COMAR) 13.A.08.06.01-02 requires that each local school system ensure that any elementary school with a suspension rate⁵ of 10 % or higher implement Positive Behavioral Intervention and Supports (PBIS) or another behavior management system. If a school meeting that target has already been trained in PBIS or another behavior management system, the local school system, in collaboration with the Maryland State Department of Education, will ensure that additional training is provided to expand the school's capacity to intervene. In addition, COMAR 13.A.08.06.01-02 requires that each local school system ensure that ALL schools with a habitual truancy rate⁶ of 6 % (SY 2009/2010) implement PBIS or

² COMAR 13A.05.05.03(A). The Pupil Personnel Program is a systematic approach to programs and services that use the resources of the home, school, and community to enhance the social adjustment of students.

³ COMAR 13A.05.05.13(E). Health services provided in school shall be coordinated with other health services within the community.

⁴ COMAR 13A.05.05.06B(12). "Special health needs" means temporary or long-term health problems arising from physical, emotional, or social factors or any combination of these.

⁵ The calculation for suspensions is an offender rate: The unduplicated number of suspended students divided by Sept. 30 student enrollment.

⁶ Habitually truant means a student that meets all of the following criteria: (a) The student was age 5 through 20 during the school year; (b) The student was in membership in a school for 91 or more days; and (c) The student was unlawfully absent from school for more than 20 % of the days in membership.

another behavior management system. This percentage decreases to 4 % in SY 2010/2011; 2 % in SY 2011/2012 and 1 % in SY 2012/2013.

Once again, if a school meeting that target has already been trained in PBIS or another behavior management system, the local school system, in collaboration with the Maryland State Department of Education, will ensure that additional training is provided to expand the school's capacity to intervene.

F. Based on the number of schools in the LSS currently implementing PBIS, please describe the district's capacity to provide ongoing support and training to the school teams and coaches in your system. Where does responsibility for PBIS sit in your system? Is there an FTE (or a portion of an FTE) assigned to provide local support, sustain the initiative and attend statewide activities.

Financial support for PBIS in HCPS is based solely on operational funding. The operational funds provide for training for SET assessors, conducting SET evaluations and conducting returning team training for a limited number of team members from each PBIS school.

Responsibility for PBIS lies with the Office of Community Engagement, Equity, and Cultural Proficiency. There is no FTE position assigned exclusively to support PBIS in HCPS.

G. Based on the examination of Suspension data:

1. Identify how many elementary schools have a suspension rate of 10% or higher, how many of those schools have already been formally trained in PBIS, and how many have not.

No elementary school has been identified as having a suspension rate of 10 % or higher.

2. For those schools previously trained, please describe strategies to support/improve the implementation of the PBIS framework in those schools. Finally, please project the number of elementary schools that will require New Team PBIS Training in the summer of 2011 based on this regulation.

Not applicable to HCPS.

3. Please identify other district level strategies to address the needs of schools that meet the target for suspension. Do they need additional training? Are there Technical Assistance needs to ensure fidelity of implementation?

Not applicable to HCPS.

H. Based on the examination of Habitual Truancy¹⁰ data:

- 1. Identify how many schools have a habitual truancy rate of 4% or higher, how many of those schools have already been formally trained in PBIS, and how many have not.**

Two high schools have a habitual truancy rate of 4 % or higher. One school has received PBIS training; one will require new team PBIS training.

- 2. For those schools previously trained, please describe strategies to support/improve the implementation of the PBIS framework in those schools. Finally, please project the number of schools that will require New Team PBIS Training in the summer of 2011, based on this regulation.**

One high school will require New Team PBIS training in the summer of 2012. Grant funds to support this initiative have disappeared. Funding streams will need to be identified to support new team training and incentives for students.

- 3. Please identify other district level strategies to address the needs of schools that meet the target for Truancy. Do they need additional training? Are there Technical Assistance needs to ensure fidelity of implementation?**

The chart below captures some the major systemic efforts to support struggling students who are chronically truant and at-risk of dropping out of school.

School Level	Focus
Elementary/Middle	Academic intervention programs including extended day and extended year programs.
	Mentoring and after school programs were provided to over 700 students in four targeted middle schools.
High	Voluntary placement of students in the Alternative Education Program enabling at-risk students to earn additional credits.
	School Improvement Plans include strategies addressing attendance and truancy.
	Placement of ninth grade students on interdisciplinary teams providing a collaborative approach to meeting students' needs.
	A dropout recovery program, Reconnecting Youth, offers support and encouragement for students to return to school, earn a GED, or take vocational classes.
	The CINS Diversion program provides therapeutic services to students and families to intervene when youth show warning signs of juvenile delinquency including truancy, running away or acting out in school or at home.
	A Comprehensive Secondary School Reform Program has been implemented ensuring learner needs are met through various learning improvement initiatives.

No training needs are identified at this time.

Attendance

Attendance rates are an additional measure used in Maryland's Adequate Yearly Progress (AYP) calculations.

Based on the Examination of the Attendance Data (Table 5.5):

1. Describe where challenges are evident. In your response, identify challenges in terms of grade band(s) and subgroups.

Although attendance improved for 2010-2011 among all students, and for all comparable subgroups, with the Attendance AMO returning to 94 %, many grade bands and subgroups continue to present challenges. Groups not achieving AMO by grade band and subgroup include:

- High School: All high school students, and all high school subgroups except all Asian students, Asian males, Asian females, all White students, White males, and Hawaiian or other Pacific Islander males.
- Middle School: All American Indian or Alaska Native students, American Indian or Alaska Native males, American Indian or Alaska Native females, all FARMS students, FARMS males, and FARMS females.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

Each Harford County Public School's School Improvement Plan must address each area in which it has failed to meet the AMO. Each School Improvement Team is required to consider questions in analyzing school performance data as part of this process, including the following which could impact on attendance performance:

- What trends in performance for all students and for subgroups do you observe? Consider total score and sub-scores.
- What strategies were implemented to improve performance for all students? What impact did the strategies have?
- What strategies were implemented to improve performances for lower performing students/subgroups? What impact did the strategies have?
- What additional/new strategies could be/will be implemented to improve performance for all students?
- What does the review of the previous year's instructional practices data indicate?
- How were Maryland Professional Development Standards utilized?
- How were the Maryland Technology Standards utilized in the planning and delivery of instruction?
- How did the Instructional Leadership Team and the School Improvement Team plan to align professional development with the instructional practices strategies outlined for addressing student needs?

- Is there alignment between the work of your PLC's, your professional development, and the strategies outlined in your School Improvement Plan?
- How will you review, study, and update the School Improvement Plan on a quarterly basis?
- What process was used to monitor individual student progress?
- How was the Harford County Public Schools Board of Education Strategic Plan considered?

All School Improvement Teams were asked to include in their plans strategies for reaching AMO in all areas, including attendance. Schools set targets for attendance that were to meet or exceed AMO for all subgroups.

Some of the practices, programs, and strategies listed in school improvement plans submitted by schools include:

- Investigating absences through parental contact.
- Using of guidance and other services to provide interventions for individual students.
- Offering numerous academic interventions both during the day and extended-day and -year to help students achieve academic success and minimize frustration.
- Mentoring programs.
- Increasing student participation in rigorous courses of study, such as AP or IB classes.
- Training for faculty and team on SST procedures.

In addition, at the high school level, HCPS has continued to develop programs which add relevance to the high school course of student such as magnet programs (the Science and Math Academy at Aberdeen High School, the International Baccalaureate Program at Edgewood High School, the Agricultural Sciences magnet at North Harford High School, the Bio-Medical Sciences signature program at Bel Air High School, the Homeland Security Program at Joppatowne High School, and the Technical School magnet at Harford Technical High School) and career pathways.

Graduation and Dropout Rates

Graduation rate is an additional measure used in Maryland's Adequate Yearly Progress (AYP) calculations.

No Child Left Behind Goal 5: All students will graduate from high school.

- No Child Left Behind Indicator 5.1: The percentage of students who graduate each year with a regular diploma.
- No Child Left Behind Indicator 5.2: The percentage of students who drop out of school.

Based on the Examination of Graduation and Dropout Rate Data (Tables 5.6 and 5.7):

1. Describe where challenges are evident. In your response, identify challenges in terms of subgroups.

HCPS continues to work to increase the graduation rates for all subgroups. However the only subgroups meeting the AMO of 85.5 % for graduation in 2010-2011 were Asian students, White students, and all students two or more races. Subgroups requiring particular attention include African American, Hispanic/Latino students, Special Education students, and FARMS students.

With regard to the dropout rate, HCPS's greatest challenges are with the African American, Hispanic/Latino, Special Education, LEP, and FARMS subgroups. These subgroups did not meet the state satisfactory standard in 2011.

2. Describe the changes or adjustments that will be made along with the corresponding resource allocations to ensure sufficient progress. Include timelines where appropriate.

The following 2011-2012 practices, programs, and strategies are in place to address the challenges and promote progress:

- Identify and implement alternatives to suspensions based on appropriate data. Implement school day and extended day learning opportunities for mentoring and youth development programs.
- Enhance the online course program and increase student participation.
- Implement the revised credit and course requirements for graduation.
- Utilize the career pathways as a means for managing programs of study for grades 9-12 and as a means for implementing the delivery of required courses in 2011-2012.
- Utilize the career clusters as a means for managing programs of study for high school students and develop the necessary curricular components for implementing the delivery of required courses for Fall 2011.

- Prioritize and implement approved plans for year five of the Secondary School Reform Initiative.
- Refine existing smaller learning communities and the ninth grade transition program.
- Review and refine the Alternative Education Program as indicated including the implementation of the AGB recommendations for restructuring planning.
- Enhance senior year offerings to promote student involvement and success.
- Include *Career Development for Instruction in Grades Prekindergarten – Grade 12*, as per COMAR 13A.04.10.01.
- Provide professional development as needed regarding *Career Development for Instruction in Grades Prekindergarten – Grade 12*, as per COMAR 13A.04.10.01.
- Monitor and report the number of students participating in non- traditional CTE programs.
- Institutionalize the CSSRP components that affect juniors and readiness of those components that affect seniors in Fall 2011.
- Offer coursework that supports student post-secondary activities.
- Provide annual career counseling and post-secondary educational planning opportunities for students, grades 8-12, using a 6-year planning tool.
- Support the drop-out prevention efforts described in the *HCPS Programs and Initiatives* document.
- Continue the efforts of the Intervention Committee. This team began its initial work in schools in 2005-2006 to provide technical support to schools based on identified student needs. In 2010-2011, the Intervention Committee will continue to work with school personnel to coordinate intervention assistance and strategies to meet student needs. As student needs are met, more students are likely to maintain the momentum toward completing graduation requirements.
- Continue to utilize assessment data to evaluate programs, monitor student achievement, and develop intervention programs at the school and system level.
- Implement the following intervention/remediation strategies/programs in middle and high schools to address student needs as identified in the HSA-tested subjects:
 - Initiate HSA Online Courses, after-school tutorials, remediation courses, and summer school for those students who do not pass the HSA.
 - Continue implementation of *Fast Track*, a reading intervention program for identified students in grades 6-8, at designated schools.
 - Continue to offer the *Strategic Reading* program at all high schools for Grade 9 at-risk students.
 - Continue to implement the *Corrective Reading* intervention program at middle and high schools for students in grades 6-10 who are significantly delayed in reading.
 - Continue full implementation of *Cognitive Tutor Algebra* at all high schools.
 - Continue implementation of the *Knowing Mathematics* remediation program in middle schools.
 - Continue to implement *Do the Math*, *First in Math*, *Dream Box*, and *Success Maker* remediation programs in middle schools.

- Continue to Implement *Navigator* mathematics intervention program in all middle schools.
- Implement *Ramp Up to Algebra* in all high schools.
- Request funding to employ high school HSA intervention teachers to provide professional development to improve classroom instruction and to coordinate direct student intervention and remediation services.
- Implement the *Strategic Intervention Instructional Model* in HSA biology and government co-taught classes at all high schools.
- Provide MSDE's *Bridge Plan* program to identified high school students who meet the criteria for participation.
- Implement extended year program for students working on *Bridge Plan*.
- Increase student participation in additional learning opportunities, such as Advanced Placement courses and cooperative/collaborative classes.
- Additional practices, programs, and strategies geared toward ensuring that students have a successful high school experience that will culminate in high school graduation are those listed in individual school improvement plans. Some specific examples include:
 - Provide diverse opportunities for students to be involved in both curricular and extra-curricular activities.
 - Implement a mentoring program for all students including African American males.
 - Explore advocacy strategies for all students.
 - Provide a study skills class to afford students a greater opportunity to master reading in a more student-centered environment.
 - Provide a.m. homeroom Help Program to provide additional academic support.
 - Schedule meetings with school administration and parents/students concerning students who are at-risk for possible non-graduation.
 - Develop graduation intervention strategies utilizing advisors, guidance referrals, and administrative counselors.
- Continue efforts to provide early intervention to address identified needs of at-risk learners and to reduce the number of referrals for special education services. Such efforts include the incorporation of collaborative/cooperative teaching models, best practice instructional strategies, and research-based intervention programs to meet all identified student needs.
- Transitioning services, as mandated by IDEA 2004, have been enhanced to provide interventions to support dropouts and increase the graduation rates in HCPS.
- Implement the comprehensive professional development plan to address the state priorities and master plan goals.

Section E: Turning Around Lowest Performing Schools

Narrative

In the Maryland State Department of Education’s (MSDE) *Race to the Top* (RTTT) application, MSDE identifies 16 persistently lowest-achieving schools with whom they will work to turn around student performance. Although Harford County Public Schools (HCPS) does not have any schools identified as persistently low-achieving, there are schools engaged in the school improvement process. These schools, listed in the chart below, have been supported through both the operating budget and restricted funds to offer extended-day and -year programs to students, to realign staff members, to administer the Teacher Capacity Needs Assessment (TCNA), and to provide professional development opportunities for faculty, staff, and administrators.

Harford County Public Schools Tiered List of Schools in Improvement		
HCPS Focus	School Improvement Status	School
Tier 1	Restructuring Implementation	The Alternative Education Program at the Center for Educational Opportunity
Tier 2	Corrective Action	Havre de Grace Middle School
		Aberdeen Middle School
		Aberdeen High School
	Year 2	North Harford Middle School
		Magnolia Elementary School (Title I)
		William Paca Old Post Road Elementary School (Title I)
	Year 1	Joppatowne High School
		Magnolia Middle School

The Office of Compensatory Education has received Title I and School Improvement Funds to address the needs HCPS Title I elementary schools in improvement. In an effort to focus much needed resources to support secondary lowest-achieving schools, the RTTT Project Manager is working with the Executive Directors of Secondary School Performance, the Executive Director of Community Engagement and Cultural Proficiency, and the Coordinator of School Improvement to plan and implement secondary school improvement initiatives during year two of the Race to the Top grant.

Recognizing that there is a growing body of knowledge and best practices regarding effective school improvement practices, the HCPS Coordinator of School Improvement will use lessons learned through the State Breakthrough model and replicate those efforts in our secondary schools. Some of these activities may include Positive Behavioral Interventions and Supports (PBIS), Common Core Standards Initiative, Educational Instructional Improvement Academies (EIIA), Classroom-focused Improvement Process (CFIP), Performance Matters, the new Instructional Improvement System, and Science, Technology, Engineering, and Mathematics (STEM). After reviewing School Improvement Plans during year one of the grant, activities will

be implemented in year two. After Race to the Top funding ends, HCPS will continue to identify resources to support targeted interventions and supports for school in improvement.

Projects and tasks accomplished during Year 1 of RTTT:

- Conduct a needs assessment of secondary schools in improvement through the School Improvement Planning process and identify schools for targeted interventions and supports.

Action Plan: Section E

Goal(s):

- Increase student success in lowest achieving HCPS secondary schools.

Section A: State Success Factors	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
<i>MOU Requirements: (No)</i>							
<i>Additional Required Activities:</i>							
<ul style="list-style-type: none"> • Not applicable to HCPS 							
<i>Task/Activities</i>							
1. Continue to work with MSDE to identify best practices through work with Breakthrough center.	(E)(2)		10/01/11	9/30/12	RTTT Project Manager Coordinator of School Improvement Executive Directors for Middle and High School Performance	Plan developed and best practices strategies	N

Section A: State Success Factors	Correlation to State Plan	Project Number	Start Date	End Date	Key Personnel	Performance Measure	Recurring Expense: Y/N
2. Implement best practice activities related to Universal Design for Learning and Co-Teaching as part of school improvement plans and in support of Common Core.	(E)(2)	8	10/01/11	9/30/12	RTTT Project Manager Coordinator of School Improvement Executive Directors for Middle and High School Performance Secondary School Principals	Implementation of activities based on best practices. Increased student achievement in secondary schools including AYP and other indicators to be determined.	Y

Year 3 Goal(s):

- Increase student success in lowest achieving HCPS secondary schools.

Year 4 Goal(s):

- Increase student success in lowest achieving HCPS secondary schools.

Adequate Yearly Progress

This section requires that school systems in any phase of school system improvement update progress in specific areas. Additionally, school systems must report the percentages of all schools making Adequate Yearly Progress, the percentages of Title I schools making Adequate Yearly Progress, Schools in Improvement and Title I Schools in Improvement.

School System Improvement

This section must be completed ONLY by local school systems in improvement or corrective action.⁷

Not applicable to HCPS.

School Improvement

No Child Left Behind Indicator 1.3: The percentage of Title I schools that make Adequate Yearly Progress.

Under No Child Left Behind, local school systems must review the progress of Title I schools primarily to determine if: (1) each school has made adequate yearly progress toward meeting State standards by 2013-2014; and (2) schools have narrowed the achievement gap. In conjunction with the local school system, the State must review the effectiveness of each school's actions and activities that are supported by Title I, Part A funds⁸, including parental involvement and professional development.

In June 2010, MSDE submitted its Race to the Top application (RTTT) to the US Department of Education. As required in the application, school systems with persistently low-performing Tier I, Tier II, or Tier III schools must, as part of their master plan update, provide a plan describing district-level support for improving student performance at the identified schools. The plan must also describe the corresponding resource allocations dedicated to improved performance, aligned with the state's RTTT goals and commitments in the MOU signed by local school systems.

Maryland defines "persistently lowest-achieving Tier I schools" as those Title I schools (elementary school grade levels PreK-5, middle school grade levels 6-8, and combination schools PreK-8) that are the five lowest-achieving (or lowest 5 percent) of all Title I schools in improvement, corrective action, or restructuring in the State. "Persistently lowest-achieving Tier II schools" are those Title I-eligible secondary schools that are the lowest five percent of all secondary Title I-eligible schools in the State. "Persistently low-achieving Tier III schools are

⁷ Section 13A.01.04.08 of the Code of Maryland Regulations.

⁸ This information is included in Attachment 7 of Part II.

Title I schools in improvement, corrective action, or restructuring not identified as persistently low-achieving in Tier I.

- 1. Identify the challenges, including those specific to Title I schools, in ensuring that schools make Adequate Yearly Progress. Describe the changes or adjustments, and the corresponding resource allocations, which will be made to ensure sufficient progress. Include timelines where appropriate.**

NUMBER AND PERCENTAGE OF ALL HCPS SCHOOLS MAKING ADEQUATE YEARLY PROGRESS									
Year	Elementary			Middle			High		
	Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP		Total # of Schools	Schools Making AYP	
		#	%		#	%		#	%
2004	33	33	100.0	8	5	62.5	10	8	80.0
2005	33	32	96.9	8	7	87.5	10	6	60.0
2006	33	31	93.9	8	7	87.5	10	8	80.0
2007	33	31	93.9	8	5	62.5	10	6	60.0
2008	33	30	90.9	9	3	33.3	10	9	90.0
2009	33	29	87.8	9	3	33.3	10	7	70.0
2010	33	28	84.8	9	4	44.4	11	5	45.4
2011	33	24	72.7	9	2	22.2	11	6	54.5

SY 2010-11 data reflect that twenty-four elementary schools out of thirty-three schools (72.7 %) made AYP. This represents a decline of 12.1 percentage points from SY 2009-10 when twenty-eight of the thirty-three elementary schools made AYP.

The performance of the district's middle schools in making AYP has been more challenging than that of elementary schools. The data indicates that two out of nine (22.2 %) of the district's middle schools met AYP in SY 2010-11. In SY 2009-10, four out of nine (44.4%) of the district's middle schools met AYP. As a result of SY 2011-12 MSA, there are nine schools out of fifty-three schools (16.9 %) in improvement (2 elementary, 4 middle schools, 3 high schools). Of those nine schools, two elementary schools are Title I schools.

Challenge 1

There has been a decline in the achievement of middle grades students. Only 22.2 % of the districts middle schools met AYP in SY 2010-11.

Middle schools continue to implement and monitor the school improvement plans that have been developed with the support of central office. The plans focus on increasing teacher capacity in planning and delivering high quality instruction that is supported by data driven instructional decision making. Under the leadership of the Executive Director for Middle School Performance, collaborative quarterly AYP Update meetings are being held for middle schools in formal School Improvement to ensure that:

- All middle schools not meeting AYP are carefully monitoring individual student performance.
- High quality professional development is in place that supports the planning and delivery of high quality data informed instruction.
- All resources are being utilized to provide schools with optimal support.

Challenge 2

Ensure continued growth for all subgroups while ensuring a focus on those subgroups not achieving AYP.

All Harford County Public Schools continue to focus on data driven instructional decision making for all students. Schools were initially trained in the Classroom-focused Improvement Process (CFIP) during SY 2009-10 and continue to receive leadership and site based professional development to support the ongoing and effective implementation of CFIP.

2. **Describe the actions that the school system is taking including the changes or adjustments, and the corresponding resource allocations to ensure that the No Child Left Behind and Title I requirements for schools identified for Developing Needs (Improvement-Year 1; Improvement-Year 2; and Corrective Action) and Priority Needs (Restructuring-Planning and Restructuring-Implementation) are being addressed (Tier III schools).**

- **Describe actions that the school system took during the 2010-11 school year.**

The following table outlines the measures that were in place at the identified School Improvement schools for SY 2010-11 in efforts to ensure sufficient progress in order to make AYP and exit the school improvement process.

**HCPS SCHOOL IMPROVEMENT MEASURES
2010-2011**

School	Timeline	School Improvement Measure
<ul style="list-style-type: none"> • ALT-ED HS • ABHS • EDHS • ABMS • NHMS • HDMS • MAES • WPOPRES 	<p align="center">July 2010 – July 2011</p>	<ul style="list-style-type: none"> • Notify parents that the school has been identified for improvement including an explanation of what the identification means, the reason the school was identified, and explanation of what the school is doing to address the problem of low achievement, and an explanation of how they can become involved in addressing the academic issues that led to the identification. • Use MSA data and other measures of school performance to develop the School Improvement Plan (SIP). • Provide parents and school staff the opportunity to participate in the development of the SIP. • Submit SIP to the Executive Directors of Middle and High School Education and the Coordinator of School Improvement. • Conduct weekly ILT meetings to analyze student achievement data, identify students and staff needs, and plan professional development activities. • Conduct monthly SIT meetings to monitor the development and implementation of the school’s SIP to ensure that it reflects the previous and current data and analysis. • Conduct ILT and Executive Directors of Middle and High School Education meetings to monitor and support school improvement activities. • Participate in discussions to review and investigate middle school reform concepts/models. • Review and analyze student data in efforts to make decisions about appropriate intervention programs and instructional strategies to meet the needs of all learners; participate as professional learning communities in CFIP (Classroom-focused Improvement Process). • Develop and implement an interventions plan targeting any student not performing at the proficient level with specific emphasis on individual student monitoring.
<ul style="list-style-type: none"> • MAES • WPOPRES 		<ul style="list-style-type: none"> • Provide school choice.

HCPS SCHOOL IMPROVEMENT MEASURES 2010-2011		
School	Timeline	School Improvement Measure
<ul style="list-style-type: none"> • ABHS • EDHS 	July 2010	<ul style="list-style-type: none"> • Continue to implement 4 week after school and extended year programs focused on the areas of reading and mathematics to support low performing students.
<ul style="list-style-type: none"> • ALT-ED HS 	August 2010 – June 2011	<ul style="list-style-type: none"> • Implement the MSDE approved Alternative Governance Plan (AGP). • Conduct quarterly meetings with the Alternative Governance Board and the HCPS Board of Education in order to share updates on ABP progress. • Submit progress results to HCPS BOE and MSDE on a TBD basis. • Address implications as identified on the Teacher Capacity Needs Assessment.
<ul style="list-style-type: none"> • ABHS 	August 2010 – June 2011	<ul style="list-style-type: none"> • Address implications as identified on the Teacher Capacity Needs Assessment.

- **Describe the actions that the school system will take once school improvement status is determined for the 2011-12 school year.**

The following schools were identified in School Improvement for the SY 2011-12:

Elementary Schools

- Magnolia Elementary School (MAES), Title I (Year 2)
- William Paca Old Post Road Elementary School (WPOPRES), Title I (Year 2)

Middle Schools

- Aberdeen Middle School (AMS) – Corrective Action
- Havre de Grace Middle School (HDMS) – Corrective Action
- Magnolia Middle School (MMS) – Year 1
- North Harford Middle School (NHMS) – Year 2

High Schools

- Center for Educational Opportunity (ALT-ED HS) – Restructuring Implementation
- Aberdeen High (ABHS Year 2)
- Joppatowne High School (Year 1)

**HCPS SCHOOL IMPROVEMENT MEASURES
2011-2012**

School	Timeline	School Improvement Measure
<ul style="list-style-type: none"> • ALT-ED HS • ABHS • ABMS • HDMS • MMS • NHMS • MAES • WPOPRES 	<p>July 2011 – June 2012</p>	<ul style="list-style-type: none"> • Notify parents that the school has been identified for improvement including an explanation of what the identification means, the reason the school was identified, and explanation of what the school is doing to address the problem of low achievement, and an explanation of how they can become involved in addressing the academic issues that led to the identification. • Use MSA data and other measures of school performance to develop the School Improvement Plan (SIP). • Design the SIP to address: <ul style="list-style-type: none"> – Scientifically based research strategies that will bring all students to proficiency in reading and mathematics; – Professional development that meets the MD Teacher professional Development standards; – Technical assistance; – Parent involvement; – Measurable annual objectives for progress by each subgroup of students; – Activities that extend beyond the school day/year; – Incorporation of a teacher mentoring program; and – Implementation responsibilities. • Provide parents and school staff the opportunity to participate in the development of the SIP. • Submit SIP to the Executive Director of Elementary/Middle/High School Performance and Coordinator of School Improvement. • Conduct weekly ILT meetings to analyze student achievement data, identify students and staff needs, and plan professional development activities. • Conduct monthly SIT meetings to monitor the development and implementation of the school's SIP to ensure that it reflects the previous and current data and analysis. • Conduct quarterly ILT and Elementary/Middle/High School Performance meetings to monitor and support school improvement activities.

HCPS SCHOOL IMPROVEMENT MEASURES 2011-2012		
School	Timeline	School Improvement Measure
		<ul style="list-style-type: none"> • Review and analyze student data Instructional Data Management System (Performance Matters) in efforts to make decisions about appropriate intervention programs and instructional strategies to meet the needs of all learners. • Develop and implement an interventions plan targeting any student not performing at the proficient level with specific emphasis on individual student monitoring.
<ul style="list-style-type: none"> • MAES • WPOPRES 	July 2011 – June 2012	<ul style="list-style-type: none"> • Provide school choice and supplemental education services (SES).
<ul style="list-style-type: none"> • ALT-ED HS 	July 2011 – June 2012	<ul style="list-style-type: none"> • Implement the MSDE approved Alternative Governance Plan. • Conduct bi-annual meetings with the Alternative Governance Board and the HCPS Board of Education in order to share updates on ABP progress. • Submit progress results to MSDE regarding Action Steps and staffing.
<ul style="list-style-type: none"> • ABMS • HDMS 	July 2011 – June 2012	<ul style="list-style-type: none"> • Conduct Teacher Capacity Needs Assessment. • Conduct quarterly ILT and Executive Director of Middle School Performance meetings to identify Corrective Action model for implementation and monitor and support school improvement activities, Conduct ABG meeting in order to identify Alternative Governance Model and develop ABP. • Identify Corrective Action measure: <ul style="list-style-type: none"> – Provide for all relevant staff, appropriate, scientifically research-based professional development, aligned with the Maryland Teacher Professional Development Standards, that is likely to improve the academic achievement of low-performing students; – Institute a new curriculum grounded in scientifically based research, and provide appropriate professional development to support its implementation; – Extend the length of the school year or school day; – Replace school staff who are deemed relevant to the school not making adequate progress; – Significantly decrease management authority at

HCPS SCHOOL IMPROVEMENT MEASURES 2011-2012		
School	Timeline	School Improvement Measure
		<ul style="list-style-type: none"> the school; - Restructure the internal organization of the school; or - Appoint one or more outside experts to advise the school.
<ul style="list-style-type: none"> • AHS 	July 2011 – June 2012	<ul style="list-style-type: none"> • Conduct quarterly ILT and Executive Director of Middle School Performance meetings to identify Corrective Action model for implementation and monitor and support school improvement activities. • Identify Corrective Action measure: <ul style="list-style-type: none"> • Provide for all relevant staff, appropriate, scientifically research-based professional development, aligned with the Maryland Teacher Professional Development Standards, that is likely to improve the academic achievement of low-performing students; • Institute a new curriculum grounded in scientifically based research, and provide appropriate professional development to support its implementation; • Extend the length of the school year or school day; • Replace school staff who are deemed relevant to the school not making adequate progress; • Significantly decrease management authority at the school; • Restructure the internal organization of the school; or • Appoint one or more outside experts to advise the school.

3. Describe the system's plan for improving student performance at the identified schools, including the programs, practices, and strategies, and corresponding allocations that will be used.

During SY 2010-11, one school, Edgewood High School, exited improvement. In SY 2011-12, HCPS has nine schools in improvement. Of these nine schools, three are focus developing (NHMS, HDMS, AHS) and six are comprehensive developing (MAES, WPOPRES, MMS, ABMS, JHS, ALT-ED).

Of the 9 schools in improvement, 44% of the schools are at the middle school level. In SY 2010-2011, a new position was created to support all HCPS middle schools. The Executive Director of Middle School Performance provides direct support to all HCPS middle schools, especially those schools in improvement. In addition, under the

leadership of the Executive Director for Middle School Performance, collaborative quarterly AYP Update meetings are being held for middle schools in formal School Improvement.

To support schools that did not meeting the reading and mathematics AMOs, the Coordinator of School Improvement meets regularly with the school-based Instructional Leadership Teams (ILT) and School Improvement Teams (SIT) to ensure schools maintain a focus on collaborative the planning and delivering high quality instruction that is supported by data driven instructional decision making at the individual student level. This includes, but is not limited to a focus on CFIP, co-planning and co-teaching, and differentiation.

Appendices

- Appendix A – Summary of Guidance Changes
- Appendix B – Contact Information for MSDE Program Managers
- Appendix C – List of Data Tables Quick Reference
- Appendix D – Submission Instructions
- Appendix E – Bridge to Excellence Resources
- Appendix F – Race to the Top Liaisons
- Appendix G – Race to the Top Finance Officers
- Appendix H – 2011 MSDE Race to the Top Scopes of Work Reviewers

Appendix A: Summary of Guidance Changes

What's New in the Bridge to Excellence Guidance for 2011 A Quick Reference

Change	Description	Page #(s)
Format	Structure of guidance document has been changed to reflect RTTT four reform areas. Five NCLB goals have been subsumed under the reform areas. Now respond to two analyzing questions in each NCLB goal area (instead of four): Challenges; Related changes/adjustments and resource allocations. (Optional: Systems may add responses about system successes and strategies contributing to their successes as well.)	Throughout
Introduction	Has been rewritten to reflect integration of RTTT Scopes of Work reviews	3-4
Cover / Signature Page	Includes language assurance of adherence to BTE <i>and</i> RTTT guidelines.	5
Executive Summary	Now includes discussion of Scopes of Work summaries. Highlight strategies for closing the gap: AA Males, FARMS, ELL, Special Education	8
Finance Section	Now includes Scopes of Work grant documents (summary c-1-25; c-1-25 forms for Years 2-4; RTTT project budget workbooks)	19
RTTT SOW Narrative & Action Plans	Integration of Scopes of Work narratives and action plans under each RTTT reform area. Focus will be on Year 2.	22 and throughout
Government	Deleted from the 2011 Master Plan	
Education that is Multicultural	Compliance status report based on the assessment criteria for Education that is Multicultural and Achievement (ETMA) implementation	56
Family Engagement	NCLB requirement that parent participation and communication is regular, two-way, and meaningful.	128
Social Studies	Included upon recommendation by the Maryland Social Studies Taskforce	43
Finance Section	Updated Guidance reflects new RTTT requirements	19
Highly Qualified Staff	The required response to this section have been reduced	117
Additional Appendices	Race to the Top Liaisons, Race to the Top Finance Officers, Bridge to Excellence and Race to the Top Resources, MSDE Race to the Top Scopes of Work Reviewers	163-166
Disaggregated Data Tables	Data tables are disaggregated by gender as well as race	

Appendix B: Contact Information for MSDE Program Managers

Program	Contact	Telephone	E-Mail
Master Plan Requirements	Walt Sallee Portia Bates	410-767-1407 410-767-4420	wsallee@msde.state.md.us pbates@msde.state.md.us
Race to the Top Requirements	Lyle Patzkowsky	410-767-0379	lpatzkowsky@msde.state.md.us
Finance Requirements	Steve Brooks Donna Gunning Patrick Kellinger	410-767-0011 410-767-0757 410-767-0985	steve.brooks@msde.state.md.us dgunning@msde.state.md.us pkellinger@msde.state.md.us
Title I, Part A Improving Basic Programs	Maria Lamb	410-767-0286	mlamb@msde.state.md.us
Title II, Part A Preparing Training, and Recruiting High Quality Teachers	Scott Pfeifer Heather Lageman	410-767-0349 410-767-0892	spfeifer@msde.state.md.us hlageman@msde.state.md.us
Educational Technology	Jayne Moore	410-767-0382	jmoore@msde.state.md.us
Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement	Ilhye Yoon Cathy Nelson	410-767-6577 410-767-0714	iyoon@msde.state.md.us cnelson@msde.state.md.us
Title I, Part D Prevention and Intervention Programs for Children and Youth Who are Neglected, Delinquent, or At-Risk	William Cohee	410-767-0945	wcohee@msde.state.md.us
Career Technology Programs	Jeanne-Marie Holly	410-767-0182	jmholly@msde.state.md.us
Early Childhood Programs	Valerie Kaufmann	410-767-8182	ValerieK@msde.state.md.us
School Facilities	Barbara Bice	410-767-0097	bbice@msde.state.md.us
Education That Is Multicultural	Linda Shevitz	410-767-0428	lshevitz@msde.state.md.us
Fine Arts Initiative	Jay Tucker	410-767-0352	jtucker@msde.state.md.us
Gifted and Talented Programs	Jeanne Paynter	410-767-0363	jpaynter@msde.state.md.us

Appendix B: Contact Information for MSDE Program Managers

Program	Contact	Telephone	E-Mail
Special Education Programs	Karla Marty	410-767-0258	kmarty@msde.state.md.us
Mental Health Collaboration	Donna Mazyck	410-767-0313	dmazyck@msde.state.md.us
Highly Qualified Staff	Liz Neal	410-767-0421	eneal@msde.state.md.us

Appendix C: List of Data Tables Quick Reference

Table Number	Table Name
Finance Section	
1.1.A	Current Year Variance Table
1.1.B	Prior Year Variance Table
1.1.C	Prior Year ARRA Variance Table
1.1.D	Summary Race to the Top c-1-25 Form
1.1.E	Year 2-4 Race to the Top c-1-25 Form
TBA	Race to the Top Budget Workbooks
Maryland School Assessments	
2.1	Maryland School Assessment – AYP Proficiency Data – Reading - Elementary
2.2	Maryland School Assessment – AYP Proficiency Data – Reading - Middle
2.3	Maryland School Assessment – AYP Proficiency Data – Reading – High (English II)
2.4	Maryland School Assessment – AYP Proficiency Data – Math - Elementary
2.5	Maryland School Assessment – AYP Proficiency Data – Math - Middle
2.6	Maryland School Assessment – AYP Proficiency Data – Math – High (Algebra/Data Analysis)
2.7	Maryland School Assessment – Science – Elementary (Grade 5)
2.8	Maryland School Assessment – Science – Middle (Grade 8)
2.9	Biology
High School Assessment/Graduation Requirements	
3.1	HSA Test Participation and Status – English – Grade 10
3.2	HSA Test Participation and Status – English – Grade 11
3.3	HSA Test Participation and Status – Algebra/Data Analysis – Grade 10
3.4	HSA Test Participation and Status – Algebra/Data Analysis – Grade 11
3.5	HSA Test Participation and Status – Biology – Grade 10
3.6	HSA Test Participation and Status – Biology – Grade 11
3.9	Graduates Who Met the High School Assessment Graduation Requirement by Option
3.10	Bridge Projects Passed
3.11	Rising Seniors Who Have Not Yet Met the Graduation Requirement
Limited English Proficient Students	
4.1	System AMAO 1
4.2	System AMAO 2
4.3	System AMAO 3
Adequate Yearly Progress	
5.1	Number and Percentage of Schools Making Adequate Yearly Progress
5.2	Number and Percentage of Title I Schools Making Adequate Yearly Progress
5.3	Number of All Schools in Improvement
5.4	Number of Title I Schools in Improvement

Appendix C: List of Data Tables Quick Reference

Table Number	Table Name
5.5	Attendance Rates
5.6	Percentage of Students Graduating from High School
5.7	Percentage of Students Dropping Out of School
	Highly Qualified Staff
6.1	Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers
6.2	Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools
6.3	Number of Classes Not Taught by Highly Qualified Teachers by Reason
6.4	Core Academic Subject Classes Taught by Highly Qualified Teachers in High Poverty and Low Poverty Schools
6.5	Core Academic Subject Classes Taught by Highly Qualified Teachers in High Poverty and Low Poverty Schools by Level and Experience
6.6	Attrition Rates
6.7	Percentage of Qualified Paraprofessionals Working in Title I Schools
	Schools that are Safe, Drug-free, and Conducive to Learning
7.1	Number of Persistently Dangerous Schools
7.2	Probationary Status Schools
7.3	Schools Meeting the 2 ½ Percent Criteria for the First Time
7.4	Elementary Schools with Suspension Rates Exceeding Identified Limits
7.5	Identified Schools That Have Not Implemented PBIS
7.6	Incidents of Bullying, Harassment, or Intimidation
7.7	Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying
7.8	Number of Students Suspended – In School – by Race/Ethnicity and Gender (Unduplicated Count)
7.9	Number of Students Suspended – Out of School – by Race/Ethnicity and Gender (Unduplicated Count)
7.10	In-School and Out-of-School Suspensions by Most Common Offense Category
	Early Learning
8.1	Percentage of All Kindergarten Students at Readiness Stages
8.2	Percentage of Kindergarten Students with Previous Prekindergarten Experience
8.3	September 30 Prekindergarten Enrollment

Appendix D: Submission Instructions

General Submission Procedures

Date	Submission
August 15	<p><u>Master Plan Part II: Attachments</u></p> <p>Hardcopy</p> <ul style="list-style-type: none"> ▪ Send four (4) hardcopies, double-sided and three-hole-punched, to the address below. ▪ Avoid sending documents in binders, where possible. <p>Electronic</p> <ul style="list-style-type: none"> ▪ Post to DocuShare using the detailed instructions on the next page. ▪ Consolidate/merge all documents into one (1) document before submitting. Please do not submit multiple documents. Submit this file in PDF format.
October 14	<p><u>Master Plan Part I</u></p> <p>Hardcopy</p> <ul style="list-style-type: none"> ▪ Send 15 hardcopies, double-sided and three-hole-punched: <u>Master Plan Part I, Finance Section, and Data Section.</u> ▪ Avoid sending documents in binders where possible. <p>Electronic</p> <ul style="list-style-type: none"> ▪ Post to DocuShare using the detailed instructions on the next page. Master Plan Part I should be submitted as one document in PDF format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as separate documents in Excel format. <p><u>Master Plan Part II: Attachments (2nd Updated Submission)</u></p> <p>Hardcopy</p> <ul style="list-style-type: none"> ▪ Send four (4) hardcopies, double-sided and three-hole-punched, to the address below. ▪ Avoid sending documents in binders, where possible. <p>Electronic</p> <ul style="list-style-type: none"> ▪ Post to DocuShare using the detailed instructions on the next page. ▪ Master Plan Part I should be submitted as one document in PDF format. The Excel workbook containing the Finance and Data Section worksheets should be submitted as a separate document in Excel format.

Appendix D: Submission Instructions

Date	Submission
November 22	<p data-bbox="391 264 1112 300"><u>Final Submission: 2011 Master Plan Annual Update</u></p> <p data-bbox="391 331 532 367">Hardcopy</p> <ul data-bbox="391 369 1520 548" style="list-style-type: none"><li data-bbox="391 369 1520 512">▪ Submit two (2) hardcopies of the entire final 2011 Annual Update, double-sided and three-hole-punched, including Parts I and II to the address below. <u>ONE</u> final hardcopy submitted on this date <u>must contain original signatures in all areas where required.</u><li data-bbox="391 514 1112 548">▪ Avoid sending documents in binders where possible. <p data-bbox="391 590 537 625">Electronic</p> <ul data-bbox="391 627 1503 802" style="list-style-type: none"><li data-bbox="391 627 1503 730">▪ Post the 2011 Master Plan Annual Update to DocuShare. This posting should include Part I, Part II, and the Excel workbooks containing the final Finance, Data sections, RTTT Project Budgets and RTTT C-125 workbooks<li data-bbox="391 732 1503 802">▪ Parts I and II should be submitted in PDF format. The Excel workbooks should be submitted in Excel format.

Send Hard Copy Submission to:

Mr. Walter J. Sallee
Division of Student, Family, and School Support
Maryland State Department of Education
200 West Baltimore Street (4th Floor)
Baltimore, Maryland 21201
Phone: 410-767-0784

Appendix E: Bridge to Excellence Resources

Bridge to Excellence

Bridge to Excellence Home Page http://www.marylandpublicschools.org/MSDE/programs/Bridge_to_Excellence/

Bridge to Excellence Master Plans <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-7622>

MGT Report: *An Evaluation of the effect of Increased State Aid to Local School Systems through the Bridge to Excellence Master Plan* <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-18046>

Bridge to Excellence Guidance Documents <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13177>

Review Tools for Facilitators and Panelists <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-21192>

Bridge to Excellence Calendar of Events <http://docushare.msde.state.md.us/docushare/dsweb/View/Collection-13221/Document-146202>

Race to the Top

Maryland's Race to the Top http://www.marylandpublicschools.org/MSDE/programs/race_to_the_top

Appendix F: Race to the Top Liaisons

Race to the Top Liaisons -2011

First Name	Last Name	LEA	Email Address
John	Logsdon	Allegany County Public Schools	john.logsdonjr@acps.k12.md.us
Andrea	Kane	Anne Arundel County Public Schools	amkane@aacps.org
Sarah	McLean	Baltimore City Public Schools	skmclean@bcps.k12.md.us
William	Burke	Baltimore County Public Schools	wburke@bcps.org
Carrie	Campbell	Calvert County Public Schools	campbellca@calvertnet.k12.md.us
Erin	Thornton	Caroline County Public Schools	erin_thornton@mail.cl.k12.md.us
Steven	Johnson	Carroll County Public Schools	smjohns@carrollk12.org
Jeffrey	Lawson	Cecil County Public Schools	jalawson@ccps.org
Judy	Estep	Charles County Public Schools	jestep@ccboe.com
Lorenzo	Hughes	Dorchester County Public Schools	hughesl@dcpsmd.org
Sue	Waggoner	Garrett County Public Schools	swaggoner@ga.k12.md.us
Susan	Brown	Harford County Public Schools	susan.brown@hcps.org
Linda	Wise	Howard County Public Schools	linda_wise@hcpss.org
Ed	Silver	Kent County Public Schools	esilver@kent.k12.md.us
Duane	Arbogast	Prince George's County Public Schools	duane.arbogast@pgcps.org
Anne	Thomas	Queen Anne's County Public Schools	thomasa@qacps.k12.md.us
Douglas	Bloodsworth	Somerset County Public Schools	dbloodsworth@somerset.k12.md.us
Linda	Dudderar	St. Mary's County Public Schools	ljdudderar@smcps.org
Pam	Heaston	Talbot County Public Schools	pheaston@tcps.k12.md.us
Shulamit	Finkelstein	Washington County Public Schools	finkeshu@wcboe.k12.md.us
Linda	Stark	Wicomico County Public Schools	lstark@wcboe.org
John	Gaddis	Worcester County Public Schools	jbgaddis@mail.worcester.k12.md.us

Appendix G: Race to the Top Finance Officers

Race to the Top Chief Finance Officer-2011

First Name	Last Name	LEA	Email Address
Randall	Bittinger	Allegany County Public Schools	randall.bittinger@acps.k12.md.us
Susan	Bowen	Anne Arundel County Public Schools	sbowen@aacps.org
Michael	Frist	Baltimore City Public Schools	mfrist@bcps.k12.md.us
Barbara	Burnopp	Baltimore County Public Schools	bburnopp@bcps.org
Tammy	McCourt	Calvert County Public Schools	mccourt@calvertnet.k12.md.us
Milton	Nagel	Caroline County Public Schools	milton_nagel@mail.cl.k12.md.us
Christopher	Hartlove	Carroll County Public Schools	cjhartl@carrollk12.org
Tom	Kappra	Cecil County Public Schools	tkappra@ccps.org
Randy	Sotomayor	Charles County Public Schools	rsotomayor@ccboe.com
Timothy	Brooke	Dorchester County Public Schools	broocket@dcpsmd.org
Larry	McKenzie	Garrett County Public Schools	lmckenzie@ga.k12.md.us
Jim	Jewell	Harford County Public Schools	james.jewell@hcps.org
Raymond	Brown	Howard County Public School System	raymond_brown@hcpss.org
Dexter	Lockamy	Kent County Public Schools	dlockamy@kent.k12.md.us
Matthew	Stanski	Prince George's County Public Schools	matthew.stanski@pgcps.org
Robin	Landgraf	Queen Anne's County Public Schools	robin.landgraf@qacps.org
Vicki	Miller	Somerset County Public Schools	vmiller@somerset.k12.md.us
Greg	Nourse	St. Mary's County Public Schools	gvnourse@smcps.org
Charles	Connolly	Talbot County Public Schools	cconnolly@tcps.k12.md.us
David	Brandenburg	Washington County Public Schools	branddav@wcboe.k12.md.us
Bruce	Ford	Wicomico County Public Schools	bford@wcboe.org
Vincent	Tolbert	Worcester County Public Schools	vetolbert@mail.worcester.k12.md.us

Appendix H: MSDE Race to the Top Scopes of Work Reviewers

2011 MSDE Race to the Top Scopes of Work Reviewers

First Name	Last Name	LEA Assignments	Phone Number	Email Address
Tony	Annello	Kent County, Queen Anne's County, Wicomico County, Worcester County	(410) 767-3765	tannello@msde.state.md.us
Tom	DeHart	Allegany County, Carroll County, Howard County, Talbot County	(410) 767-0232	tdehart@msde.state.md.us
Paul	Dunford	Prince George's County, Garrett County	(410) 767-0793	pdunford@msde.state.md.us
Bob	Glascoek	Baltimore County, Somerset County, Washington County	(410) 767-0322	rglascock@msde.state.md.us
Ann	Glazer	Baltimore City, Caroline County	(410) 767-0321	aglazer@msde.state.md.us
Lyle	Patzkowsky	Anne Arundel County, Cecil County, St. Mary's County	(410) 767-0367	lpatzkowsky@msde.state.md.us
Ilene	Swirnow	Calvert County, Charles County, Dorchester County, Harford County	(410) 767-5317	iswirnow@msde.state.md.us

*Race to the Top Financial Liaison for participating systems: Pat Kellinger, pkellinger@msde.state.md.us

Appendix I: Local Bridge to Excellence Points of Contact

Local School System	Name	E-mail
Allegany	Janet Wilson	janet.wilson@acps.k12.md.us
Anne Arundel	Marti Pogonowski	mpogonowski@aacps.org
Baltimore City	LaWanda Burwell	lburwell@bcps.k12.md.us
Baltimore County	Mandi Dietrich	mdietrich@bcps.org
Calvert	Gail Bennett	bennettg@calvertnet.k12.md.us
Caroline	Tina Brown	tina_brown@mail.cl.k12.md.us
Carroll	Robert Caples	rkcaple@carrollk12.org
Cecil	Michael Schmook	mschmook@ccps.org
Charles	Judy Estep	jestep@ccboe.com
Dorchester	Lorenzo Hughes	hughesl@dcpsmd.org
Frederick	Steve Hess	steve.hess@fcps.org
Garrett	Barbara Baker	bbaker@ga.k12.md.us
Harford	Susan Brown	susan.brown@hcps.org
Howard	Caryn Lasser	caryn_lasser@hcps.org
Kent	Dawn Vangrin	dvangrin@kent.k12.md.us
Montgomery	Jody Silvio	jody_silvio@mcpsmd.org
Prince George's	Sheila Gray	sheilag@pgcps.org
Queen Anne's	Carol Williamson	williamc@qacps.k12.md.us
Somerset	Doug Bloodsworth	dbloodsworth@somerset.k12.md.us
St. Mary's	Linda Dudderar	ljdudderar@smcps.org
Talbot	Pamela Heaston	pheaston@tcps.k12.md.us
Washington	Shula Finkelstein	finkeshu@wcboe.k12.md.us
Wicomico	Linda Stark	lstark@wcboe.org
Worcester	John Gaddis	JBGaddis@mail.worcester.k12.md.us

1.1A: Current Year Variance Table
Local School System: Harford

Revenue Category			FY 12 Budget
Local Appropriation			214,291,627
Other Local Revenue			2,638,808
State Revenue			208,854,118
Federal Revenue*	10.579	National School Lunch - Equipment Assistance	-
	84.386	Education Technology	-
	84.387	Homeless Children and Youth	-
	84.389	Title I - Grants to LEAs, Neglected and Delinquent	-
	84.391	IDEA Part B - Grants to States-Pass-Through	-
	84.392	IDEA Part B - Preschool Grants	-
	84.393	IDEA Part C - Infants and Families	-
	84.394	State Fiscal Stabilization Fund Education Program	-
	84.395	Race to the Top	1,084,591
	84.410	Education Jobs Fund	-
Other Federal Funds**			17,849,738
Other Resources/Transfers			8,294,472
Total			453,013,354

Instructions: Itemize FY 2012 expenditures by source (CFDA for ARRA funds, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Section B - Standards and Assessments

Reform Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy.

Expenditures:	Source	Amount	FTE
Administrative Services	Unrestricted Operating Budget (2)	470,186	5.0
Mid-Level Administration	Unrestricted Operating Budget	2,940,305	35.0
Instructional Salaries	Unrestricted Operating Budget	4,047,322	49.3
Textbooks & Supplies	Unrestricted Operating Budget	441,409	0.0
Other Instructional Costs	Unrestricted Operating Budget	468,280	0.0
Race to the Top	84.395	130,259	1.2
Special Education Misc. Grants	84.027	22,374	0.0
Total		\$ 8,520,135	90.5

Section C - Data Systems to support instruction

Reform Area 2: Building data systems that measure student growth and success, and inform teachers and principals about how they can improve instruction.

Expenditures:	Source	Amount	FTE
Administrative Services	Unrestricted Operating Budget	245,000	0.0
Instructional Salaries	Unrestricted Operating Budget	2,247,325	0.0
Textbooks & Supplies	Unrestricted Operating Budget	26,000	0.0
Other Instructional Costs	Unrestricted Operating Budget	76,550	0.0
Special Education	Unrestricted Operating Budget	151,097	0.0
Health Services	Unrestricted Operating Budget	48,397	0.0
Race to the Top	84.395	408,891	1.2
Total		\$ 3,203,260	1.2

1.1A: Current Year Variance Table

Section D: Great Teachers and Leaders

Reform Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most.

Expenditures:	Source	Amount	FTE
Mid-Level Administration	Unrestricted Operating Budget	17,757,100	250.3
Instructional Salaries	Unrestricted Operating Budget	125,951,915	2,187.2
Textbooks & Supplies	Unrestricted Operating Budget	5,993,503	-
Other Instructional Costs	Unrestricted Operating Budget	2,035,337	-
Special Education	Unrestricted Operating Budget	27,243,351	770.3
Student Services	Unrestricted Operating Budget	903,687	11.1
Health Services	Unrestricted Operating Budget	2,715,708	58.8
Race to the Top	84.395	303,360	2.6
Title I	84.010	205,700	-
Special Ed Passthrough, Parent Placed, Other	84.027	5,334,525	126.7
Special Education Impact Aid	84.041	18,800	-
Tech Prep, Perkins Pro Start	84.048	10,106	-
Infant/Toddler, Presch Passthrough, MMSR	84.173	417,140	3.0
Perkins Career & Technology	84.243	10,800	-
Title III	84.365	46,299	-
Title II	84.367	761,770	17.0
Medical Assistance	93.778	1,025,408	15.3
Other Federal Grants	Restricted Federal	594,769	3.3
Other State Grants	Restricted State	420,198	7.2
Medical Assistance State Portion	Restricted State	815,265	11.4
	Total	\$ 192,564,741	3,464.2

Section E: Turning Around the Lowest Achieving Schools

Reform Area 4: Turning around our lowest-achieving schools

Expenditures:	Source	Amount	FTE
Mid-Level Administration	Unrestricted Operating Budget	4,863,409	68.5
Instructional Salaries	Unrestricted Operating Budget	31,882,565	553.6
Textbooks & Supplies	Unrestricted Operating Budget	1,498,376	0
Other Instructional Costs	Unrestricted Operating Budget	508,834	0
Special Education	Unrestricted Operating Budget	5,344,390	151.1
Student Services	Unrestricted Operating Budget	721,649	8.9
Health Services	Unrestricted Operating Budget	584,059	12.7
Race to the Top	84.395	62,472	0.2
Title I	84.010	2,975,666	25.9
Other Federal Grants	Restricted Federal	263,028	0.4
	Total	\$ 48,704,448	821.3

1.1A: Current Year Variance Table

Mandatory Cost of Doing Business: Please itemize mandatory costs not attributable to an assurance area in this category. Refer to the guidance for items considered mandatory costs.

Expenditures:	Source	Amount	FTE
Administrative Services	Unrestricted Operating Budget	10,624,655	119.9
Student Transportation	Unrestricted Operating Budget	30,929,541	211.4
Operations of Plant	Unrestricted Operating Budget	29,454,477	342.0
Maintenance of Plant	Unrestricted Operating Budget	12,595,972	125.0
Fixed Charges (1)	Unrestricted Operating Budget	95,928,328	0.0
Community Service	Unrestricted Operating Budget	520,473	1.0
Capital Outlay	Unrestricted Operating Budget	377,235	0.0
Race to the Top	84.395	179,609	0.0
Title I	84.010	773,632	0.0
Special Ed Passthrough, Parent Placed, Other	84.027	2,505,850	0.0
Special Education Impact Aid	84.041	3,840	0.0
Tech Prep, Perkins Pro Start	84.048	931	0.0
Infant/Toddler, Presch Passthrough, MMSR	84.173	143,506	0.0
Perkins Career & Technology	84.243	8,444	0.0
Title III	84.365	5,227	0.0
Title II	84.367	307,527	0.0
Medical Assistance	93.778	870,842	0.0
Other Federal Grants	Restricted Federal	107,115	0.0
Other State Grants	Restricted State	105,142	0.0
Medical Assistance State Portion	Restricted State	759,735	0.0
Other Grants	Restricted Other	4,227	0.0
	Total	\$ 186,206,308	799.3

Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category.

Expenditures:	Source	Amount	FTE
Special Education - NonPublic Placement Costs	Unrestricted Operating Budget	7,935,803	0.0
Special Ed Passthrough, Parent Placed, Other	84.027	73,032	0.0
Special Education Impact Aid	84.041	37,360	0.0
Tech Prep, Perkins Pro Start	84.048	1,520	0.0
Infant/Toddler, Presch Passthrough, MMSR	84.173	9,123	0.0
Homeless Youth	84.196	27,000	0.0
Perkins Career & Technology	84.243	272,191	0.0
Title III	84.365	28,870	0.0
Title II	84.367	11,952	0.0
Other Federal Grants	Restricted Federal	325,393	0.0
Other State Grants	Restricted State	361,591	0.0
Non Public Placements/Partnerships	Restricted State	4,661,004	0.0
Other Grants	Restricted Other	69,623	0.0
	Total	\$ 13,814,462	-
Grand Total		\$ 453,013,354	5,176.50

(1) All fixed charges have been coded as mandatory cost of doing business.

(2) Harford County Public Schools does not designate expenditures by funding source in the Unrestricted Operating Budget.

**Indicate non-ARRA IDEA and Title I funds by CFDA in Federal Funds.

**all other federal funds can be consolidated in other federal funds.

1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)					
Local School System: Harford					
	FY 2011 Original Budget	FY 2011 Final Budget	Change	% Change	
Revenue Category	7/1/2010	6/30/2011			
Local Appropriation	214,061,789	214,061,789	-	0.0%	
State Revenue	206,767,853	201,108,518	#####	-2.7%	
Federal Revenue	17,602,544	25,222,337	#####	43.3%	
Other Resources/Transfers	5,432,714	5,432,714	-	0.0%	
Other Local Revenue	2,921,958	2,883,365	(38,593)	-1.3%	
Other Federal Funds	650,000	650,000	-	0.0%	
Federal ARRA Funds	9,813,962	10,571,317	757,355	7.7%	
Total	457,250,820	459,930,040	#####	0.6%	
Change in Planned Expenditures					
NCLB		Planned	Actual	Planned	
Goal	Expenditure Description	Expenditure	Expenditure	FTE	Actual FTE
	LEA Master Plan Goal 1: Ensure a safe, positive learning environment for students and staff in our schools.				
4	Addition of Ring Factory Roof Replacement - ARRA grant	500,000	500,000	-	-
4	Elimination of Homeland Security/Emergency Prep	(145,000)	(145,000)	-	-
4	Elimination of Safe and Drug Free grant	(104,368)	(104,368)	(1.0)	(1.0)
4	Monitoring fees for newly installed security cameras at six schools	35,530	-	-	-
4	Septic/tank pumping for four sites	100,000	100,000	-	-
	Total	386,162	350,632	(1.0)	(1.0)
	LEA Master Plan Goal 2: Accelerate student learning and eliminate the achievement gaps.				
1	Add 36 fte special education inclusion helpers	901,768	722,187	36.0	29.0
1	Add back salary & benefits related to delayed hiring FY10	142,204	142,204	-	-
1	Addition of Dept of Defense Education Activity - AMS, AHS, HdGMS	342,301	342,301	0.4	0.4
1	Addition of Maryland Science Project grant	157,000	156,032	1.0	1.0
1	Equipment for Performance Matters Project	257,502	257,502	-	-
1	Funding for Agricultural Science Magnet Program	361,383	361,383	3.0	3.0
1	GIZMOS instructional software	82,400	82,400	-	-
1	Increase funding for Infant & Toddlers Program	108,226	108,226	-	-
1	Increase in Infant/Toddler ARRA funding	311,672	311,672	3.0	3.4
1	Increase in Miscellaneous grants	64,357	(63,135)	-	-
1	Reallocation of positions under Special Education funding	82,927	82,927	6.9	6.9
1	Reconnecting Youth Grant - added positions under current funding	-	-	1.7	1.7
	Total	2,811,740	2,503,699	52.0	45.4
	LEA Master Plan Goal 3: Ensure the effective use of all resources focusing on the areas of technology, fiscal and budgetary management, and community partnerships.				
6	Administrative reorganization	(185,259)	(185,259)	(2.0)	(2.0)
6	Enhancing Education through Technology ARRA	180,509	173,296	1.0	1.0
6	Realignment of high school summer classes	(35,232)	(35,232)	-	-
6	Reversal of FY 2010 one time purchases	(119,000)	(119,000)	-	-
	Total	(158,982)	(166,195)	(1.0)	(1.0)
	LEA Master Plan Goal 4: Understanding that all employees contribute to the learning environment, we will maintain a highly qualified workforce.				
3	Employee turnover savings	(1,598,821)	(1,598,821)	-	-
3	Funding for increase in health, dental and life insurance	2,918,797	-	-	-
3	Funding for increase in retirement costs	706,249	659,718	-	-
3	Realignment of Alternative Education Center support positions	64,871	64,871	4.0	4.0
3	State Fiscal Stabilization Funds ARRA	787,225	2,840,603	-	-
	Total	2,878,321	1,966,371	4.0	4.0
	Mandatory Cost of Doing Business				
10	Costs associated with opening a new school or newly renovated school	278,346	278,346	1.0	1.0
10	Decrease in Aging Schools Grant	(156,000)	(24,741)	-	-
10	Nonpublic Special Education Placements	944,623	944,623	-	-
10	Transportation	114,000	114,000	-	-
10	Transportation - 5 FTE drivers and 5 FTE attendants for 5 new SE buses	316,152	316,152	10.0	10.0
10	Utilities	(492,000)	(492,000)	-	-
	Total	1,005,121	1,136,380	11.0	11.0
	Other				
	Other items deemed necessary by the local board of education	101,474	101,474	-	-
	Total	101,474	101,474	-	-
Total		7,023,836	5,892,361	65.0	58.4

1.1C Prior-Year ARRA Variance Report						
Revenue						Total ARRA
CFDA	Grant Name	FY 09 Budget	FY 10 Budget	FY 11 Budget	FY 12 Budget	Funds
10.579	National School Lunch - Equipment Assistance	-	13,954.00	-	-	13,954.00
84.386	Title II - Enhancing Education Through Technology	-	-	146,234.94	28,642.65	174,877.59
84.387	Homeless Children and Youth	-	-	37,381.00	-	37,381.00
84.389	Title I - Grants to LEAs, Neglected and Delinquent	-	1,311,811.25	1,253,446.75	-	2,565,258.00
84.391	IDEA Part B - Grants to States-Pass-Through	-	3,959,740.01	4,921,076.29	29,404.70	8,910,221.00
84.392	IDEA Part B - Preschool Grants	-	99,003.53	180,577.47	-	279,581.00
84.393	IDEA Part C - Infants and Families	-	160,398.99	531,644.19	26,759.15	718,802.33
84.394	State Fiscal Stabilization Fund Education Program	-	2,051,551.00	2,840,603.00	-	4,892,154.00
84.395	Race to the Top	0.00	-	178,778.50	354,474.50	533,253.00
84.410	Education Jobs Fund	0.00	-	7,680,778.00	-	7,680,778.00
Total Arra Funds		-	7,596,458.78	17,770,520.14	439,281.00	25,806,259.92
Instructions: For each of the four assurances, please identify how ARRA funds were used by itemizing expenditures for each assurance. Indicate the grant CFDA number as the source of the funds for the expenditure.						
Description	CFDA	Planned Amount	Actual Amount	FTE	FTE	
1. Increase teacher effectiveness and address inequities in the distribution of highly qualified teachers (recruiting, developing, and retaining effective teachers and principals).						
Salaries	84.389	44,000.00	25,161.76			
	84.391	513,300.27	542,228.07	11.00	11.00	
	84.392	90,416.92	88,231.05	1.00	1.00	
	84.386	22,952.00	15,379.00			
	84.395	283,736.00	96,339.96	5.15	5.15	
Contracted Services	84.391	2,550.00	3,008.51			
	84.392	24,733.00	26,682.49			
	84.395	22,000.00	-			
Supplies and Materials	84.389	29,500.00	29,750.00			
	84.392	13,596.68	14,758.48			
	84.395	2,000.00	319.37			
Other Charges	84.391	8,000.45	8,211.93			
	84.392	2,562.00	2,564.37			
	84.386	20,237.00	13,511.86			
Equipment	84.395	16,031.00	16,031.00			
Fixed Charges	84.391	150,000.00	187,729.57			
	84.392	44,500.91	43,791.45			
	84.386	-	1,230.00			
	84.395	104,196.00	36,720.12			
		1,394,312.23	1,151,648.99	17.15	17.15	
Assurance 2: Establish and use a pre-K through college and career data system to track progress and foster continuous improvement (building data systems that measure student success and inform teachers and principals how they can improve their practices).						
Salaries	84.395	64,417.00	19,547.10	1.00	1.00	
Fixed	84.395	25,810.00	5,449.77			
		90,227.00	24,996.87	1.00	1.00	
Assurance 3: Make progress towards rigorous college and career-ready standards and high quality assessments that are valid and reliable for all students, including limited English proficient students and students with disabilities (adopting internationally benchmarked standards and assessments that prepare students for success in college and the workplace).						

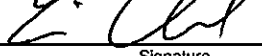
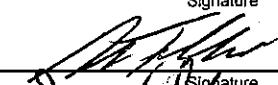
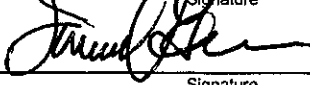
1.1C Prior-Year ARRA Variance Report					
Assurance 4: Provide targeted, intensive support and effective interventions to turn around schools identified for corrective action and restructuring (turning around lowest performing schools).					
Salaries	84.389	516,781.89	463,124.86	10.40	10.40
	84.391	531,440.00	536,622.85	8.00	8.00
Contracted Services	84.389	102,401.06	189,653.36		
	84.387	34,485.00	34,485.74		
	84.391	200,000.00	301,527.75		
Supplies and Materials	84.389	51,843.63	57,988.57		
	84.391	82,499.38	82,029.93		
Other Charges	84.387	1,892.00	1,891.26		
Equipment	84.389	266,950.89	274,239.79		
	84.391	71,739.55	71,492.31		
Fixed Charges	84.389	205,828.09	187,228.18		
	84.391	200,000.00	176,364.30		
		2,265,861.49	2,376,648.90	18.40	18.40
* Other					
Salaries	84.393	334,768.59	314,195.81	3.40	3.40
	84.391	1,571,791.19	1,488,639.97	26.00	26.00
	84.386	55,152.00	51,600.42		
Contracted Services	84.393	40,114.75	40,115.00		
	84.391	754,421.27	758,329.50		
Supplies and Materials	84.393	3,462.00	3,461.39		
	84.391	100.00	66.21		
	84.386	26,305.48	24,984.32		
Other Charges	84.393	77,575.00	72,142.47		
	84.391	82,026.00	56,612.27		
	84.386	1,000.00	-		
Equipment	84.391	0.26	-		
	84.386	29,979.52	18,168.22		
Fixed Charges	84.394	2,840,603.00	2,840,603.00		
	84.393	86,475.00	87,450.25		
	84.391	645,488.72	580,804.37		
	84.386	19,251.59	21,361.12		
	84.41	7,680,778.00	7,680,778.00		
Indirect Costs	84.389	36,141.19	26,300.23		
	84.387	1,004.00	1,004.00		
	84.393	16,008.00	14,279.27		
	84.391	137,123.90	127,408.75		
	84.392	4,767.96	4,549.63		
	84.395	15,063.00	4,371.18		
		14,459,400.42	14,217,225.38	29.40	29.40
Total		18,209,801.14	17,770,520.14	65.95	65.95

*Indicate any other ARRA funds received by the school system, including the CFDA number

Race to the Top Summary C-125 Budget

ORIGINAL GRANT BUDGET	2,904,665.00	AMENDED BUDGET #	REQUEST DATE	07/13/11
GRANT NAME	Race to the Top	GRANT RECIPIENT NAME	Harford County Public Schools	
MSDE GRANT #		RECIPIENT GRANT #	29181	
REVENUE SOURCE	Federal Funds	RECIPIENT AGENCY NAME	Harford County Public Schools	
FUND SOURCE CODE		GRANT PERIOD	9/1/2010	8/31/2014
		FROM	TO	

CATEGORY/PROGRAM	BUDGET OBJECT							BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS		
201 Administration								
Prog. 21 General Support	-	-	-	-	-	-	-	-
Prog. 22 Business Support	-	-	-	-	-	76,477	-	76,477
Prog. 23 Centralized Support	-	-	-	-	-	-	-	-
202 Mid-Level Administration								
Prog. 15 Office of the Principal	-	-	-	-	-	-	-	-
Prog. 16 Inst. Admin. & Supv.	818,498	-	-	10,000	-	-	-	828,498
203-205 Instruction Categories								
Prog. 01 Regular Prog.	-	-	-	-	-	-	-	-
Prog. 02 Special Prog.	874,418	305,000	8,000	50,000	126,031	-	-	1,363,449
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.	91,200	-	-	-	-	-	-	91,200
Prog. 10 Guidance Services	-	-	-	-	-	-	-	-
Prog. 11 Psychological Services	-	-	-	-	-	-	-	-
Prog. 12 Adult Education	-	-	-	-	-	-	-	-
206 Special Education								
Prog. 04 Public Sch Instr. Prog.	-	-	-	-	-	-	-	-
Prog. 09 Instruction Staff Dev.	-	-	-	-	-	-	-	-
Prog. 15 Office of the Principal	-	-	-	-	-	-	-	-
Prog. 16 Inst. Admin & Superv.	-	-	-	-	-	-	-	-
207 Student Personnel Serv.								
208 Student Health Services								
209 Student Transportation								
210 Plant Operation								
Prog. 30 Warehousing & Distr.	-	-	-	-	-	-	-	-
Prog. 31 Operating Services	-	-	-	-	-	-	-	-
211 Plant Maintenance								
212 Fixed Charges	-	-	-	545,041	-	-	-	545,041
214 Community Services								
215 Capital Outlay								
Prog. 34 Land & Improvements	-	-	-	-	-	-	-	-
Prog. 35 Buildings & Additions	-	-	-	-	-	-	-	-
Prog. 36 Remodeling	-	-	-	-	-	-	-	-
Total Expenditures By Object	1,784,116	305,000	8,000	605,041	126,031	76,477	-	2,904,665

Finance Official Approval	<u>Eric Clark</u>		8/19/11	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Robert Tomback, Ph.D.</u>		8/19/11	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval	<u>JAMES V. FORAN</u>		8/29/11	410-767-0368
	Name	Signature	Date	Telephone #

**MARYLAND STATE DEPARTMENT OF EDUCATION
REQUEST BUDGET AMENDMENT C-1-25 A**

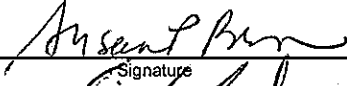
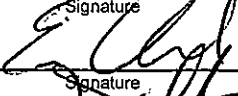
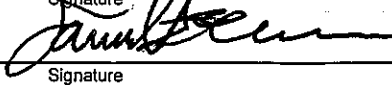
ORIGINAL GRANT BUDGET	2904665	AMENDED BUDGET #	1	REQUEST DATE	
GRANT NAME	Race to the Top	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	117750	RECIPIENT GRANT #			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	4171	GRANT PERIOD	8/25/2010	9/30/2014	

FROM _____ TO _____

Provide the name of the Category/Program under the appropriate Object, e.g., Administration/General Support under 05 Equipment.

EXPENDITURES BY OBJECT AND CATEGORY/PROGAM	CURRENT APPROVED BUDGET	ADJUSTMENTS Increase (+)/Decrease(-)	NEW AMENDED BUDGET
01 SALARIES AND WAGES			
Prog 16 Inst Admin & Super	904,448.00	-85,950.00	818,498.00
Prog 02 Special Program	739,866.00	134,552.00	874,418.00
Prog 09 Inst Staff Development	91,200.00	0.00	91,200.00
			0.00
			0.00
02 CONTRACTED SERVICES			
Prog 02 Special Program	327,000.00	-22,000.00	305,000.00
			0.00
			0.00
			0.00
			0.00
03 SUPPLIES AND			
Prog 02 Special Program	8,000.00	0.00	8,000.00
			0.00
			0.00
			0.00
04 OTHER CHARGES			
Prog 16 Inst Admin & Super	0.00	10,000.00	10,000.00
212 Fixed Charges	565,199.00	-20,158.00	545,041.00
Prog 02 Special Program	62,000.00	-12,000.00	50,000.00
			0.00
			0.00
05 EQUIPMENT			
Prog 02 Special Program	126,031.00		126,031.00
			0.00
			0.00
			0.00
			0.00
08 TRANSFERS			
Prog 22 Business Support	80,921.00	-4,444.00	76,477.00
			0.00
			0.00
			0.00
			0.00
Total Expenditures By Object	\$2,904,665.00	\$0.00	\$2,904,665.00

THIS REQUEST MUST BE ACCOMPANIED BY A REVISED GRANT BUDGET FORM (C-1-25) AND GRANT CHANGE REQUEST FORM (C-1-25 B).

Grantee Project Manager Approval	Dr. Susan Brown		8/19/2011	410-588-5368
	Printed Name	Signature	Date	Telephone #
Finance Official	Eric Clark		8/19/2011	410-809-6055
	Printed Name	Signature	Date	Telephone #
MSDE Grant Manager	JAMES V. FORAN		8/29/11	410-767-0368
	Printed Name	Signature	Date	Telephone #

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT CHANGE REQUEST C-1-25 B**

GRANT CHANGE REQUEST #	1	REQUEST DATE	7/25/11
GRANT NAME	Race to the Top	GRANT RECIPIENT NAME	Harford County Public Schools
MSDE GRANT #	115750	RECIPIENT GRANT #	
REVENUE SOURCE	Federal	SCHOOL NAME	Harford County Public Schools
FUND SOURCE CODE	4171	GRANT PERIOD	08/25/2011-09/30/2014 <small>From To</small>

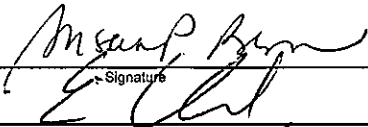
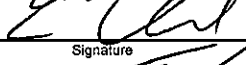


SECTION A. This Grant Change Request: (All changes must be explained in Section B)

<input type="checkbox"/>	Changes the Grant Period.		
<input checked="" type="checkbox"/>	Reallocates Funds to a Different Category/Program and/or Object.*		
<input type="checkbox"/>	Increases/Decreases the Amount of the Grant.*	\$0.00 <small>(Amount) From</small>	\$0.00 <small>(Amount) To</small>
<input type="checkbox"/>	Makes a Programmatic Change.		
<input type="checkbox"/>	Specifies a Change Other Than Those Listed Above (e.g., a change of address, fiscal agent or grant manager).		

SECTION B. Fully explain the reason for all requested changes. (Increase row height to accommodate space if needed.)

CAT/PRGM	PROGRAM NAME	OBJECT	PURPOSE OF CHANGE	
Prog 16	Inst Admin & Super	01	A. DESCRIPTION:	Reduce Budget by \$85,950
			B. REASON:	Reallocate funding to allow for funding a 3rd Model Department Chairperson
			C. EXPECTED RESULTS:	
Prog 02	Special Prog	01	A. DESCRIPTION:	Increase budget by \$134,552
			B. REASON:	Reallocate funding to allow for funding a 3rd Model Department Chairperson
			C. EXPECTED RESULTS:	
Prog 02	Special Prog	02	A. DESCRIPTION:	Reduce Year One budget by \$22,000
			B. REASON:	Reallocate funding to allow for funding a 3rd Model Department Chairperson
			C. EXPECTED RESULTS:	
212	Fixed Charges	04	A. DESCRIPTION:	Reduce budget by \$20,158
			B. REASON:	Reallocate funding to allow for funding a 3rd Model Department Chairperson
			C. EXPECTED RESULTS:	
Prog 2	Special Prog	04	A. DESCRIPTION:	Reduce budget by \$12,000
			B. REASON:	Reallocate funding to allow for funding a 3rd Model Department Chairperson
			C. EXPECTED RESULTS:	

***AN LEA/AGENCY APPROVED AMENDED GRANT BUDGET FORM (C-125-A) MUST ACCOMPANY THIS REQUEST. SECTION -B- IS TO BE COMPLETED IF A PROGRAM/OBJECT INCREASED /DECREASED IS 15% OR MORE OF THE LAST APPROVED BUDGET OR \$1,000, WHICHEVER IS GREATER.**

Grant Project Manager :	Dr. Susan Brown		08/19/11	410-588-5368
Finance Official:	Eric Clark		08/19/11	410-809-6055
Superintendent /Agency Head:	Dr. Robert Tomback		08/19/11	410-588-5204
MSDE Grant Manager:	James V. Fowor		8/29/2011	410-767-0368

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT CHANGE REQUEST C-1-25 B**

GRANT CHANGE REQUEST #	1	REQUEST DATE	7/25/11
GRANT NAME	Race to the Top	GRANT RECIPIENT NAME	Harford County Public Schools
MSDE GRANT #	115750	RECIPIENT GRANT #	
REVENUE SOURCE	Federal	SCHOOL NAME	Harford County Public Schools
FUND SOURCE CODE	4171	GRANT PERIOD	08/25/2011-09/30/2014 <small>From To</small>

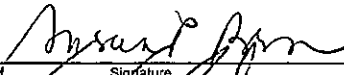



SECTION A. This Grant Change Request: (All changes must be explained in Section B)

<input type="checkbox"/>	Changes the Grant Period.	Date From	Date To
<input checked="" type="checkbox"/>	Reallocates Funds to a Different Category/Program and/or Object.*		
<input type="checkbox"/>	Increases/Decreases the Amount of the Grant.*	\$0.00	\$0.00
		<small>(Amount) From</small>	<small>(Amount) To</small>
<input type="checkbox"/>	Makes a Programmatic Change.		
<input type="checkbox"/>	Specifies a Change Other Than Those Listed Above (e.g., a change of address, fiscal agent or grant manager).		

SECTION B. Fully explain the reason for all requested changes. (Increase row height to accommodate space if needed.)

CAT/PRGM	PROGRAM NAME	OBJECT	PURPOSE OF CHANGE	
Prog 22	Inst Admin & Super	01	A. DESCRIPTION:	Reduce budget by \$4,444
			B. REASON:	HCPS's Indirect Cost Rate was reduced from 3% to 2.76%. We will reallocate funding to allow for funding a 3rd Model Department Chairperson.
			C. EXPECTED RESULTS:	
			A. DESCRIPTION:	
			B. REASON:	
			C. EXPECTED RESULTS:	
			A. DESCRIPTION:	
			B. REASON:	
			C. EXPECTED RESULTS:	
			A. DESCRIPTION:	
			B. REASON:	
			C. EXPECTED RESULTS:	

*AN LEA/AGENCY APPROVED AMENDED GRANT BUDGET FORM (C-125-A) MUST ACCOMPANY THIS REQUEST. SECTION -B- IS TO BE COMPLETED IF A PROGRAM/OBJECT INCREASED /DECREASED IS 15% OR MORE OF THE LAST APPROVED BUDGET OR \$1,000, WHICHEVER IS GREATER.

Grant Project Manager:	Dr. Susan Brown		08/19/11	410-588-5368
	<small>Print Name</small>	<small>Signature</small>	<small>Date</small>	<small>Telephone #</small>
Finance Official:	Eric Clark		08/19/11	410-809-6055
	<small>Print Name</small>	<small>Signature</small>	<small>Date</small>	<small>Telephone #</small>
Superintendent /Agency Head:	Dr. Robert Tomback		08/19/11	410-588-5204
	<small>Print Name</small>	<small>Signature</small>	<small>Date</small>	<small>Telephone #</small>
MSDE Grant Manager:	JAMES V. FORAN		8/29/11	410-767-0368
	<small>Print Name</small>	<small>Signature</small>	<small>Date</small>	<small>Telephone #</small>

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	
201 Administration							
Prog. 21 General Support							-
Prog. 22 Business Support						8,943	8,943
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.	134,826			1,000			135,826
203-205 Instruction Categories							
Prog. 01 Regular Prog.							-
Prog. 02 Special Prog.	77,318	-	2,000		16,031		95,349
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.	22,800						22,800
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation							-
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							
212 Fixed Charges				80,665			80,665
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	234,944	-	2,000	81,665	16,031	8,943	343,583

Finance Official Approval Eric Clark

Name

Signature

8/19/11

Date

410-809-6055

Telephone #

Supt./Agency Head Robert Tomback, Ph.D.

Name

Signature

8/19/11

Date

410-588-5204

Telephone #

MSDE Grant Manager

JAMES V. FORAN

Name

Signature

8/29/11

Date

410-767-0368

Telephone #

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	
201 Administration							
Prog. 21 General Support							-
Prog. 22 Business Support						30,178	30,178
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.	248,789			3,000			251,789
203-205 Instruction Categories							
Prog. 01 Regular Prog.							-
Prog. 02 Special Prog.	282,672	261,000	2,000	50,000	110,000		705,672
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.	22,800						22,800
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation							-
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							
212 Fixed Charges				169,482			169,482
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	554,261	261,000	2,000	222,482	110,000	30,178	1,179,921

Finance Official Approval Eric Clark

Name



Signature

8/19/11

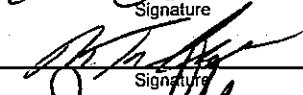
Date

410-809-60

Telephone #

Supt./Agency Head Approval Robert Tomback, Ph.D.

Name



Signature

8/19/11

Date

410-588-520

Telephone #

MSDE Grant Manager Approval James V. Foran

Name



Signature

8/29/11

Date

410-767-0368

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	
201 Administration							
Prog. 21 General Support							-
Prog. 22 Business Support						21,508	21,508
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.	248,789			3,000			251,789
203-205 Instruction Categories							
Prog. 01 Regular Prog.							-
Prog. 02 Special Prog.	282,672	22,000	2,000				306,672
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.	22,800						22,800
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation							-
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							
212 Fixed Charges				169,482			169,482
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	554,261	22,000	2,000	172,482	-	21,508	772,251

Finance Official Approval Eric Clark

Name

Signature 

Date 8/19/11

Telephone # 410-809-6

Supt./Agency Head Robert Tomback, Ph.D.

Name

Signature 

Date 8/19/11

Telephone # 410-588-521

MSDE Grant Manager James V. Foran

Name

Signature 

Date 8/29/2011

Telephone # 410-767-0368

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	
201 Administration							
Prog. 21 General Support							-
Prog. 22 Business Support						15,848	15,848
Prog. 23 Centralized Support							-
202 Mid-Level Administration							
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin. & Supv.	186,094			3,000			189,094
203-205 Instruction Categories							
Prog. 01 Regular Prog.							-
Prog. 02 Special Prog.	231,756	22,000	2,000				255,756
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.	22,800						22,800
Prog. 10 Guidance Services							-
Prog. 11 Psychological Services							-
Prog. 12 Adult Education							-
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							-
Prog. 09 Instruction Staff Dev.							-
Prog. 15 Office of the Principal							-
Prog. 16 Inst. Admin & Superv.							-
207 Student Personnel Serv.							-
208 Student Health Services							-
209 Student Transportation							-
210 Plant Operation							
Prog. 30 Warehousing & Distr.							-
Prog. 31 Operating Services							-
211 Plant Maintenance							
212 Fixed Charges				125,412			125,412
214 Community Services							-
215 Capital Outlay							
Prog. 34 Land & Improvements							-
Prog. 35 Buildings & Additions							-
Prog. 36 Remodeling							-
Total Expenditures By Object	440,650	22,000	2,000	128,412	-	15,848	608,910

Finance Official Approval Eric Clark

Name

Signature

8/19/11

Date

410-809-606

Telephone #

Supt./Agency Head Robert Tomback, Ph.D.

Name

Signature

8/19/11

Date

410-588-5204

Telephone #

MSDE Grant Manager JAMES V. FORAN

Name

Signature

8/29/11

Date

410-767-0368

Telephone #

Project Budget Summary Table					
Local School System:		Harford County Public Schools			
Project Name:		Race to the Top Project Manager			
Associated with Criteria:					
Project Number:		1			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	42,564	75,644	75,644	53,193	247,045
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	15,696	29,208	29,208	19,906	94,018
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	1,608	2,849	2,849	2,137	9,443
7. Total Costs (lines 1-6)	59,868	107,701	107,701	75,236	350,506
<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: Harford County Public Schools
Project Title: Race to the Top Project Manager
Criteria: (associated reform criteria) (A)(2)
Project Number: 1

Project Budget Narrative

Project Description:

In order to monitor HCPS progress toward achieving the goals outlined in the HCPS Race to the Top application, Dr. Susan Brown has been appointed as HCPS Project Manager. Dr. Brown will oversee HCPS implementation of the state's reform plan and HCPS projects designed to address the criteria associated with the four reform areas. Dr. Brown will also work in conjunction with the state's evaluator to ensure all three phases of evaluation are completed efficiently and effectively. Finally, Dr. Brown will closely monitor the implementation of the K-12 STEM Education Strategy to ensure that progress is achieved and aligned with all *Race to the Top* initiatives.

Funding:

Dr. Susan Brown is currently the HCPS Coordinator of Intervention. Her roles and responsibilities as Project Manager for Race to the Top will officially begin, upon approval of MSDE, on December 1, 2010. *Race to the Top* funds will be used to support 75% of her current work to oversee RTTT. HCPS will hire personnel to absorb her current responsibilities regarding intervention services through the operating budget.

Year by Year Description:

Project Years 1-4: Dr Brown will oversee all RTTT HCPS projects as outlined in each section's action plan.

Project Year 1 : Hiring of staff for all positions listed in the *Race to Top* application; supporting the Superintendent as he briefs the Board, Supervisors, Principals and administrative staff on Harford County's RTTT plan; plan HCPS EIIA Regional Academy including identification of school-based teams to participate in Educational Instructional Improvement Academies (EIIA); assist the Executive Director of High School Performance in overseeing the work of the new model department chairpersons; oversee revision of HCPS Teacher Induction Academy; and supervise the new "tech" position to assist in transition to high quality standards and assessments.

Project Name:	Race to the Top Project Manager
LEA:	Harford County Public Schools
Project Number:	1

Project Details by Object

Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	1	1	1	1	4
Salary	42,564	75,644	75,644	53,193	247,045
Total	42,564	75,644	75,644	53,193	247,045

Effective December 1,2010, Race to the Top Project Manager will be hired @ 75% FTE. The first year will be through September 30, 2011. Years 2-3 salaries are based on 75% of estimated salary costs for a two full years. Year 4, the position of Project Manager will end June 30, 2014.

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.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Project Name: Race to the Top Project Manager
LEA: Harford County Public Schools
Project Number: 1

Project Details by Object

Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
fringe benefits	9,588	18,768	18,768	12,269	59,393
retirement	6,108	10,440	10,440	7,637	34,625
Total	15,696	29,208	29,208	19,906	94,018

75% Fringe benefits for Project Manager include FICA, workman's comp, health insurance and retirement.

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	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

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
indirect charges	1,608	2,849	2,849	2,137	9,443
					-
Total	1,608	2,849	2,849	2,137	9,443

Indirect charges - 3% rate is approved by MSDE. HCPS does not predict a change in the Indirect Cost Rate over the foreseeable Future (5 years).

Project Name:	Race to the Top Project Manager
LEA:	Harford County Public Schools
Project Number:	1

Project Details by Object

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
59,868	107,701	107,701	75,236	350,506

<p>Total project costs support 75% of FTE Race to the Top Project Manager including fringe benefits. Year 1, the Project Manager will begin effective December 1, 2010 and end June 30, 2014.</p>

Project Budget Summary Table					
Local School System:		Harford County Public Schools			
Project Name:		Model Department Chairs			
Associated with Criteria:		(B) (5) & (D) (2) & (D) (5)			
Project Number:		2			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	77,318	199,689	199,689	148,773	625,469
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	2,000	2,000	2,000	2,000	8,000
4. Other Charges	35,726	75,959	75,959	54,910	242,554
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	3,175	7,826	7,826	4,445	23,272
7. Total Costs (lines 1-6)	118,219	285,474	285,474	210,128	899,295
<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: Harford County Public Schools
Project Title: Model Department Chairs
Criteria: (associated reform criteria) (B) (5) & (D) (2) & (D) (5)
Project Number: 2

Project Budget Narrative

Project Description:

HCPS is currently hiring Model Department Chairpersons in high school Mathematics, English, Science and Social Studies. HCPS is requesting the Mathematics chair and ~~Science chair~~ two Science chairs be supported by Race to the Top as they will play a key role in the creation and implementation of the HCPS STEM initiative and content delivery, including transition to Common Core Standards and high quality assessments. The Model Chairperson will be assigned to work with four principals and Core Content Supervisors to provide supplementary content specific evaluative services at four high schools.

Funding:

Effective December 1, 2010, Race to the Top funding will support two of the four model department chairs through the end of the grant. The two positions will be in Mathematics and Science. The other two positions, Social Studies and English, will be paid out of operating funds. HCPS will sustain these positions as they will be essential to ensuring teachers are proficient in the use of the Instructional Improvement System.

Year by Year Description:

Project Year 1: ~~The new~~ Math and Science Department Chairs will be hired. Department Chairs will be assigned to work with four high schools to implement the Model Department Chair initiative including the transition to the Common Core Standards, teacher observations, and STEM content delivery.

Project Years 2- 4: Another Science chair will be hired in Year 2. Assist in school-based follow-up of EIIA ensuring teacher use of new Instructional Improvement System. Transition to new performance based observations and provide expertise in effective content delivery.

Project Name: Model Department Chairs
LEA: Harford County Public Schools
Project Number: 2

Project Details by Object

Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	2	3	3	3	
Salary	38,659	66,563	66,563	49,591	
Total	77,318	199,689	199,689	148,773	625,469

Two Model Department Chairpersons will be hired effective December 1, 2010, upon approval by MSDE. Salaries are based on HCPS teacher salary pay scale. Years 2 & 3 are full ten month salaries. Year 4, RTTT will fund 75% of salary and general funds will support the additional 25%.

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.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

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.

Supplies and Materials: Expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
supplies	2,000	2,000	2,000	2,000	8,000
item	-	-	-	-	-
Total	2,000	2,000	2,000	2,000	8,000

Years 1-4 costs associated with new employee need for computer and office supplies. Estimates for each year are: Fifteen cases of copy paper @ \$38 per case \$570; Color laser jet cartridges 4 @ \$131 per cartridge \$524; Miscellaneous supplies-- folders, pencils, pens, highlighters, paperclips, hanging folders, etc. @ \$906 per year

Project Name: Model Department Chairs
LEA: Harford County Public Schools
Project Number: 2

Project Details by Object

Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
fringe benefits	29,926	46,910	46,910	32,595	156,341
retirement	5,800	29,049	29,049	22,315	86,213
Total	35,726	75,959	75,959	54,910	242,554

Fringe benefits for two positions including FICA, unemployment insurance and health insurance.

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	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

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
indirect charges	3,175	7,826	7,826	4,445	23,272
					-
Total	3,175	7,826	7,826	4,445	23,272

Indirect charges - 3% rate is approved by MSDE. HCPS does not predict a change in the Indirect Cost Rate over the foreseeable Future (5 years).

Project Name:	Model Department Chairs
LEA:	Harford County Public Schools
Project Number:	2

Project Details by Object

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
118,219	285,474	285,474	210,128	899,295

Total costs include salaries for two FTE Model Department Chairpersons, Supplies and materials to support their work and fringe benefits.

Project Budget Summary Table

Local School System: Harford County Public Schools
Project Name: AP/SAT College Board
Associated with Criteria:
Project Number: 3

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	-	-	-	-
2. Contract Services	-	22,000	22,000	22,000	66,000
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	-	-	-	-
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	660	660	660	1,980
7. Total Costs (lines 1-6)	-	22,660	22,660	22,660	67,980

Columns (a) through (d): For each project year for which funding is requested, show the total amount requested for each applicable budget object.

Column (e): Show the total amount requested for all project years.

Local School System: Harford County Public Schools
Project Title: AP/SAT College Board
Criteria: (associated reform criteria (B) (3))
Project Number: 3

Project Budget Narrative

Project Description:

In order to ensure college readiness, HCPS will work with College Board to address our needs and identify strategies designed to increase the number of students ready for college ensuring higher quality standards and assessments. Some of those strategies could include parental outreach, AP practice exams, SAT assistance and preparation.

Funding:

Race to the Top funds will be used to contract with College Board \$22,000 for Years ~~1-4~~ 2-4. Funds will provide capacity to increase college readiness opportunities for students and will not need to be sustained after the grant period ends. **This outcome was completed using operating funds during year one.**

Year by Year Description:

Project Year 1: HCPS will contract with College Board to provide technical assistance, needs assessment and identification of specific activities to designed to increase the number of students successfully completing AP courses and taking the SAT.

Project Years 2-4: HCPS will implement activities to increase student achievement in college readiness including parental outreach and assistance with SAT preparation.

Project Name:	AP/SAT College Board
LEA:	Harford County Public Schools
Project Number:	3

Project Details by Object

Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	-	-	-	-	-
Salary	-	-	-	-	-
Total	-	-	-	-	-

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.

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.

	Year 1	Year 2*	Year 3*	Year 4*	Total
SAT/AP College Board	-	22,000	22,000	22,000	66,000
	-	-	-	-	-
Total	-	22,000	22,000	22,000	66,000

Years 1-4: Contract with College Board to provide increased school-based activities designed to increase number of students taking SAT/ACT and parental outreach initiative. Each of the four years, HCPS will allocate \$2,100 to our 10 high schools and \$1,000 to our Alternative Education Center to support the SAT/AP initiatives.

Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

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:	AP/SAT College Board
LEA:	Harford County Public Schools
Project Number:	3

Project Details by Object

Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

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.

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	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

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
indirect charges	-	660	660	660	1,980
item					-
Total	-	660	660	660	1,980

Indirect charges - 3% rate is approved by MSDE. HCPS does not predict a change in the Indirect Cost Rate over the foreseeable Future (5 years).

Project Name: AP/SAT College Board
LEA: Harford County Public Schools
Project Number: 3

Project Details by Object

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
-	22,660	22,660	22,660	67,980

<p>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.</p>
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Project Budget Summary Table					
Local School System:		Harford County Public Schools			
Project Name:		Instructional Data Specialist			
Associated with Criteria:		(C) (3) (i)			
Project Number:		4			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	36,717	68,680	68,680	51,510	225,587
2. Contract Services	-	-	-	-	-
3. Supplies and Materials					
4. Other Charges	10,589	20,558	20,558	15,419	67,124
5. Property					
6. Transfers (Indirect Costs)	1,306	2,463	2,463	1,846	8,078
7. Total Costs (lines 1-6)	48,612	91,701	91,701	68,775	300,789
<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: Harford County Public Schools
Project Title: Instructional Data Specialist
Criteria: (associated reform criteria) (C) (3) (i)
Project Number: 4

Project Budget Narrative

Project Description:

In order to fully implement the new Instructional Improvement System, and ensure that teachers are able to access timely data and resources, HCPS will hire an Instructional Data Specialist who will work under the direction of the Race to the Top Project Manager. In coordination with the Office of Technology, the new Data Specialist will work with MSDE to coordinate the implementation of data management in determining existing infrastructure needs and detail the educational technology solutions in order for HCPS teachers to use the new Instructional Improvement System. RTTT funds will allow HCPS to hire an Instructional Data Specialist who will report directly to the RTTT Project Manager, Dr. Susan Brown. This tech support person will work with the Office of Technology, Content Supervisors, the Office of Assessment Accountability (including Performance Matters) and will be assigned to assist teachers as HCPS works to transition to the new Instructional Improvement System.

Funding:

Effective December 1, 2010, Race to the Top funding will support the hiring of the Instructional Data Specialist through June 30, 2014. HCPS will identify funding through the operating budget to sustain this position after the grant ends as this position will be needed to continue to identify system needs and provide teachers with timely technical support in the proficient use of the Instructional Improvement System.

Year by Year Description:

Project Year 1: The new Instructional Data Specialist will be hired and will report to the Race to the Top Project Manager in order to ensure coordination of all projects between Office of Assessment Accountability, Office of Technology and Information Systems, schools and vendors. Immediate support will be provided for our teachers who were recently trained in the use of Performance Matters. In addition, the Data Specialist will work with MSDE and key stakeholders within HCPS to determine existing needs in order to prepare for the Educational Instructional Improvement Academies in the summer of 2011.

Project Years 2 - 4: Continue to serve as a point of contact for school assessment liaisons, central office departments related to instructional database management system and the student assessment system; assist with the analysis of assessment data; export data; monitor existing software transactions; provide training to staff as needed.

Project Name: Instructional Data Specialist
LEA: Harford County Public Schools
Project Number: 4

Project Details by Object

Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	1	1	1	1	4
Salary	36,717	68,680	68,680	51,510	225,587
Total	36,717	68,680	68,680	51,510	225,587

One Instructional Data Specialist will be hired effective December 1, 2010, upon MSDE approval, and will work through June 30, 2014. Years 2 & 3 are twelve month salaries. Year 4, the position will end June 30, 2014.

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.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

Project Name:	Instructional Data Specialist
LEA:	Harford County Public Schools
Project Number:	4

Project Details by Object

Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
fringe benefits	5,082	10,256	10,256	7,692	33,286
retirement	5,507	10,302	10,302	7,727	33,838
Total	10,589	20,558	20,558	15,419	67,124

Fringe benefits for one position including FICA, unemployment insurance and health insurance.

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	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

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
indirect charges	1,306	2,463	2,463	1,846	8,078
	-	-	-	-	-
Total	1,306	2,463	2,463	1,846	8,078

Indirect charges - 3% rate is approved by MSDE. HCPS does not predict a change in the Indirect Cost Rate over the foreseeable Future (5 years).

Project Name:	Instructional Data Specialist
LEA:	Harford County Public Schools
Project Number:	4

Project Details by Object

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
48,612	91,701	91,701	68,775	300,789

Total costs include salary to support FTE Instructional Data Specialist and fringe benefits.
--

Project Budget Summary Table					
Local School System:		Harford County Public Schools			
Project Name:		Data Systems			
Associated with Criteria:					
Project Number:		5			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	-	-	-	-
2. Contract Services	-	190,000	-	-	190,000
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	50,000	-	-	50,000
5. Property	-	110,000	-	-	110,000
6. Transfers (Indirect Costs)	-	7,200	-	-	7,200
7. Total Costs (lines 1-6)	-	357,200	-	-	357,200
<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: Harford County Public Schools
Project Title: Data Systems
Criteria: (associated reform criteria (C) (3)
Project Number: 5

Project Budget Narrative

Project Description:

HCPS will purchase eSchoolPlus, a Student Information System (SIS) in the second year of the grant. This new system is a version upgrade to HCPS existing "end of life" SIS which has no enhancement track to accommodate the data collection required by current and future state/federal reporting.

Funding:

Funding will support purchasing eSchoolPlus hardware and software and provide training for staff to use new Student Information System. The technology infrastructure will allow teachers to participate in independent professional development and HCPS will sustain the data integration system and future costs associated with this infrastructure after the RTTT funding ends.

Year by Year Description:

Project Year 2: After needs are identified in Year 1 for new Instructional Improvement System, software and hardware will be purchased and staff will be trained on new system.

Project Name:	Data Systems
LEA:	Harford County Public Schools
Project Number:	5

Project Details by Object

Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	-	-	-	-	-
Salary	-	-	-	-	-
Total	-	-	-	-	-

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.

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.

	Year 1	Year 2*	Year 3*	Year 4*	Total
eSchoolPlus software	-	165,000	-	-	165,000
eSchoolPlus	-	25,000	-	-	25,000
Total	-	190,000	-	-	190,000

Year 2: Contract with eSchoolPlus to provide software and support for new Student Information System. Estimate of costs are: (No Suggestions) Applications \$125,000; IBM Cognos 8 Base Bundle - Upgrade for impromptu or ReportNet Customers \$26,600, SunGard Learning Center \$12,900; Implementation Coordination \$12,000; and Data Conversion Services-(No Suggestions) Migrations \$13,500

Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

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:	Data Systems
LEA:	Harford County Public Schools
Project Number:	5

Project Details by Object

Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
eSchoolPlus training	-	15,000	-	-	15,000
eSchoolPlus travel	-	10,000	-	-	10,000
eSchoolPlus contingency	-	25,000	-	-	25,000
Total	-	50,000	-	-	50,000

Estimated costs to provide training for 10 staff members @ \$1,500 per person in eSchoolPlus. If the \$25,000 contingency is not needed, the funds will be used for Project 8, the Secondary School Initiative.

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
eSchoolPlus hardware	-	110,000	-	-	110,000
	-	-	-	-	-
Total	-	110,000	-	-	110,000

Year 2: Additional equipment to provide hardware to support new SIS: 1 Database Server@ \$41,350; 3 Application Servers total \$18,625 ; 3 Task Servers total \$18,625; 1 Report Writer Server @ \$6,200; 1 Installation & Setup @ 9,000; 1 Freight and Handling @ \$1,500; 1 MS SQL Server License @ \$14,700 = \$110,000

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
indirect charges	-	7,200	-	-	7,200
	-	-	-	-	-
Total	-	7,200	-	-	7,200

Indirect charges - 3% rate is approved by MSDE. HCPS does not predict a change in the Indirect Cost Rate over the foreseeable Future (5 years).

Project Name: **Data Systems**
 LEA: **Harford County Public Schools**
 Project Number: **5**

Project Details by Object

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
-	357,200	-	-	357,200

Project Year 2: Estimated costs to support purchasing eSchoolPlus.

Project Budget Summary Table					
Local School System:		Harford County Public Schools			
Project Name:		Coordinator of Teacher Induction			
Associated with Criteria:					
Project Number:		6			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	55,545	104,465	104,465	81,391	345,866
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	17,831	38,296	38,296	29,716	124,139
5. Property	16,031	-	-	-	16,031
6. Transfers (Indirect Costs)	2,115	4,283	4,283	3,333	14,014
7. Total Costs (lines 1-6)	91,522	147,044	147,044	114,440	500,050
<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: Harford County Public Schools
Project Title: Coordinator of Teacher Induction
Criteria: (associated reform criteria (D) (5))
Project Number: 6

Project Budget Narrative

Project Description:

HCPS will hire a Teacher Induction Coordinator who will report to the Coordinator of Professional and Leadership Development. The Teacher Induction Coordinator will be charged with: participating in the State's Induction Program Academies and sending HCPS mentors as allowable by the state; overseeing a comprehensive teacher induction program based on the model shared at the Teacher Induction Academies; supervise the implementation of the mentor teacher program; evaluate mentor teachers in collaboration with school administrators; collaborate with the Office of Education Services to assess school needs and to assign mentor teachers as appropriate; and serve as a liaison with MSDE.

Funding:

Effective December 1, 2010, Race to the Top funding will support the hiring of a Teacher Induction Coordinator and a .4 FTE clerical position to support the new teacher induction academy program. These positions will be supported by Race to the Top funding through June 30, 2014. It is the intent of HCPS to sustain the Coordinator of Teacher Induction position starting in the 2014-2015 school year after the RTTT funding ends.

Year by Year Description:

Project Year 1: From January-June 2011, the Teacher Induction Coordinator will work with both the Race to the Top Project Manager and Coordinator of Professional and Leadership Development to revise and expand our induction program for new teachers based on COMAR 13A.07.01, as well as lessons learned from the Teacher Induction Academy.

Project Years 2-4: Implement the new teacher induction program and oversee mentors throughout HCPS.

Project Name: Coordinator of Teacher Induction
LEA: Harford County Public Schools
Project Number: 6

Project Details by Object

Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	1	1	1	1	
Salary	50,545	92,298	92,298	69,224	
Salary-clerical	5,000	12,167	12,167	12,167	
Total	55,545	104,465	104,465	81,391	345,866

Years 1-3: One FTE Coordinator of Teacher Induction will be hired effective December 1, 2010, upon approval of MSDE. The position will be eligible for Advanced Professional Certificate with an Administrator I endorsement. A .4 FTE clerical position will also be funded to support the work of the Coordinator of Teacher Induction. In Year 4, positions will be funded through June 30, 2014. Both positions are program 16, administrative and supervisory.

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.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

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.

Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

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: Coordinator of Teacher Induction						
LEA: Harford County Public Schools						
Project Number: 6						
Project Details by Object						
Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.						
	Year 1	Year 2*	Year 3*	Year 4*	Total	
fixed costs	9,249	22,060	22,060	16,789	70,158	
retirement	7,582	13,236	13,236	9,927	43,981	
travel	1,000	3,000	3,000	3,000	10,000	
Total	17,831	38,296	38,296	29,716	124,139	
<p>Year One--Health, Life and Dental Insurance @ 13,700 * 10/12 months = \$11,421 FICA + Worker's Comp @ 7.998% * ((92,298+12,167) * (10/12)) = \$7,125 Retirement @ 14.36% * (92,298 * 10/12) = 11,030.</p> <p>Years 2-4 Health, Life and Dental Insurance @ 13,700 FICA + Worker's Comp @ 7.998% * (92,298+12,167 = \$8,355 Retirement @ 14.36% * 92,298 = 13,241. Travel: Employee office location @ Alternative Education Center reimbursement for travel to schools, meetings at MSDE & conferences estimated at 500 miles per month @ .50 a mile = \$250 per month x 12 months = \$3,000.</p>						
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	
2 Laptops	3,000	-	-	-	3,000	
1 Desktop	1,000	-	-	-	1,000	
1 Laser Printer	500	-	-	-	500	
1 Color Copier	1,600	-	-	-	1,600	
3 Cubicles, Desks & Chairs	7,500	-	-	-	7,500	
2 Filing Cabinets	1,000	-	-	-	1,000	
Installation of phones, phone lines and data lines	1,431	-	-	-	1,431	
Total	16,031	-	-	-	16,031	
Year 1: Purchasing 2 desks, laptops, printers and phones to support new Coordinator of Teacher Induction and part time clerical position.						

Project Name: Coordinator of Teacher Induction					
LEA: Harford County Public Schools					
Project Number: 6					
Project Details by Object					
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
indirect costs	2,115	4,283	4,283	3,333	14,014
item	-	-	-	-	-
Total	2,115	4,283	4,283	3,333	14,014
Indirect charges - 3% rate is approved by MSDE. HCPS does not predict a change in the Indirect Cost Rate over the foreseeable Future (5 years).					

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
91,522	147,044	147,044	114,440	500,050

Project Year 1: HCPS will fund a FTE Coordinator of Teacher Induction who will be supported by a .4 FTE clerical position. Property will be purchased to provide desks and computers for staff.

Project Years 2 - 4: Funds will be used to support the Coordinator of Teacher Induction and .4 FTE clerical position through June 30, 2010.

Project Budget Summary Table					
Local School System:		Harford County Public Schools			
Project Name:		Educator Instructional Improvement Academies			
Associated with Criteria:					
Project Number:		7			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	22,800	105,783	105,783	105,783	340,149
2. Contract Services	-	-	-	-	-
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	1,823	8,461	8,461	8,461	27,206
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	739	3,427	3,427	3,427	11,020
7. Total Costs (lines 1-6)	25,362	117,671	117,671	117,671	378,375
<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: Harford County Public Schools
Project Title: Educator Instructional Improvement Academies
Criteria: (associated reform criteria (D) (5)
Project Number: 7

Project Budget Narrative

Project Description:

HCPS will ensure all 53 schools send teams to participate in the Educator Instructional Improvement Academies. These teams will be identified by the RTTT Project Manager in concert with the Executive Directors of Middle School and High School Performance. As follow up from the EIIA, secondary school-based teams will identify additional key staff unable to attend the academy and train them in the information presented. These staff will be core content teachers and/or special educators. Throughout all four years of the grant, all teachers will be trained in the new Instructional Improvement System.

Funding:

Race to the Top funding will provide stipends for 2 additional Master Teachers in each secondary school to be trained in the EIIA model and assist in the teacher use of the Instructional Improvement System. Funds will also provide substitutes (one sub per 2 teachers) so that teachers can attend 3 hours of professional development during the school year.

Year by Year Description:

Project Years 1 - 4: In September 2011, secondary Master Teachers will be paid to provide additional support for the "roll out" of the Instructional Improvement System in their schools.
Project Years 2 - 4: Substitute teachers will be available so that all HCPS classroom teachers can receive professional development during the school day in the information presented at the EIIA.

Project Name:	Educator Instructional Improvement Academies
LEA:	Harford County Public Schools
Project Number:	7

Project Details by Object

Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	-	-	-	-	-
Salary	-	-	-	-	-
Subs for PD- Elem Teachers (972/2 @ \$95)	-	46,170	46,170	46,170	138,510
Subs for PD Middle + High Core + SE (775/2 @ \$95)	-	36,813	36,813	36,813	110,439
EIA stipends	22,800	22,800	22,800	22,800	91,200
Total	22,800	105,783	105,783	105,783	340,149

Years 1 - 4: professional development days for two secondary teachers per school who will assist with EIA implementation (elementary will have pd days scheduled into the regular calendar) 19 schools x 2 teachers x 5 days x \$120 negotiated rate = \$22,800 per year x 4 years = \$91,200
 Years 2 - 4: One substitute for two teachers - Teachers will have three hours of professional development on the use IIS.

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.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

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.

Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

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: Educator Instructional Improvement Academies
LEA: Harford County Public Schools
Project Number: 7

Project Details by Object

Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FICA + Workman's	1,823	8,461	8,461	8,461	27,206
item	-	-	-	-	-
Total	1,823	8,461	8,461	8,461	27,206

Year 1: FICA + Workman's Comp for teacher stipends. Years 2-4: FICA + Workman's Comp for Substitute Teachers.

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	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

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
indirect costs	739	3,427	3,427	3,427	11,020
item	-	-	-	-	-
Total	739	3,427	3,427	3,427	11,020

Indirect charges - 3% rate is approved by MSDE. HCPS does not predict a change in the Indirect Cost Rate over the foreseeable Future (5 years).

Project Name: Educator Instructional Improvement Academies
LEA: Harford County Public Schools
Project Number: 7

Project Details by Object

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
25,362	117,671	117,671	117,671	378,375

Project supports school- implementation of EIIA providing stipends and substitutes for teachers throughout four years of the grant.

Project Budget Summary Table					
Local School System:		Harford County Public Schools			
Project Name:		Secondary School Improvement Initiative			
Associated with Criteria:					
Project Number:		8			
Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Total (e)
1. Salaries and Wages	-	-	-	-	-
2. Contract Services	-	49,000	-	-	49,000
3. Supplies and Materials	-	-	-	-	-
4. Other Charges	-	-	-	-	-
5. Property	-	-	-	-	-
6. Transfers (Indirect Costs)	-	1,470	-	-	1,470
7. Total Costs (lines 1-6)	-	50,470	-	-	50,470
<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: Harford County Public Schools
Project Title: Secondary School Improvement Initiative
Criteria: (associated reform criteria E
Project Number: 8

Project Budget Narrative

Project Description:

The RTTT Project Manager, Executive Directors of Secondary School Performance, the Executive Director of Community Engagement and Cultural Proficiency, and the Coordinator of School Improvement will plan and implement secondary school improvement initiatives during year two of the Race to the Top grant. The HCPS Coordinator of School Improvement will use lessons learned through the State Breakthrough model and replicate those efforts in our secondary schools which could include Positive Behavioral Interventions and Supports (PBIS), Classroom-Focused Improvement Process (CFIP), Performance Matters, the new Instructional Improvement System, and STEM. Activities will be implemented after reviewing School Improvement plans.

Funding:

Funding will support initiatives described above. A full plan will be determined after a needs assessment is conducted during Year 1 of the grant by RTTT Project Manager and Coordinator of School Improvement. After Race to the Top funding ends, HCPS will continue to identify resources to support targeted interventions and supports for schools in improvement.

Year by Year Description:

Project Year 1: RTTT Project Manager, the Executive Directors of Secondary School Performance and the Coordinator of School Improvement to identify needs and outline a plan for a secondary school initiative (no funds will be requested in the first year).

Project Years 2 - 4: Implement specific initiatives designed to increase student performance at secondary schools in improvement status. Consultants will be hired to work with the eleven secondary schools in improvement to implement the initiatives identified by the RTTT Project Manager, the Executive Directors of Secondary School Performance and the Coordinator of School Improvement.

Project Name: Secondary School Improvement Initiative
LEA: Harford County Public Schools
Project Number: 8

Project Details by Object

Salaries and Wages: provide a brief description of the salaries and wages included with this project. Please provide information by employee classification. If necessary, repeat the FTE table for each classification. Include the number of FTE multiplied by the annual salary for each year.

	Year 1	Year 2*	Year 3*	Year 4*	Total
FTE	-	-	-	-	-
Salary	-	-	-	-	-
Total	-	-	-	-	-

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.

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.

	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	49,000	-	-	49,000
item	-	-	-	-	-
Total	-	49,000	-	-	49,000

Year 1: No funding required. Years 2-4: Specific expenditures for our secondary schools in improvement will be determined based on identified needs during Year 1 of the planning year . It is anticipated that these activities will require contracted services to provide professional development and support. Consultants will be hired to work with the eleven secondary schools schools in improvement to implement the initiatives identified by the RTTT Project Manager, the Executive Directors of Secondary School Performance and the Coordinator of School Improvement. Each of the eleven schools will be allocated \$4,455 for a total of \$49,000. No additional consultants are anticipated for Years 3-4; however, HCPS will continue to support the initiatives identified in Years 1-2.

Supplies and Materials: expenditures for articles or materials which meet one or more of the conditions outlined on page 66 of the Local Financial Reporting Manual. Please provide a brief description of the supplies and materials included with this project. In the table below, please itemize the supplies and materials. Add rows if necessary.

Project Name:	Secondary School Improvement Initiative
LEA:	Harford County Public Schools
Project Number:	8

Project Details by Object					
	Year 1	Year 2*	Year 3*	Year 4*	Total
item	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

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.

Other Charges: expenditures for employee benefits and other miscellaneous expenditures that cannot be classified elsewhere. Please provide a brief description of the other charges included in this project. In the table below, please itemize the other charges. USDE guidance requires specificity for this item. Add rows if necessary.

	Year 1	Year 2*	Year 3*	Year 4*	Total
secondary school initiative	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

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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	-	-	-	-	-
item	-	-	-	-	-
Total	-	-	-	-	-

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: Secondary School Improvement Initiative
LEA: Harford County Public Schools
Project Number: 8

Project Details by Object

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
indirect charges	-	1,470	-	-	1,470
item	-	-	-	-	-
Total		1,470	-	-	1,470

Indirect charges - 3% rate is approved by MSDE. HCPS does not predict a change in the Indirect Cost Rate over the foreseeable Future (5 years).

Total Project Costs

Year 1	Year 2*	Year 3*	Year 4*	Total
-	50,470	-	-	50,470

Funds will support implementation of a secondary school improvement initiative. Activities will be determined based on Year 1 needs assessment.

Table 2.1: Maryland School Assessment Performance Results - Reading - Elementary

Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	8508	7620	89.6	8336	7486	89.8	8452	7657	90.6	4475	3931	87.8	4365	3829	87.7	4449	3934	88.4	4033	3689	91.5	3971	3657	92.1	4003	3723	93.0
Hispanic/Latino of any race							448	390	87.1							221	188	85.1							227	202	89.0
American Indian or Alaska Native							27	23	85.2							11	10	90.9							16	13	81.3
Asian									>=95							154	146	94.8									>=95
Black or African American							1502	1192	79.4							773	577	74.6							729	615	84.4
Native Hawaiian or Other Pacific Islander							12	9	75.0							*	*	*									>=95
White							5733	5384	93.9							3047	2817	92.5									>=95
Two or more races							446	385	86.3							239	195	81.6							207	190	91.8
Special Education	1226	865	70.6	1123	763	67.9	1154	834	72.3	820	584	71.2	752	512	68.1	784	555	70.8	406	281	69.2	371	251	67.7	370	279	75.4
Limited English Proficient (LEP)	124	87	70.2	125	100	80.0	116	91	78.4	72	54	75.0	71	58	81.7	65	50	76.9	52	33	63.5	54	42	77.8	51	41	80.4
Free/Reduced Meals (FARMS)	2178	1693	77.7	2396	1928	80.5	2553	2067	81.0	1155	861	74.5	1220	948	77.7	1308	1029	78.7	1023	832	81.3	1176	980	83.3	1245	1038	83.4

Table 2.2: Maryland School Assessment Performance Results - Reading - Middle

Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	8859	7670	86.6	8816	7716	87.5	8618	7555	87.7	4455	3716	83.4	4480	3767	84.1	4493	3818	85.0	4404	3954	89.8	4336	3949	91.1	4125	3737	90.6
Hispanic/Latino of any race							446	398	89.2							219	186	84.9							227	212	93.4
American Indian or Alaska Native							31	24	77.4							15	12	80.0							16	12	75.0
Asian							266	247	92.9							122	110	90.2									>=95
Black or African American							1515	1141	75.3							814	576	70.8							701	565	80.6
Native Hawaiian or Other Pacific Islander							13	10	76.9							8	6	75.0							5	4	80.0
White							5954	5390	90.5							3117	2755	88.4							2837	2635	92.9
Two or more races							393	345	87.8							198	173	87.4							195	172	88.2
Special Education	1192	662	55.5	1147	683	59.5	1104	617	55.9	776	419	54.0	761	446	58.6	747	412	55.2	416	243	58.4	386	237	61.4	357	205	57.4
Limited English Proficient (LEP)	56	31	55.4	56	27	48.2	37	24	64.9	25	14	56.0	26	9	34.6	19	10	52.6	31	17	54.8	30	18	60.0	18	14	77.8
Free/Reduced Meals (FARMS)	2027	1497	73.9	2266	1734	76.5	2350	1793	76.3	1024	713	69.6	1172	836	71.3	1260	914	72.5	1003	784	78.2	1094	898	82.1	1090	879	80.6

Table 2.3: Maryland High School Assessment Performance Results - Reading - High (English II)

Subgroup	All Students									Male									Female									
	2009			2010			2011			2009			2010			2011			2009			2010			2011			
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	
All Students	2577	2218	86.1	2714	2186	80.5	2687	2266	84.3	1263	1020	80.8	1373	1029	74.9	1351	1082	80.1	1314	1198	91.2	1341	1157	86.3	1336	1184	88.6	
Hispanic/Latino of any race							115	89	77.4							55	41	74.5							60	48	80.0	
American Indian or Alaska Native							15	14	93.3							*	*	*							*	*	*	
Asian							*	*	*							*	*	*							*	*	*	
Black or African American							484	335	69.2							252	160	63.5							232	175	75.4	
Native Hawaiian or Other Pacific Islander							*	*	*							*	*	*							*	*	*	
White							1939	1709	88.1							967	814	84.2							972	895	92.1	
Two or more races							80	67	83.8							44	35	79.5							36	32	88.9	
Special Education	194	101	52.1	265	113	42.6	270	127	47.0	134	64	47.8	168	66	39.3	186	83	44.6	60	37	61.7	97	46	47.4	84	44	52.4	
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	431	316	73.3	434	303	69.8	528	381	72.2	147	102	69.4	204	134	65.7	264	179	67.8	170	134	78.8	230	169	73.5	264	202	76.5	

Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	8505	7537	88.6	8336	7428	89.1	8454	7519	88.9	4474	3948	88.2	4365	3842	88.0	4450	3928	88.3	4031	3589	89.0	3971	3586	90.3	4004	3591	89.7
Hispanic/Latino of any race							448	384	85.7							221	189	85.5							227	195	85.9
American Indian or Alaska Native							27	23	85.2							11	10	90.9							16	13	81.3
Asian									>=95							154	146	94.8									>=95
Black or African American							1501	1156	77.0							772	588	76.2							729	568	77.9
Native Hawaiian or Other Pacific Islander							12	9	75.0							*	*	*							8	7	87.5
White							5736	5293	92.3							3049	2794	91.6							2687	2499	93.0
Two or more races							446	382	85.7							239	199	83.3							207	183	88.4
Special Education	1225	769	62.8	1126	697	61.9	1154	710	61.5	820	546	66.6	753	475	63.1	784	499	63.6	405	223	55.1	373	222	59.5	370	211	57.0
Limited English Proficient (LEP)	124	99	79.8	125	101	80.8	116	90	77.6	72	58	80.6	71	56	78.9	65	50	76.9	52	41	78.8	54	45	83.3	51	40	78.4
Free/Reduced Meals (FARMS)	2177	1674	76.9	2397	1892	78.9	2553	1989	77.9	1155	871	75.4	1219	956	78.4	1308	1019	77.9	1022	803	78.6	1178	936	79.5	1245	970	77.9

Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	8855	6617	74.7	8814	6767	76.8	8619	6761	78.4	4452	3256	73.1	4478	3341	74.6	4493	3447	76.7	4403	3361	76.3	4336	3426	79.0	4126	3314	80.3
Hispanic/Latino of any race							446	335	75.1							219	157	71.7							227	178	78.4
American Indian or Alaska Native							31	22	71.0							15	11	73.3							16	11	68.8
Asian							266	247	92.9							122	113	92.6							144	134	93.1
Black or African American							1517	941	62.0							816	475	58.2							701	466	66.5
Native Hawaiian or Other Pacific Islander							13	10	76.9							*	*	75.0							*	*	*
White							5953	4920	82.6							3115	2543	81.6							2838	2377	83.8
Two or more races							393	286	72.8							198	142	71.7							195	144	73.8
Special Education	1187	427	36.0	1143	436	38.1	1103	417	37.8	772	293	38.0	757	293	38.7	747	282	37.8	415	134	32.3	386	143	37.0	356	135	37.9
Limited English Proficient (LEP)	56	27	48.2	56	27	48.2	37	18	48.6	25	10	40.0	26	14	53.8	19	*	42.1	31	17	54.8	30	13	43.3	18	10	55.6
Free/Reduced Meals (FARMS)	2023	1125	55.6	2263	1332	58.9	2354	1460	62.0	1023	557	54.4	1170	659	56.3	1263	758	60.0	1000	568	56.8	1093	673	61.6	1091	702	64.3

Subgroup	All Students									Male									Female									
	2009			2010			2011			2009			2010			2011			2009			2010			2011			
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	
All Students	2546	2345	92.1	2700	2456	91.0	2678	2395	89.4				1379	1254	90.9	1353	1192	88.1				1321	1202	91.0	1325	1203	90.8	
Hispanic/Latino of any race							117	99	84.6							58	47	81.0							59	52	88.1	
American Indian or Alaska Native							17	16	94.1							*	*	*							*	*	*	
Asian							*	*	*							*	*	*							*	*	*	
Black or African American							487	379	77.8							252	189	75.0							235	190	80.9	
Native Hawaiian or Other Pacific Islander							*	*	*							*	*	*							*	*	*	
White							1925	1778	92.4							967	884	91.4							958	894	93.3	
Two or more races							79	71	89.9							44	40	90.9							35	31	88.6	
Special Education	199	120	60.3	284	151	53.2	310	159	51.3	~	~	~	134	86	64.2	215	110	51.2	~	~	~	101	45	44.6	95	49	51.6	
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	314	263	83.8	436	361	82.8	525	440	83.8	~	~	~	232	181	78.0	260	220	84.6	~	~	~	204	180	88.2	265	220	83.0	

* Indicates fewer than 10 students
 ~ Indicates the data is not available

Table 2.7: Maryland School Assessment Performance Results - Science - Elementary (Grade 5)

Subgroup	All Students									Male									Female								
	2009			2010			2011			2009			2010			2011			2009			2010			2011		
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.
All Students	2889	2099	72.7	2765	2092	75.7	2891	2231	77.2	1514	1105	73.0	1441	1100	76.3	1535	1188	77.4	1375	994	72.3	1324	992	74.9	1356	1043	76.9
Hispanic/Latino of any race							125	87	69.6							64	45	70.3							61	42	68.9
American Indian or Alaska Native							10	5	50.0							*	*	*							7	4	57.1
Asian							97	83	85.6							60	51	85.0							37	32	86.5
Black or African American							507	282	55.6							256	140	54.7							251	142	56.6
Native Hawaiian or Other Pacific Islander							7	3	42.9							*	*	*							*	*	*
White							2006	1662	82.9							1076	895	83.2							930	767	82.5
Two or more races							139	109	78.4							73	55	75.3							66	54	81.8
Special Education	448	183	40.8	383	154	40.2	412	171	41.5	299	133	44.5	254	120	47.2	279	123	44.1	149	50	33.6	129	34	26.4	133	48	36.1
Limited English Proficient (LEP)	36	13	36.1	31	6	19.4	32	13	40.6	23	8	34.8	13	3	23.1	18	8	44.4	13	5	38.5	18	3	16.7	14	5	35.7
Free/Reduced Meals (FARMS)	725	360	49.7	748	413	55.2	814	487	59.8	402	205	51.0	380	212	55.8	411	250	60.8	323	155	48.0	368	201	54.6	403	237	58.8

Table 2.8: Maryland School Assessment Performance Results - Science - Middle (Grade 8)

Subgroup	All Students									Male									Female									
	2009			2010			2011			2009			2010			2011			2009			2010			2011			
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	
All Students	3018	2336	77.4	2951	2341	79.3	2898	2354	81.2	1538	1214	78.9	1440	1138	79.0	1482	1200	81.0	1480	1122	75.8	1511	1203	79.6	1416	1154	81.5	
Hispanic/Latino of any race							153	126	82.4							72	61	84.7							81	65	80.2	
American Indian or Alaska Native							11	9	81.8							*	*	>=95							10	8	80.0	
Asian							84	71	84.5							37	32	86.5							47	39	83.0	
Black or African American							493	301	61.1							255	141	55.3							238	160	67.2	
Native Hawaiian or Other Pacific Islander									>=95							*	*	>=95									>=95	
White							2015	1738	86.3							1048	909	86.7							967	829	85.7	
Two or more races							137	104	75.9							65	52	80.0							72	52	72.2	
Special Education	354	128	36.2	340	143	42.1	351	134	38.2	221	95	43.0	227	109	48.0	235	107	45.5	133	33	24.8	113	34	30.1	116	27	23.3	
Limited English Proficient (LEP)	26	8	30.8	19	3	15.8	13	4	30.8	10	5	50.0	9	3	33.3			<=5	16	3	18.8				<=5	9	4	44.4
Free/Reduced Meals (FARMS)	671	386	57.5	700	428	61.1	741	468	63.2	329	197	59.9	335	201	60.0	394	255	64.7	342	189	55.3	365	227	62.2	347	213	61.4	

Table 2.9: Maryland High School Assessment Performance Results - Science - High (Biology)

Subgroup	All Students									Male									Female									
	2009			2010			2011			2009			2010			2011			2009			2010			2011			
	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	# Tested	# Prof.	% Prof.	
All Students	2571	2294	89.2	2710	2351	86.8	2696	2322	86.1	1258	1131	89.9	1373	1196	87.1	1364	1173	86.0	1313	1163	88.6	1337	1155	86.4	1332	1149	86.3	
Hispanic/Latino of any race							115	100	87.0							56	51	91.1							59	49	83.1	
American Indian or Alaska Native							15	14	93.3							*	*	*							*	*	*	
Asian							*	*	*							*	*	*							*	*	*	
Black or African American							489	330	67.5							255	172	67.5							234	158	67.5	
Native Hawaiian or Other Pacific Islander							*	*	*							*	*	*							*	*	*	
White							1944	1764	90.7							976	880	90.2							968	884	91.3	
Two or more races							79	63	79.7							44	38	86.4							35	25	71.4	
Special Education	199	121	60.1	268	155	57.8	284	147	51.8	134	90	67.2	169	105	62.1	200	106	53.0	65	31	47.7	99	50	50.5	84	41	48.8	
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	312	253	81.1	439	328	74.7	524	401	76.5	142	118	83.1	207	156	75.4	261	207	79.3	170	135	79.4	232	172	74.1	263	194	73.8	

Table 3.1: HSA Test Participation and Status - English 2010																					
Population: All 10th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2843	77.6	2207	18.9	536	3.5	100	1381	73.6	1016	23.0	318	3.4	47	1462	81.5	1191	14.9	218	3.6	53
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	281	36.7	103	56.6	159	6.8	19	185	36.8	68	56.8	105	6.5	12	96	36.5	35	56.3	54	7.3	7
Limited English Proficient (LEP)	24	20.8	5	37.5	9	41.7	10	12	25.0	3	41.7	5	33.3	4	12	16.7	2	33.3	4	50.0	6
Free/Reduced Meals (FARMS)	617	53.5	330	36.8	227	9.7	60	301	48.2	145	41.9	126	10.0	30	316	58.5	185	32.0	101	9.5	30

Table 3.2: HSA Test Participation and Status - English 2010																					
Population: All 11th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2598	85.8	2229	13.9	360	0.3	9	1284	82.5	1059	17.2	221	0.3	4	1314	89.0	1170	10.6	139	0.4	5
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	228	53.5	122	46.1	105	0.4	1	153	51.0	78	48.4	74	0.7	1	75	58.7	44	41.3	31	0.0	0
Limited English Proficient (LEP)	8	50.0	4	37.5	3	12.5	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	483	70.6	341	28.6	138	0.8	4	236	66.1	156	33.1	78	0.8	2	247	74.9	185	24.3	60	0.8	2

Table 3.3: HSA Test Participation and Status - Algebra/Data Analysis 2010																					
Population: All 10th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2775	86.3	2395	10.3	285	3.4	95	1356	86.7	1176	9.5	129	3.8	51	1419	85.9	1219	11.0	156	3.1	44
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	281	57.7	162	30.6	86	11.7	33	185	60.5	112	28.6	53	10.8	20	96	52.1	50	34.4	33	13.5	13
Limited English Proficient (LEP)	24	41.7	10	20.8	5	37.5	9	12	50.0	6	33.3	4	16.7	2	12	33.3	4	8.3	1	58.3	7
Free/Reduced Meals (FARMS)	606	70.6	428	21.6	131	7.8	47	297	74.7	222	16.5	49	8.8	26	309	66.7	206	26.5	82	6.8	21

Table 3.4: HSA Test Participation and Status - Algebra/Data Analysis 2010																					
Population: All 11th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2539	92.7	2353	7.1	180	0.2	6	1251	92.6	1159	7.1	89	0.2	3	1288	92.7	1194	7.1	91	0.2	3
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	230	70.0	161	29.1	67	0.9	2	154	72.7	112	26.0	40	1.3	2	76	64.5	49	35.5	27	0.0	0
Limited English Proficient (LEP)	7	71.4	5	28.6	2	0.0	0	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	480	84.2	404	15.8	76	0.0	0	233	84.5	197	15.5	36	0.0	0	247	83.8	207	16.2	40	0.0	0

Table 3.5: HSA Test Participation and Status - Biology 2010																					
Population: All 10th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2818	80.1	2257	16.3	458	3.7	103	1377	81.9	1128	14.5	199	3.6	50	1441	78.3	1129	18.0	259	3.7	53
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	282	49.6	140	42.6	120	7.8	22	186	52.7	98	38.7	72	8.6	16	96	43.8	42	50.0	48	6.3	6
Limited English Proficient (LEP)	24	29.2	7	20.8	5	50.0	12	12	41.7	5	25.0	3	33.3	4	12	16.7	2	16.7	2	66.7	8
Free/Reduced Meals (FARMS)	612	60.8	372	29.9	183	9.3	57	301	67.8	204	24.9	75	7.3	22	311	54.0	168	34.7	108	11.3	35

Table 3.6: HSA Test Participation and Status - Biology 2010																					
Population: All 11th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2585	88.5	2288	11.3	291	0.2	6	1277	88.6	1132	11.1	142	0.2	3	1308	88.4	1156	11.4	149	0.2	3
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	229	62.4	143	37.1	85	0.4	1	153	64.1	98	35.3	54	0.7	1	76	59.2	45	40.8	31	0.0	0
Limited English Proficient (LEP)	8	50.0	4	37.5	3	12.5	1	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	484	76.4	370	23.1	112	0.4	2	237	77.2	183	21.9	52	0.8	2	247	75.7	187	24.3	60	0.0	0

Table 3.7: HSA Test Participation and Status - Government 2010																					
Population: All 10th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2843	88.1	2506	10.7	303	1.2	34	1382	88.8	1227	10.4	144	0.8	11	1461	87.5	1279	10.9	159	1.6	23
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	281	65.5	184	33.8	95	0.7	2	184	70.1	129	29.9	55	0.0	0	97	56.7	55	41.2	40	2.1	2
Limited English Proficient (LEP)	24	50.0	12	20.8	5	29.2	7	12	58.3	7	25.0	3	16.7	2	12	41.7	5	16.7	2	41.7	5
Free/Reduced Meals (FARMS)	618	73.3	453	24.1	149	2.6	16	302	75.5	228	23.2	70	1.3	4	316	71.2	225	25.0	79	3.8	12

Table 3.8: HSA Test Participation and Status - Government 2010																					
Population: All 11th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2670	93.3	2491	6.0	159	0.7	20	1312	94.4	1238	5.2	68	0.5	6	1358	92.3	1253	6.7	91	1.0	14
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	232	79.7	185	19.4	45	0.9	2	154	83.1	128	16.2	25	0.6	1	78	73.1	57	25.6	20	1.3	1
Limited English Proficient (LEP)	8	37.5	3	25.0	2	37.5	3	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	496	83.1	412	15.7	78	1.2	6	239	85.4	204	14.6	35	0.0	0	257	80.9	208	16.7	43	2.3	6

Table 3.9: Graduates Who Met the High School Assessment (HSA) Graduation Requirement by Option														
	School Year	Enrolled #	HSA Graduation Requirement Options								Total			
			Passing Scores on Four HSAs		1602 Option		Bridge Projects		Waivers		Met		Not Met	
			#	%	#	%	#	%	#	%	#	%	#	%
All Students	2008-2009	2541	2041	80.3	433	17.0		<=5		<=5		>=95	*	<=5
	2009-2010	2676	2025	75.7	538	20.1		<=5		<=5		>=95	*	<=5
	2010-2011	2689	2084	77.5	467	17.4		<=5		<=5		>=95		<=5
Male	2008-2009													
	2009-2010													
	2010-2011	1327	1007	75.9	250	18.8		<=5	*	<=5		>=95	*	<=5
Female	2008-2009													
	2009-2010													
	2010-2011	1362	1077	79.1	217	15.9		<=5	*	<=5		>=95	*	<=5

Table 3.10: Bridge Projects Passed						
	School Year	Algebra	Biology	English	Government	Total
		#	#	#	#	#
All Students	2008-2009	43	41	38	20	142
	2009-2010	101	119	152	77	449
	2010-2011	133	175	165	113	586
Male	2008-2009					
	2009-2010					
	2010-2011	66	85	82	43	276
Female	2008-2009					
	2009-2010					
	2010-2011	67	90	83	70	310

Table 3.11: Rising Seniors Who Have Not Yet Met the Graduation Requirement														
	School Year	Enrolled	Met		Not Yet Met								Total	
					Needing to Pass 4		Needing to Pass 3		Needing to Pass 2		Needing to Pass 1			
			#	#	%	#	%	#	%	#	%	#	%	#
All Students	2009-2010	2672	2488	93.1	51	1.9	54	2.0	50	1.9	29	1.1	184	6.9
	2010-2011	2686	2517	93.7	35	1.3	57	2.1	44	1.6	33	1.3	169	6.3
	2011-2012	2715	2500	92.1	65	2.4	63	2.3	47	1.7	40	1.5	215	7.9
Male	2009-2010													
	2010-2011													
	2011-2012	1328	1220	91.9	28	2.1	33	2.5	22	1.7	25	1.9	108	8.1
Female	2009-2010													
	2010-2011													
	2011-2012	1387	1280	92.3	37	2.7	30	2.2	25	1.8	15	1.1	107	7.7

Table 3.12: HSA Test Participation and Status - English 2010																					
Population: All 12th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2577	83.2	2145	16.7	431	0.0	1	1284	77.9	1000	22.0	283	0.1	1	1293	88.6	1145	11.4	148	0.0	0
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	192	49.0	94	51.0	98	0.0	0	125	43.2	54	56.8	71	0.0	0	67	59.7	40	40.3	27	0.0	0
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	401	73.1	293	26.9	108	0.0	0	189	68.3	129	31.7	60	0.0	0	212	77.4	164	22.6	48	0.0	0

Table 3.13: HSA Test Participation and Status - Algebra/Data Analysis 2010																					
Population: All 12th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2545	93.7	2385	6.2	159	0.0	1	1276	94.2	1202	5.7	73	0.1	1	1269	93.2	1183	6.8	86	0.0	0
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	192	71.4	137	28.6	55	0.0	0	125	76.8	96	23.2	29	0.0	0	67	61.2	41	38.8	26	0.0	0
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	396	86.6	343	13.4	53	0.0	0	187	90.9	170	9.1	17	0.0	0	209	82.8	173	17.2	36	0.0	0

Table 3.14: HSA Test Participation and Status - Biology 2010																					
Population: All 12th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2572	89.1	2292	10.8	279	0.0	1	1284	89.5	1149	10.4	134	0.1	1	1288	88.7	1143	11.3	145	0.0	0
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	192	67.7	130	32.3	62	0.0	0	125	72.8	91	27.2	34	0.0	0	67	58.2	39	41.8	28	0.0	0
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	402	77.9	313	22.1	89	0.0	0	190	78.4	149	21.6	41	0.0	0	212	77.4	164	22.6	48	0.0	0

Table 3.15: HSA Test Participation and Status - Government 2010																					
Population: All 12th Grade Students																					
Subgroup	All Students							Male							Female						
	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken	Number of Students	% Taken and Passed	Number Passed	% Taken and Not Passed	Number Not Passed	% Not Taken	Number Not Taken
All Students	2657	95.5	2537	4.5	119	0.0	1	1326	94.9	1259	5.0	66	0.1	1	1331	96.0	1278	4.0	53	0.0	0
Hispanic/Latino of any race																					
American Indian or Alaska Native																					
Asian																					
Black or African American																					
Native Hawaiian or Other Pacific Islander																					
White																					
Two or more races																					
Special Education	196	85.2	167	14.8	29	0.0	0	127	84.3	107	15.7	20	0.0	0	69	87.0	60	13.0	9	0.0	0
Limited English Proficient (LEP)	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	414	89.9	372	10.1	42	0.0	0	194	89.7	174	10.3	20	0.0	0	220	90.0	198	10.0	22	0.0	0

Table 4.1: System AMAO I, 2010-2011			
	N	Number Who Met	%
Total	373	290	77.8

Table 4.2: System AMAO II, 2010-2011*			
	N	Number Who Met Target	%
Total	427	107	25.1

Note: In order for a local school system to meet the System AMAO I, 2010-2011, **at least 60%** of students must make a 15 scale score point increase on the 2011 LAS administration as compared to last year's administration.

***Note:** In order for a local school system to meet the System AMAO II, 2010-2011, **at least 17%** of students must meet grade-specific targets for English Language Proficiency.

Table 4.3: System AMAO 3, 2010-2011				
AYP Status for Limited English Proficient Students				
	Reading		Mathematics	
	% Proficient	Participation Rate	% Proficient	Participation Rate
2008	MET	MET	MET	MET
2009	MET	MET	MET	MET
2010	MET	MET	MET	
2011	MET	MET	MET	MET

Indicate **MET** or **NOT MET** for each column.

Table 5.3: Number of All Schools in Improvement												
	2005-2006 Level of Improvement (based on 2005 AYP)					Exiting in 2005	2006-2007 Level of Improvement (based on 2006 AYP)					Exiting in 2006
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools			1					1				
Middle Schools	2	1						1				2
High Schools	2						1	1				
Special Placement Schools												
Total	4	1	1	0	0	0	1	1	2	0	0	2
	2007-2008 Level of Improvement (based on 2007 AYP)					Exiting in 2007	2008-2009 Level of Improvement (based on 2008 AYP)					Exiting in 2008
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools						1						
Middle Schools				1			1			1		
High Schools	1	1	1				1	1		1		
Special Placement Schools												
Total	1	1	1	1	0	1	2	1	0	1	1	0
	2009-2010 Level of Improvement (based on 2009 AYP)					Exiting in 2009	2010-2011 Level of Improvement (based on 2010 AYP)					Exiting in 2010
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools							2					
Middle Schools	3				1		1	2				1
High Schools		2		1								
Special Placement Schools												
Total	3	2	0	1	1	0	3	2	0	0	0	1
	2011-2012 Level of Improvement (based on 2011 AYP)					Exiting in 2011	2012-2013 Level of Improvement (based on 2012 AYP)					Exiting in 2012
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools		2										
Middle Schools	1	1	2									
High Schools	1		1		1	1						
Special Placement Schools												
Total	2	3	3	0	1	1						

Table 5.4: Number of Title I Schools in Improvement												
	2005-2006 Level of Improvement (based on 2005 AYP)					Exiting in 2005	2006-2007 Level of Improvement (based on 2006 AYP)					Exiting in 2006
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	0	0	1	0	0	0			1	0	0	0
Middle Schools												
High Schools												
Special Placement Schools												
Total	0	0	1	0	0	0	0	0	1	0	0	0
	2007-2008 Level of Improvement (based on 2007 AYP)					Exiting in 2007	2008-2009 Level of Improvement (based on 2008 AYP)					Exiting in 2008
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	0	0	0	0	0	1	0	0	0	0	0	0
Middle Schools												
High Schools												
Special Placement Schools												
Total	0	0	0	0	0	1	0	0	0	0	0	0
	2009-2010 Level of Improvement (based on 2009 AYP)					Exiting in 2009	2010-2011 Level of Improvement (based on 2010 AYP)					Exiting in 2010
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	0	0	0	0	0	0	2	0	0	0	0	0
Middle Schools												
High Schools												
Special Placement Schools												
Total	0	0	0	0	0	0	2	0	0	0	0	0
	2011-2012 Level of Improvement (based on 2011 AYP)					Exiting in 2011	2012-2013 Level of Improvement (based on 2012 AYP)					Exiting in 2012
	Developing Needs			Priority Needs			Developing Needs			Priority Needs		
	Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation		Year 1	Year 2	CA	Restructuring Planning	Restructuring Implementation	
Elementary Schools	0	2	0	0	0	0						
Middle Schools												
High Schools												
Special Placement Schools												
Total	0	2	0	0	0	0						

Table 5.5: Attendance Rates																
		All Students					Male					Female				
Annual Measurable Objective (AMO):		94%	94%	94%	90%*	94%	94%	94%	94%	90%*	94%	94%	94%	94%	90%*	94%
Subgroups by Level		2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
All Students	Elementary	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95
	Middle	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	94.9	>=95	>=95	>=95	>=95	>=95	>=95
	High	93.2	92.9	92.8	93.1	93.6	93.2	93.1	93.2	93.4	93.9	93.1	92.8	92.5	92.8	93.3
Hispanic/Latino of any race	Elementary					>=95					>=95					>=95
	Middle					>=95					>=95					>=95
	High					92.6					93.4					91.8
American Indian or Alaska Native	Elementary					>=95					>=95					>=95
	Middle					92.5					92.4					92.6
	High					90.8					93.1					87.2
Asian	Elementary					>=95					>=95					>=95
	Middle					>=95					>=95					>=95
	High					>=95					>=95					>=95
Black or African American	Elementary					>=95					>=95					>=95
	Middle					>=95					>=95					>=95
	High					92.1					92.1					92.1
Native Hawaiian or Other Pacific Islander	Elementary					>=95					>=95					>=95
	Middle					>=95					>=95					>=95
	High					91.4					>=95					88.1
White	Elementary					>=95					>=95					>=95
	Middle					>=95					>=95					>=95
	High					94.1					94.5					93.7
Two or more races	Elementary					>=95					>=95					>=95
	Middle					94.8					94.6					>=95
	High					92.0					91.9					92.1
Special Education	Elementary	>=95	>=95	>=95	94.4	>=95	>=95	>=95	>=95	94.4	>=95	>=95	>=95	>=95	94.4	>=95
	Middle	93.4	93.0	93.9	93.6	94.3	93.2	93.0	93.9	93.5	94.3	93.8	93.0	93.9	93.7	94.1
	High	90.6	90.4	90.5	90.8	91.5	90.5	90.5	90.8	90.9	91.6	90.8	90.3	89.7	90.7	91.3
Limited English Proficient (LEP)	Elementary	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95	>=95
	Middle	>=95	>=95	>=95	94.9	>=95	>=95	>=95	>=95	>=95	>=95	94.9	93.9	94.1	93.9	94.5
	High	94.4	94.9	94.1	93.1	90.8	94.3	94.9	93.9	94.6	93.4	94.5	94.8	94.4	92.0	89.0
Free/Reduced Meals (FARMS)	Elementary	94.8	94.6	94.6	94.1	>=95	94.8	94.6	94.6	94.1	>=95	94.9	94.6	94.6	94.1	>=95
	Middle	92.4	92.7	93.2	93.0	93.7	92.2	92.5	93.0	92.8	93.5	92.7	92.8	93.4	93.2	93.8
	High	88.8	88.9	88.8	89.3	89.7	88.9	89.1	89.5	89.9	90.1	88.6	88.7	88.1	88.8	89.3

Table 5.6: Four-Year Cohort Graduation Rate						
Subgroup	All Students		Male		Female	
	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
All Students	84.9	84.7	81.2	80.4	88.6	89.2
Hispanic/Latino of any race		75.3		73.3		76.9
American Indian or Alaska Native		77.8		*		83.3
Asian		>=95		94.4		>=95
Black or African American		73.2		62.9		84.1
Native Hawaiian or Other Pacific Islander		*		*		*
White		87.6		84.7		90.9
Two or more races		~		~		~
Special Education	56.1	55.4	56.0	51.3	56.3	64.4
Limited English Proficient (LEP)	*	*	*	*	*	*
Free/Reduced Meals (FARMS)	69.9	70.9	62.1	76.1	77.7	76.1

Table 5.7: Four-Year Cohort Dropout Rate						
Subgroup	All Students		Male		Female	
	2008-2009	2009-2010	2008-2009	2009-2010	2008-2009	2009-2010
All Students	<=3	<=3	<=3	<=3	<=3	<=3
Hispanic/Latino of any race		4.2		5.4		<=3
American Indian or Alaska Native		<=3		5.1		<=3
Asian		<=3		<=3		<=3
Black or African American		3.4		4.5		<=3
Native Hawaiian or Other Pacific Islander		<=3		*		*
White		<=3		<=3		<=3
Two or more races		~		~		~
Special Education	4.0	4.1	5.0	5.0	<=3	<=3
Limited English Proficient (LEP)	9.8	4.1	11.5	6.1	8.0	<=3
Free/Reduced Meals (FARMS)	3.2	<=3	3.8	<=3	<=3	<=3

* Indicates fewer than 10 students

~ Indicates the data is not available

Table 6.1: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers		
School Year	% of Core Academic Subject Classes Taught by Highly Qualified Teachers	% of Core Academic Subject Classes Not Taught by Highly Qualified Teachers
2003-2004	80.1	19.9
2004-2005	88.9	11.1
2005-2006	89.3	10.7
2006-2007	88.2	11.8
2007-2008	88.2	11.8
2008-2009	91.9	8.1
2009-2010	94.9	5.1
2010-2011	95.6	4.4

Table 6.2: Percentage of Core Academic Subject Classes Taught by Highly Qualified Teachers in Title I Schools. Include Title I Schools Funded With ARRA Funds.			
School Year	Total Number of Core Academic Subject Classes in Title I Schools	Core Academic Subject Classes in Title I Schools Taught by Highly Qualified Teachers	% of Core Academic Subject Classes in Title I Schools taught by HQT
2008-2009	140	140	100.0
2009-2010	708	708	100.0
2010-2011	698	698	100.0

Table 6.3: Number of Classes <u>Not</u> Taught by Highly Qualified (NHQ) Teachers by Reason														
School Year	Expired Certificate		Invalid Grade Level(s) for Certification		Testing Requirement Not Met		Invalid Subject for Certification		Missing Certification Information		Conditional Certificate		Total	
	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%	# classes	%
2005-2006	27	3.2	19	2.3	271	32.1	242	28.7	36	4.3	248	29.4	843	100.0
2006-2007	0	0.0	4	0.8	149	29.4	97	19.2	148	29.2	108	21.3	506	100.0
2007-2008	30	5.2	6	1.0	126	22.0	77	13.4	0	0.0	117	20.4	573	100.0
2008-2009	12	3.2	1	0.3	138	37.3	39	10.5	98	26.5	82	22.2	370	100.0
2009-2010	7	1.5	40	8.5	88	18.7	214	45.5	29	6.2	92	19.6	470	100.0
2010-2011	15	4.6	21	6.5	61	18.8	199	61.2	12	3.7	17	5.2	325	100.0

Table 6.4: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High Poverty and Low Poverty Schools By Level						
	Core Academic Subject Classes Taught by HQT					
	High Poverty*			Low Poverty		
	Total Classes	Taught by HQT		Total Classes	Taught by HQT	
	#	#	%	#	#	%
2005-2006						
Elementary	126	97	77.0	2299	5157	93.8
Secondary	58	50	71.9	2396	2156	89.9
2006-2007						
Elementary	30	24	80.0	545	514	94.3
Secondary	43	34	79.1	1761	1581	89.8
2007-2008						
Elementary	30	30	100.0	545	520	95.4
Secondary	43	36	83.7	1761	1598	90.7
2008-2009						
Elementary	50	50	100.0	482	462	95.9
Secondary	46	40	87.0	1733	1618	93.4
2009-2010						
Elementary	220	220	100.0	2114	2056	97.3
Secondary	148	132	89.2	2394	2264	94.6
2010-2011						
Elementary	222	218	98.2	188	1932	97.2
Secondary	157	129	82.2	2802	2671	95.3

Table 6.5: Core Academic Subject Classes Taught By Highly Qualified Teachers (HQT) in High and Low Poverty Schools By Level and Experience

Core Academic Subject Classes									
School Year	Level	High Poverty*				Low Poverty			
		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT		Classes Taught by Experienced HQT*		Classes Taught by Inexperienced HQT	
		#	%	#	%	#	%	#	%
2008-2009	Elementary	30	60.9	20	39.1	401	83.1	71	16.9
	Secondary	27	59.1	19	40.9	1438	83.0	295	17.0
2009-2010	Elementary	205	93.2	15	6.8	1894	89.6	220	10.4
	Secondary	148	100.0	0	0.0	2253	94.1	141	5.9
2010-2011	Elementary	48	96.0	2	4.0	439	97.9	9	2.0
	Secondary	14	100.0	0	0.0	507	91.7	12	2.1

* Some local school systems will not have schools that qualify as "high poverty".
 ** "Experience" for the purposes of differentiation in accordance with No Child Left Behind, is defined as two years or more as of the first day of employment in the 2009-2010 school year.

Table 6.6: Attrition Rates													
Attrition Due To (Category):	Retirement			Resignation			Dismissal/Non-renewal			Leaves			Total Overall Attrition
	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	Numer-ator	Denom-inator	%	%
2006-2007	84	3160	2.7	181	3160	5.7	4	3160	0.1	40	3160	1.3	
2007-2008	60	3170	1.9	150	3170	4.7	5	3170	0.2	30	3170	0.7	
2008-2009	71	3132	2.3	120	3132	3.8	14	3132	0.5	37	3132	0.1	
2009-2010	63	3290	1.9	105	3290	3.2	3	3290	0.0	25	3290	0.1	
2010-2011	73	3171	2.3	109	3171	3.4	3	3171	0.1	28	3171	0.1	

Use the data available as of September 1st following each of the school years to be reported. Report data for the entire teaching staff or for teachers of Core Academic Subject areas if those data are available. Indicate the population reflected in the data:

Entire teaching staff or
 Core Academic Subject area teachers

Table 6.7: Percentage of Qualified Paraprofessionals Working in Title I Schools. Include Title I Schools Funded With ARRA Funds.			
	Total Number of Paraprofessionals Working in Title I Schools	Qualified Paraprofessionals Working in Title I Schools	
		#	%
2008-2009	165	165	100.0
2009-2010	108	108	100.0
2010-2011	85	85	100.0
2011-2012*	73	73	100.0

*As of July 1, 2011

Table 7.1: Number of Persistently Dangerous Schools								
# of Schools	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
		0	0	0	0	0	0	0

Table 7.2: Probationary Status Schools			
School*	9/30/2010 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
N/A			

Table 7.3: Schools Meeting the 2½ Percent Criteria for the First Time			
School*	9/30/2010 Enrollment	# of Suspensions and Expulsions	Percentage of Enrollment
N/A			

* Add rows when necessary

Table 7.4: Elementary Schools with Suspension Rates Exceeding Identified Limits							
	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2009-2011
	Number With a Suspension Rate that Exceeded 18%	Number With a Suspension Rate that Exceeded 18%	Number With a Suspension Rate that Exceeded 16%	Number With a Suspension Rate that Exceeded 14%	Number With a Suspension Rate that Exceeded 12%	Number With a Suspension Rate that Exceeded 10%	Number With a Suspension Rate that Exceeded 10%
# of Schools	0	0	0	0	0	0	0

Table 7.5: Identified Schools That Have Not Implemented PBIS			
School*	School year in which the suspension rate was exceeded	Provide reason for noncompliance	Provide a timeline for compliance
N/A			

Table 7.6 Incidents of Bullying, Harassment, or Intimidation						
	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011
Number of Incidents	99	18	38	38	84	54

Table 7.7: Number of Suspensions/Expulsions for Sexual Harassment, Harassment, and Bullying				
Offense	Sexual Harassment	Harassment	Bullying	TOTAL
2003-2004	98	89		187
2004-2005	101	75		176
2005-2006	88	72	13	173
2006-2007	56	80	20	156
2007-2008	84	89	20	193
2008-2009	72	82	14	168
2009-2010	92	77	8	177
2010-2011	102	53	18	173

Table 7.8: Number of Students Suspended - In School - by Race/Ethnicity (Unduplicated Count)																		
	School Year	Enrolled #	Hispanic/Latino of any race		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	2008-2009																	
	2009-2010																	
	2010-2011	38,394	*	*	*	*	*	*	*	*	*	*	*	*	*	*	1,282	100.0
Male	2008-2009																	
	2009-2010																	
	2010-2011	19,748	*	*	*	*	*	*	*	*	*	*	*	*	*	*	909	70.9
Female	2008-2009																	
	2009-2010																	
	2010-2011	18,646	*	*	*	*	*	*	*	*	*	*	*	*	*	*	373	29.1

Table 7.9: Number of Students Suspended - Out of School - by Race/Ethnicity (Unduplicated Count)																		
	School Year	Enrolled #	Hispanic/Latino of any race		American Indian or Alaska Native		Asian		Black or African American		Native Hawaiian or Other Pacific Islander		White		Two or more races		Total	
			#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%
All Students	2008-2009																	
	2009-2010																	
	2010-2011	38,394	*	*	*	*	*	*	*	*	*	*	*	*	*	*	2,487	100.0
Male	2008-2009																	
	2009-2010																	
	2010-2011	19,748	*	*	*	*	*	*	*	*	*	*	*	*	*	*	1,792	72.1
Female	2008-2009																	
	2009-2010																	
	2010-2011	18,646	*	*	*	*	*	*	*	*	*	*	*	*	*	*	695	27.9

* NOTE: No race data can be accessed for 2010-11 due to race code changes

Table 7.10: In-School and Out-of-School Suspensions by Most Common Offense Category							
	School Year	In-School Suspensions			Out-of-School Suspensions		
		#1 Disrespect	#2	#3	#1 Disrespect	#2 Attacks/Threats	#3 Other
All Students	2008-2009	1279	Other - 633	Attendance - 533	1752	1079	955
	2009-2010	675	Attendance - 363	Other - 248	1821	1117	745
	2010-2011	964	Other - 472	Attendance - 350	1933	1166	800
Male	2008-2009	706	Other - 360	Attendance - 213	1275	783	723
	2009-2010	480	Attendance - 214	Other - 180	1325	845	554
	2010-2011	706	Other - 360	Attendance - 213	1437	838	607
Female	2008-2009	342	Attendance - 209	Other - 197	477	296	232
	2009-2010	195	Attendance - 149	Other - 68	496	272	191
	2010-2011	258	Attendance - 137	Other - 112	496	328	193

Table 8.1: Percentage of All Kindergarten Students at Readiness Stages

	% Fully Ready								% Approaching Readiness								% Developing Readiness							
	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite	SP	LL	MT	ST	SS	TA	PD	Composite
2004-2005	77.0	64.0	61.0	52.0	77.0	75.0	90.0	76.0	20.0	31.0	31.0	41.0	21.0	23.0	9.0	22.0	3.0	5.0	8.0	7.0	3.0	2.0	1.0	2.0
2005-2006	80.0	69.0	67.0	53.0	77.0	80.0	90.0	80.0	16.0	26.0	28.0	42.0	20.0	19.0	8.0	18.0	3.0	5.0	5.0	5.0	2.0	1.0	1.0	2.0
2006-2007	80.0	71.0	76.0	62.0	80.0	83.0	91.0	83.0	17.0	24.0	19.0	34.0	18.0	16.0	8.0	15.0	3.0	5.0	5.0	4.0	2.0	1.0	1.0	2.0
2007-2008	77.0	70.0	76.0	62.0	78.0	80.0	90.0	82.0	19.0	25.0	18.0	33.0	19.0	18.0	9.0	16.0	4.0	6.0	6.0	5.0	2.0	2.0	1.0	3.0
2008-2009	80.0	73.0	79.0	66.0	83.0	82.0	92.0	84.0	16.0	22.0	16.0	30.0	15.0	16.0	7.0	14.0	4.0	5.0	5.0	5.0	2.0	2.0	1.0	2.0
2009-2010	76.0	71.0	77.0	63.0	81.0	81.0	90.0	82.0	20.0	23.0	17.0	31.0	17.0	18.0	9.0	16.0	3.0	6.0	6.0	5.0	2.0	2.0	1.0	3.0
2010-2011	82.0	73.0	80.0	72.0	86.0	87.0	93.0	85.0	15.0	21.0	15.0	24.0	13.0	12.0	6.0	13.0	3.0	6.0	5.0	4.0	1.0	1.0	1.0	2.0

Table 8.2: Percentage of Kindergarten Students with Previous Prekindergarten Experience

	% Fully Ready		% Approaching Readiness		% Developing Readiness	
	LL	MT	LL	MT	LL	MT
2004-2005	64.0	59.0	32.0	33.0	4.0	9.0
2005-2006	70.0	69.0	26.0	27.0	5.0	4.0
2006-2007	69.0	74.0	26.0	21.0	5.0	5.0
2007-2008	72.0	78.0	24.0	17.0	4.0	5.0
2008-2009	74.0	79.0	22.0	16.0	5.0	5.0
2009-2010	67.0	72.0	25.0	20.0	8.0	7.0
2010-2011	72.0	78.0	23.0	17.0	5.0	4.0

Table 8.3: September 30 Prekindergarten Enrollment				
Harford Prekindergarten (4 year old) Enrollment Data -9.30.10				
School	Half Day or Full Day	Total Students Enrolled 9.30.10	Income Eligible Students (Priority 1)	Students Enrolled Under Other Criteria (Priority 2)
Bakerfield	Half day	34	23	11
Bel Air	Half day	26	20	6
Church Creek	Half day	32	29	3
Deerfield	Half day	44	30	14
Dublin	Half day	22	22	0
Edgewood	Half day	28	28	0
George Lisby@ Hillsdale	Half day	35	26	9
Hall's Cross Roads	Half day	42	42	0
Havre de Grace	Half day	39	35	4
Homestead/Wakefield	Half day	25	15	10
Joppatowne	Half day	26	26	0
Magnolia	Half day	49	46	3
Meadowvale	Half day	35	7	28
North Harford	Half day	22	20	2
Prospect Mill	Half day	32	32	0
Riverside	Half day	22	19	3
Roye Williams	Half day	35	28	7
William Paca/ Old Post	Half day	83	67	16
TOTAL		670	554	116



2011 BTE Master Plan Update Harford County Public Schools

Part II: Attachments



**Bridge to Excellence Master Plan
2011 Annual Update**

(Please include this sheet as a cover to the submission indicated below)

Part 2: Attachments—Due: August 15, 2011

Local School System Submitting This Report:

Harford County Public Schools

Address:

102 S. Hickory Avenue
Bel Air, Maryland 21014

Local Point of Contact:

Name: Dr. Susan P. Brown


Telephone: (410) 588-5368

E-Mail: susan.brown@hcps.org

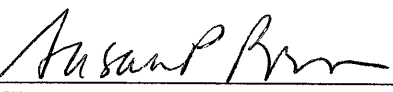
WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2011 Annual Update to our Bridge to Excellence Master Plan is correct and complete. We further certify that this Annual Update has been developed in consultation with members of the local school system's current Master Plan Planning Team and that each member has reviewed and approved the accuracy of the information provided in the Annual Update.



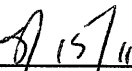
Signature (Local Superintendent of Schools)



Date



Signature (Local Point of Contact)



Date

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ATTACHMENT 4-A and B
 SCHOOL LEVEL BUDGET SUMMARY
 Fiscal Year 2012

Local School System: Harford County Public Schools

Enter the Amount of Funds Budgeted for Each School by ESEA Programs and Other Sources of Funding. Expand Table as needed.

SCHOOL NAME	School ID	Percent Poverty Based on Free and Reduced Price Meals	Title I-A Grants to Local School Systems	Title I-D Delinquent and Youth At Risk of Dropping Out	Title II, Part A Teacher and Principal Training and Recruiting Fund	Title II-D Ed Tech Formula Grants	Title III-A English Language Acquisition	Title IV-A Safe and Drug Free Schools and Communities	Title V-A Innovative Programs	Other	Other
Magnolia Elementary	0131	83.91%	\$508,776.96								
Halls Cross Roads Elementary	0230	78.86%	\$312,925.18								
Havre De Grace Elementary	0632	68.40%	\$238,831.12								
Center For Educational Opportunity - Alternat	0292	67.86%									
G. Lisby Elementary At Hillsdale	0211	67.72%	\$189,560.45								
William Paca/Old Post Road Elementary	0140	67.22%	\$442,307.71								
Edgewood Elementary	0115	63.74%	\$197,622.92								
Deerfield Elementary	0120	63.19%									
Bakerfield Elementary	0212	57.43%									
Riverside Elementary	0143	53.73%									
Magnolia Middle	0184	52.79%									
Aberdeen Middle	0265	52.16%									
Edgewood Middle	0177	51.08%									
Joppatowne High	0181	48.51%									
Edgewood High	0176	43.47%									
Roye-Williams Elementary	0639	41.49%									
Church Creek Elementary	0125	40.08%									
Aberdeen High	0270	39.75%									
Havre De Grace Middle	0679	38.11%									
Joppatowne Elementary	0137	36.66%									
John Archer School	0391	36.36%									
Dublin Elementary	0522	33.74%									
Havre De Grace High	0678	30.07%									
Darlington Elementary	0518	25.20%									
Bel Air Elementary	0314	25.15%									
North Harford Elementary	0544	24.94%									
Patterson Mill Middle School	0188	24.04%									
Abingdon Elementary	0123	23.68%									
Meadowvale Elementary	0638	23.44%									
William S. James Elementary	0113	22.46%									
Norrisville Elementary	0441	17.13%									
Prospect Mill Elementary	0329	16.74%									
Harford Technical High	0304	15.63%									
North Bend Elementary	0447	15.46%									
Churchville Elementary	0316	14.36%									

ATTACHMENT 4-A and B
SCHOOL LEVEL BUDGET SUMMARY
Fiscal Year 2012

Local School System: Harford County Public Schools

Hickory Elementary	0333	14.31%									
Homestead/Wakefield Elementary	0335	13.55%									
Emmorton Elementary	0121	13.39%									
North Harford Middle	0583	13.16%									
Bel Air Middle	0372	12.86%									
North Harford High	0580	12.73%									
Southampton Middle	0374	11.10%									
Ring Factory Elementary	0345	10.76%									
Bel Air High	0373	10.29%									
C. Milton Wright High	0385	10.03%									
Forest Lakes Elementary	0328	9.69%									
Jarrettsville Elementary	0436	8.76%									
Fallston Middle School	0386	8.34%									
Fountain Green Elementary	0327	7.94%									
Youths Benefit Elementary	0348	7.87%									
Forest Hill Elementary	0326	7.27%									
Fallston High	0382	5.93%									
Patterson Mill High School	0187	0.00%									
Total Public school allocations (For Title I, should add up to the total from Title I Allocation Worksheet)											\$1,890,024.35
School System Administration (For Title I, use # on Table 7-8 Line 5)											\$579,779.33
System-wide Programs and School System Support to Schools (For Title I, use # on Table 7-8 Line 13)											\$1,502,020.81
Private School Equitable Share (Line 3 from Table 7-10)											\$21,323.24
Nonpublic Costs (Column J) (For Title I, Use # on Table 7-10 Line 5)											\$55,254.27
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)											\$4,048,402.00

**ATTACHMENT 5-A
TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)]
Fiscal Year 2012**

Local School System: Harford County Public Schools

Local school systems may transfer ESEA funds by completing this page as part of the Bridge to Excellence Master Plan Annual Update submission, or at a later date by completing and submitting a separate Attachment 5-A form. Receipt of this Attachment as part of the Annual Update will serve as the required 30 day notice to MSDE. A local school system may transfer up to 50 percent of the funds allocated to it by formula under four major ESEA programs to any one of the programs, or to Title I (Up to 30 percent if the school system is in school improvement)¹. The school system must consult with nonpublic school officials regarding the transfer of funds. In transferring funds, the school system must: (1) deposit funds in the original fund; (2) show as expenditure – line item transfer from one fund to another, and (3) reflect amounts transferred on expenditure reports.

50% limitation for local school systems not identified for school improvement or corrective action. 30% limitation for districts identified for school improvement. A school system identified for corrective action may not use the fund transfer option.

Funds Available for Transfer	Total FY 2012 Allocation	\$ Amount to be transferred <u>out of each program</u>	\$ Amount to be transferred into each of the following programs			
			Title I-A	Title II-A	Title II-D	Title IV-A
Title II-A Teacher Quality						
Title II-D Ed Tech		HARFORD COUNTY PUBLIC SCHOOLS WILL NOT TRANSFER FUNDS AMONG TITLE GRANTS.				
Title IV-A Safe and Drug Free Schools & Communities						

¹ A school system that is in school improvement may only use funds for school improvement activities under sections 1003 and 1116 (c) of ESEA.

**ATTACHMENT 5-B
 CONSOLIDATION OF ESEA FUNDS FOR LOCAL
 ADMINISTRATION [Section 9203]
 Fiscal Year 2012**

Local School System: Harford County Public Schools

Section 9203 of ESEA allows a local school system, with approval of MSDE, to consolidate ESEA administrative funds. In consolidating administrative funds, a school system may not (a) designate more than the percentage established in each ESEA program, and (b) use any other funds under the program included in the consolidation for administrative purposes. A school system may use the consolidated administrative funds for the administration of the ESEA programs and for uses at the school district and school levels for such activities as –

- The coordination of the ESEA programs with other federal and non-federal programs;
- The establishment and operation of peer-review activities under No Child Left Behind;
- The dissemination of information regarding model programs and practices;
- Technical assistance under any ESEA program;
- Training personnel engaged in audit and other monitoring activities;
- Consultation with parents, teachers, administrative personnel, and nonpublic school officials; and
- Local activities to administer and carry out the consolidation of administrative funds.

A school system that consolidates administrative funds shall not be required to keep separate records, by individual program, to account for costs relating to the administration of the programs included in the consolidation.

If the school system plans to consolidate ESEA administrative funds, indicate below the ESEA programs and amounts that the school system will consolidate for local administration. Provide a detailed description of how the consolidated funds will be used.

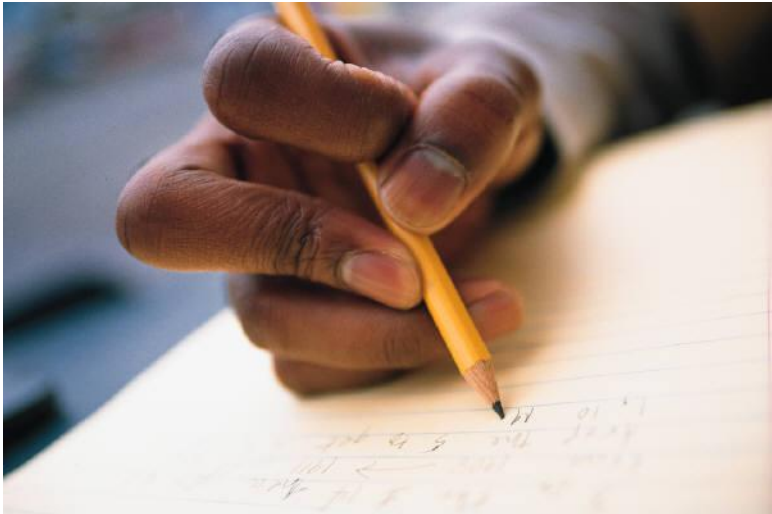
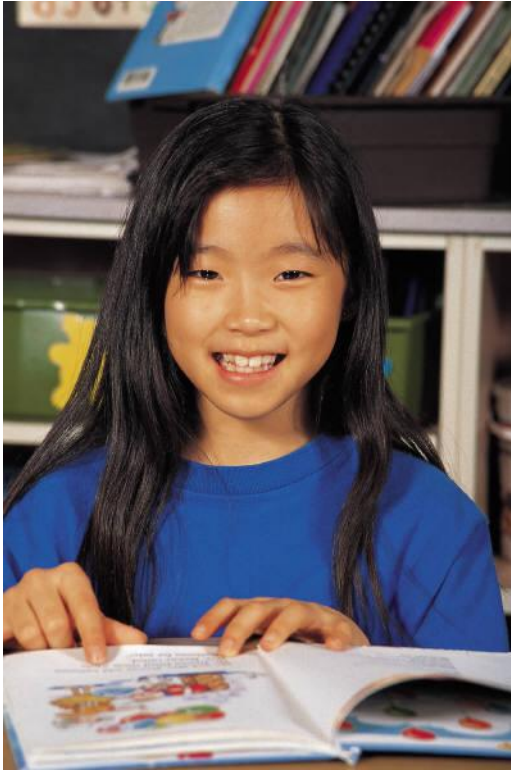
Title I-A (Reasonable Necessity)	Title II-A		Title III-A		Total ESEA Consolidation
HARFORD COUNTY PUBLIC SCHOOLS WILL NOT CONSOLIDATE FUNDS>					
\$					

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Harford County Public Schools</u>
---	--

Enter the complete information for each participating nonpublic school, including mailing address. Use the optional “Comments” area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under “Comments.” NOTE: Complete Attachment 6-A for Title I-A, Title II-A, and Title III services. Use separate pages as necessary.

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students READING/ LANG. ARTS (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
The Highlands School 2409 Creswell Road Bel Air, MD 21015	Private School			52			
The John Carroll School 703 Churchville Road Bel Air, MD 21014	Private School			110	ELL - 0 740	110	
Mountain Christian School 1824 Mountain Road Joppa, MD 21085	Private School			37	ELL - 1 265	37	
St. Joan of Arc School 230 Law Street Aberdeen, MD 21001	Private School	6*	6*	20	ELL - 0 186	20	*This is an estimated number; the number of students serviced may be higher or lower.
St. Margaret School 205 N. Hickory Avenue Bel Air, MD 21014	Private School	19*	19*	45	ELL - 2 725	45	*This is an estimated number; the number of students serviced may be higher or lower.
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School	TBD*	*TBD	25	ELL - 1 274	25	*39 students generated funds for this year, but the number of students serviced may be higher or lower.
Villa Maria School 1370 Brass Mill Road Belcamp, MD 21017	Private School			25	ELL - 0 34	25	

Attachment 7



Title I, Part A Improving Basic Programs LEA: 12-Harford

SY 2011-2012

ATTACHMENT 7 NARRATIVE: TITLE I, PART A – IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL AGENCIES

<p>Local Educational Agency: 12-Harford Fiscal Year 2012</p> <p>Title I Coordinator: Brad Palmer</p> <p>Telephone: 410-588-5278 E-mail: Bradley.Palmer@hcps.org</p>
--

I. TITLE I THEMES IN THE BRIDGE TO EXCELLENCE MASTER PLAN

Describe the LEA’s strategies to provide high quality sustained support to all Title I elementary, middle, and secondary schools. Label each question and answer. Be sure to **address each lettered and/or bulleted item separately.** **ALL REQUESTED DOCUMENTATION SHOULD BE LABELED AND SUBMITTED AS SECTION IV.**

A. SCHOOLS IN IMPROVEMENT:

1. DESCRIPTION of the process the school and/or LEA follows to inform parents of each student enrolled in a Title I school IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS. Complete letters a-c. Sec. 1116 (b)(6)(A-E)

- a. Based on the 2011 administration of the Maryland School Assessment, does the LEA have any Title I schools IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS?
 Yes No

If “No”, proceed to Highly Qualified.

- b. Describe the methods used to inform parents about the status of their child’s school if it is in THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS. Include in this description the timeline and the names/positions/departments/schools responsible.

A written initial/official parent notification (in understandable language for all) of School Choice option took place on May 23, 2011, (Window 1). An additional mailing, (Window 2), took place on July 20, 2011, following the MSDE AYP data results (June 2011). Window 2 took place at least 14 days prior to the first day of school. The Assistant Supervisor of Title I was responsible for both mailings. All information about School Choice, including the official parent notification letters, is posted on the HCPS – Title I website.

Both mass-mailings were to all parents of officially enrolled students from HCPS Title I Office included a cover letter explaining the following:

- 1. Reason for federal school choice option for Title I*

2. *Student eligibility*
3. *Receiving schools identified for transfer*
4. *Contact information*
5. *Date, time and location of parent information meeting (window 1 only)*
6. *Letter of Intent form is included that has a deadline date for return*
7. *SES information*

A parent information meeting was scheduled at each School Choice school (June 6, 2011 and June 7, 2011) to address parents at the School Choice school(s). Information was provided by the Executive Director of Elementary Schools, Title I Supervisor, Title I Principals and Supervisor of Transportation about the School Choice option:

- *Explanation of Federal School Choice option for Title I*
- *Identification of Receiving Schools*
- *Transportation information*
- *School Choice schools' performance data and comparison to other like schools*
- *Performance data of Receiving Schools*
- *Explanation of what the choice schools are doing to address the issue of low achievement*
- *Information on how the parents can be involved*
- *Preliminary information about SES*

Alert Now phone messages were sent to all families attending Magnolia ES and William Paca/Old Post Road ES, informing them of the parent information meetings.

Information regarding Magnolia ES and William Paca/Old Post Road ES scores were published in the local newspaper, The Aegis, to include identification of School Improvement Status, options for school choice, and required SES services for 2011-2012. Date of the publication was July 1, 2011.

An information document summarizing the Title I School Choice options are posted on the following HCPS websites (August 21, 2010-ongoing throughout the school years):

1. *Main HCPS homepage*
2. *Title I Office website*
3. *The website of each School Choice school*

The required (updated monthly) Title I School Choice Counts document was posted to the HCPS website, starting in September, 2010 and most recently updated as of June 2011. The document summarizes the Title I School Choice student decisions, include:

1. *Number of Active School Choice Students*
2. *Number of students Eligible for School Choice, but did not select*
3. *Historical number of students who selected School Choice*
4. *List of Receiving Schools*

The Assistant Supervisor of Title I will be responsible for updating this information on a monthly basis.

(See Appendix A.1-School Choice Letter)

- c. Describe how parents who enroll their child/children later in the school year are notified.

Students who officially enroll at the School Choice school(s) after Window 2 (July 20, 2011) will be eligible to request transfer. Official enrollment will be defined as those students who complete ALL HCPS registration requirements, including residency verification. Administration/enrollment secretaries will inform parents about school choice as they enter school to register their student(s). “New” students will be eligible for transfer throughout the entire school year. Parents of “new” students will have ONE WEEK to decide if they will accept the transfer option. Parents of “new” students who select the transfer option will complete the school choice intent form and return to the school choice school. Upon receipt of the intent form, HCPS will have TWO WEEKS to provide transportation for the school choice option. Parents of “new” students who select the transfer option will be required to enroll their child at the designated receiving school.

(See Appendix A.2– School Choice Flowcharts)

2. DOCUMENTATION: Include sample copies of letters that will be used for school year 2011-2012 documentation to support that items a-f below have been included in the parent notification letter(s).

- a. what the identification means;
(See Appendix A.1-School Choice Letter)
- b. the reasons for the identification;
(See Appendix A.1-School Choice Letter)
- c. what the school is doing to address the problem of low achievement;
(See Appendix A.1-School Choice Letter)
- d. how the LEA and MSDE are helping the school address the achievement problem;

The LEA had created a Task Force during the 2010-2011 School Year, composed of HCPS Leadership personnel. The Task Force met with both school teams last year, went on school visits, and observed the instructional program. The purpose of the Task Force is to provide a comprehensive approach to develop guidelines, support, and recommendations to support school improvement. HCPS is planning again to implement the Task Force recommendations and re-evaluate programs and activities to support the continued focus on academic achievement.

*The LEA Task Force Recommendations can be found in Appendix A.
(See Appendix A.3-Task Force Recommendations)*

MSDE has addressed/answered questions pertaining to school choice and SES, provided ongoing support, and assistance in understanding the complexity of the school choice and SES requirements. In addition MSDE is planning to make school visits throughout the year as part of the review/support process.

- e. how parents can become involved in addressing the academic issues that caused the school to be identified for school improvement; and,
(See Appendix A.1-School Choice Letter)
- f. how the school compares to others.
(See Appendix A.1-School Choice Letter)

3. DESCRIPTION of the process including specific timelines/dates that the Local Educational Agency will use to inform parents of students attending a Title I school IN THE COMPREHENSIVE NEEDS OR THE DEVELOPING NEEDS PATHWAYS about student transfer (Choice) and Supplemental Educational Services (SES) options. Sec. 1116 (b)(6)(F)

- a. What date(s) were parents notified about their School Choice options?
Window 1: May 23, 2011. Window 2: July 20, 2011
- b. Will the LEA be offering SES this year? X Yes No
- c. What date(s) were parents notified about the SES option?
Window 1: May 23, 2011. Window 2: July 20, 2011
- d. Describe how the LEA informs parents about the SES program and their choices of Providers.
(See Appendix A.4 – SES process document)
- e. What is the projected start-up date for these services? Early November, 2011. An early November, 2011 start-up date for SES services will give students approximately 15 weeks to receive services before the MSAs take place in March, 2012. Before services can begin, the Vendor contracts must be signed and student work plans need to be written, agreed to, and signed off by the parents. November 2011 is a projected start-up date, if all required documents are completed and signed off, before November 2011, service will begin.

- f. Will the LEA provide a summer SES program? ____ Yes X No

If yes, what is the projected start-up date _____ **and** what is the projected duration of the program? _____

- g. Describe how parents who enroll their child/children later in the school year are notified of their **School Choice** and **SES options**.

(See Appendix A.2 – School Choice Flowcharts and Appendix A.4 – SES process document)

4. DOCUMENTATION: Include sample copies of English and translated notification letters and their attachments for School Choice and Supplemental Educational Services options the Local Educational Agency will use for the 2011-2012 school year. Attachments should include supporting information for parents, i.e. current profiles of test scores for the home school and the receiving schools, provider profiles, etc.

(See Appendix A.1-School Choice Letter & Appendix A.4 – SES process document)

5. DESCRIBE the process to ensure that the 10 Requirements for School Improvement are part of the development, implementation, and monitoring of School Improvement Plans.

The Executive Director of Elementary Education and the Supervisor of Title I read each SIP for both schools in improvement. Feedback was given to both schools. The HCPS task force was provided copies of the SIP for both schools. The Title I Office attends; SIT, FIT, and ILT meetings at each of the schools in improvement.

Both schools have developed, as required, a SIP that reflects a two-year school improvement plan. The School Improvement Plan Requirements Checklist was used to develop the two-year SIP. On October 11, 2011, the Title I schools will conduct a peer review of school improvement plans. The peer review process meeting includes information pertaining to the uniform evaluation process. A scoring tool is included during the peer review process meeting. Magnolia ES and William Paca/Old Post Road ES will be paired with two other schools who are not in improvement.

The Schoolwide Component Checklist: (Schoolwide Components NCLB section 1114(b) (1) (A-J)) is used to document that all 10 components are in each school's plan. The School Improvement Plan Requirements Checklist: (School Improvement Plan NCLB Section 1116(b)(3)(A)(i-x)) is used to document that all 10 requirements are in Magnolia Elementary School's and William Paca/Old Post Road Elementary School's plan. A matrix is created for each School's Improvement Plan, detailing each of the 10 Schoolwide Components and the 10 School Improvement Plan Requirements and on which page they are found.

After the Title I SIP (School Improvement Plan) Peer Review, the school reviews and rewrites the plan to incorporate all components. The Schoolwide Component Checklist and the School Improvement Plan Requirements Checklist are used during the school review and rewrite. Completion of revisions are due back to the Title I Office by mid-November. See Appendix A.5 – Peer Review, for detailed documentation on the peer review process.

In addition, the Coordinator of School Improvement has assisted in developing the SIP and will continue monitoring both schools throughout the year.

Both schools' SIP are included in this document, (Appendix A.6 – William Paca ES and Magnolia ES Draft SIP as of July 20, 2011) The School Improvement Plans are in the process of revision during the July and August months. Finalization of the School Improvement Plans will be completed prior to the beginning of the school year. These final copies will be submitted to the MSDE POC for review.

- 6.** If any of the 10 Requirements for school improvement are not adequately addressed, **describe** steps the LEA will take to ensure that revisions to the school improvement plans occur in a timely manner.

On October 11, 2011, the Title I schools will conduct a peer review of school improvement plans. The peer review process meeting includes information pertaining to the uniform evaluation process. A scoring tool is included during the peer review process meeting. Magnolia ES and William Paca/Old Post Road ES will be paired with two other schools who are not in improvement.

The Schoolwide Component Checklist: (Schoolwide Components NCLB section 1114(b) (1) (A-J)) is used to document that all 10 components are in each school's plan. The School Improvement Plan Requirements Checklist: (School Improvement Plan NCLB Section 1116(b)(3)(A)(i-x)) is used to document that all 10 requirements are in Magnolia Elementary School's and William Paca/Old Post Road Elementary School's plan. A matrix is created for each School's Improvement Plan, detailing each of the 10 Schoolwide Components and the 10 School Improvement Plan Requirements and on which page number the Components are found.

After the Title I SIP (School Improvement Plan) Peer Review, the school reviews and rewrites the plan to incorporate all components. The Schoolwide Component Checklist and the School Improvement Plan Requirements Checklist are used during the school review and rewrite. Completion of revisions are due back to the Title I Office by mid-November. See Appendix A.5 – Peer Review, for detailed documentation on the peer review process.

The Title I Office closely monitors the SIP for each school in improvement by being members of their monthly SIT reviewing student data and monitoring effectiveness of intervention programs. If revisions are needed, the Title I Office will address these immediately and meet quarterly to discuss instructional changes, professional development and parent involvement with the school. In addition the Executive Director of Elementary Education and the Supervisor of Title I review and approve each SIP for both schools in improvement. Revisions to the SIP's are dated and color coded on the front cover of the SIP.

B. HIGHLY QUALIFIED:

1. DESCRIBE the process **including specific timelines/dates** used to notify parents whose children attend Title I schools about the qualifications of their teachers **by addressing each lettered item separately.** Sec. 1111 (h)(6)(A)

- a. Describe how and when (date) the school or LEA notifies the parents of each student attending any Title I schools that they may request information regarding the professional qualifications of their child's classroom teacher (known as "Parent's Right to Know").

During the first week of September, a letter is sent to the parents of children in Title I schools notifying them that they have the right to request information about their child's teachers and paraprofessionals. The letter outlines what information they may request and explains that they may request the information in writing from the school principal. This information is also communicated on school websites, parent newsletters and in school offices. If letters are returned, Title I Family Liaisons go out to homes to deliver this information to parents.

The following information may be requested:

- *College or university degrees earned;*
- *Maryland certification information, including the certificate type and specific certification areas; and*
- *Qualifications of paraprofessional, if children are being served by one.*

If a request is made for any of the above information, the principal will provide information within 30 business days. The principal compiles a binder of Title I teacher/paraprofessional profiles which contain all highly qualified information. This binder is kept on file in the principal's office and is updated whenever there are staff changes throughout the year. At a parent's request, the information from the binder is shared.

(See Appendix B.1 - Parents Right to Know Letter English and Spanish)

- b. Describe the process of providing timely notice (letter) to parents when their child has been assigned or taught for 4 or more consecutive weeks by a teacher or substitute teacher who is not highly qualified.

In the event the system has a non-highly qualified Title I teacher/paraprofessional, the Human Resources and Title I Offices will meet with the employee and principal immediately upon notification. As per the HQ Process Document, (Appendix B.2 – HQ Process Document), a plan will be put in place that documents support to teachers/para-professionals in an effort to obtain highly qualified status.

Parents will be notified in writing if their child is taught by a teacher for 4 or more weeks (20 days) that does not meet the state's definition of highly qualified. Letters will go home on day 18. On day 18, a copy of the letter is sent to the Title I Supervisor's office, to be kept on file.

(See Appendix B.2 – HQ Process Document)

Principals will use the Verification of Compliance Attestation to document highly qualified status of all teachers and paraprofessionals in their schools. The Title I Office will maintain documentation and provide follow-up.

Retaining highly qualified teachers in Title I schools will be promoted through additional professional development activities with stipends and MSDE credit, co-teaching opportunities, and mentoring support (after school/weekends).

Attestation documents will be sent to all Title I Principals on September 1, 2011. These Attestations will be due to the Title I Office on September 30, 2011.

- c. Identify by name, title, and department the person(s) responsible for ensuring compliance with Section 1111(h)(6)(A).
- *Brad Palmer, Supervisor of Compensatory Education*
 - *Thomas Webber, Assistant Supervisor of Compensatory Education*
 - *Barbara Matthews, Human Resources Coordinator, ESEA*
 - *Deborah Cannon, Human Resources Specialist, Compliance*
 - *Lisa Sundquist, Principal, Edgewood Elementary School*
 - *Patricia Chenworth, Principal, George D. Lisby Elementary School at Hillsdale*
 - *Gwendolyn Benjamin-Jones, Principal, Hall's Cross Roads Elementary School*
 - *Renee Villareal, Principal, Havre de Grace Elementary School*
 - *Patricia Mason, Principal, Magnolia Elementary School*
 - *Gail Dunlap, Principal, William Paca/Old Post Road Elementary School*
- d. Describe how the LEA coordinates Highly Qualified notification between Human Resources, the Title I Office, and school administration (for a. **and** b. in this section).

*The Title I Office meets monthly with the Harford County Public School Human Resources Office to review Highly Qualified status for teachers and paraprofessionals in Title I schools. Any issues that need to be addressed are discussed with the Executive Director of Elementary Education, the school principal, and Harford County Public Schools Human Resources Office. Documentation is maintained as to these discussions. If a teacher is not highly qualified, they are notified in writing, and decisions are made to remove them immediately from their teaching position in the Title I school.
(See Appendix B.2 – HQ Process Document)*

- e. Describe how the LEA ensure the Highly Qualified status of teachers assigned to Title I schools is maintained.

On a monthly basis, the Title I Office meets with the Human Resources Office to review all Title I teachers' and paraprofessionals' highly qualified status. All certification requirements are validated by Harford County Public Schools certification specialist for accuracy. Sign-in sheets, agendas, and minutes are kept to document the effort toward maintaining 100% highly qualified status for all Harford County Public Schools Title I schools. Title I principals notify the Supervisor of Title I as to highly qualified status of all teachers/paraprofessionals candidates.

(See Appendix B.2 – HQ Process Document)

- 2. DOCUMENTATION: Include** sample copies of English and translated letters that will be used to meet the requirements (for **a.** and **b.**) in school year 2011-2012.

(See Appendix B.1 - Parents Right to Know Letter English and Spanish)

- 3.** Are all paraprofessionals in Title I schoolwide schools qualified?
 Yes No Not Applicable
- 4.** Are all paraprofessionals paid with Title I funds in targeted assistance schools qualified? Yes No Not Applicable

C. SCHOOLWIDE PROGRAMS:

If the LEA does not have any Title I schoolwide programs, proceed to Section D - Targeted Assistance.

- 1.** For LEAs with Title I schoolwide programs, DESCRIBE the steps taken to help the Title I schools make effective use of schoolwide programs **by addressing each lettered item separately.** Reg. 200.25-28 and Sec. 1114.

- a. Describe how the system will assist schools in consolidating funds for schoolwide programs. If the system is not consolidating funds, describe how the system coordinates financial resources to develop schoolwide programs.

Funds are not consolidated. The Title I Office and the Office of Finance work closely to ensure all funds for Title I schools are effectively appropriated. Title I schools utilize these funds for additional staff, intervention programs and supplies/materials/ equipment which support Title I student achievement.

The LEA and the Title I Office communicate regularly to ensure the coordination of funds, for purchases of intervention supplies, materials and programs, which will increase student achievement in Title I Schools. The HCPS Intervention Coordinator and Title I Office discuss the best use of these funds. Once the funds are disbursed to the schools, the principals order the instructional tools need to support student achievement.

- b. Describe the process to ensure that the 10 Components of a Schoolwide Program are part of the development, peer review, implementation, and monitoring of Schoolwide/School Improvement Plans.

The HCPS Title I process to ensure the 10 Components of a Schoolwide Program are part of the development, peer review, implementation, and monitoring of Schoolwide/School Improvement plans are:

- 1. Schools receive staff development from the Title I Supervisors, Title I Teacher Specialists, and MSDE specialists on how to make effective use of schoolwide programs.*
- 2. Embedded in staff development are the 10 components of a schoolwide program and the 10 requirements of a schoolwide program and how those components and requirements help to effect change for all stakeholders. The Schoolwide Component Checklist and the School Improvement Plan Requirements Checklist are introduced and used in the writing of each school's School Improvement Plan.*
- 3. Peer reviews are conducted to review school improvement plans and to help schools ensure that the plans are a working document at the school site. (Scheduled for October 2011). The peer review process meeting includes information pertaining to the uniform evaluation process. A scoring tool is included during the peer review process meeting. Magnolia ES and William Paca/Old Post Road ES will be paired with two other schools who are not in improvement.*
- 4. During the Peer review, the Schoolwide Component Checklist: (Schoolwide Components NCLB section 1114(b) (1) (A-J)) is used to document that all 10 components are in each school's plan. The School Improvement Plan Requirements Checklist: (School Improvement Plan NCLB Section 1116(b)(3)(A)(i-x)) is used to document that all 10 requirements are in Magnolia Elementary School's and William Paca/Old Post Road Elementary School's plan. A matrix is included in each School's Improvement Plan, detailing each of the 10 Schoolwide*

Components and the 10 School Improvement Plan Requirements and on which page they are found.

5. *After the Title I SIP (School Improvement Plan) Peer Review, the school reviews and rewrites the plan to incorporate all components. The Schoolwide Component Checklist and the School Improvement Plan Requirements Checklist are used during the school review and rewrite. Completion of revisions are due back to the Title I Office by mid-November.*
6. *Monthly School Improvement Teams review 10 components to ensure implementation.*
7. *Title I principals and teacher specialists maintain binders/bins that are divided into the 10 components. Evidence of each component is filed and maintained. The Title I supervisor monitors and reviews all evidence on a quarterly basis. Title I principals meet monthly to discuss progress and student needs. Title I Teacher Specialists meet with Title I Supervisor on a monthly basis to discuss additional support, if needed.*
8. *Title I Supervisors meet with ILT (Instructional Leadership Team), SIT (School Improvement Team) to review ongoing implementation of the 10 components.*
9. *Title I Supervisors monitor timelines for implementation/review school improvement team minutes on a monthly basis to ensure the minutes highlight which component(s) are referenced during the meeting.*

The Appendices provided in section A – Schools in Improvement, support the processes to ensure that the 10 Components of a Schoolwide Program are included in the SIP process. See Appendix A.5 – Peer Review & Appendix A.6 – William Paca ES and Magnolia ES SIP as of July 20

- c. *If any of the 10 Components of the schoolwide plan are not adequately addressed, describe steps the LEA will take to ensure that revisions to schoolwide plans occur in a timely manner.*

The Plan, Do, Study, Act cycle of continuous improvement will be used to review data related to the 10 components of a schoolwide program. During the month of October, the Title I schools will conduct a peer review of school improvement plans. The Schoolwide Component Checklist: (Schoolwide Components NCLB section 1114(b) (1) (A-J) is used to document that all 10 components are in each school's plan. The School Improvement Plan Requirements Checklist: (School Improvement Plan NCLB Section 1116(b)(3)(A)(i-x)) is used to document that all 10 requirements are in Magnolia Elementary School's and William Paca/Old Post Road Elementary School's plan. A matrix is created for each School's Improvement Plan, detailing each of the 10 Schoolwide Components and the 10 School Improvement Plan Requirements and on which page they are found.

After the Title I SIP (School Improvement Plan) Peer Review, the school reviews and rewrites the plan to incorporate all components. Completion of revisions are due back to the Title I Office by mid-November. The SIP (School Improvement

Plan) is reviewed again by Title I Supervisors and Teacher Specialists for inclusion of all 10 components.

Special Note: Both Magnolia Elementary Schools' and William Paca/Old Post Road Elementary Schools' SIP will be reviewed for the inclusion of the "two-year" SIP process due to their status as a Comprehensive Needs school.

- d. Describe specific steps to be taken by the LEA to review and analyze the effectiveness of schoolwide programs.
- *Bi-weekly data meetings are conducted by Title I Teacher Specialists with grade level teams to identify whether or not students are making appropriate progress. If students are not making appropriate progress, decisions about changes in interventions will be made on how to increase student achievement.*
 - *Title I Supervisor meets monthly with teacher specialists to review bi-weekly data meetings and school/student progress. Feedback is given to the teacher specialists during the monthly meetings. Minutes are maintained to capture the feedback. The Title I Supervisor monitors the intervention data provided by the teacher specialists to ensure, the program's effectiveness*
 - *A monthly review of implementation of School Improvement Plans by SIP teams is monitored for student benchmark progress. Minutes are provided to the Title I Office of all School Improvement Team meetings. These minutes are reviewed monthly by the Title I Office to determine student progress based upon benchmark information provided. Feedback is submitted to each school's SIP team.*
 - *The Title I Supervisor and Assistant Supervisor will attend each schools SIT meetings at a minimum on a quarterly basis.*
 - *The Title I Supervisor and Assistant Supervisor will attend each schools FIT meetings on a quarterly basis*
 - *The Title I Supervisor, with each school's Principal, will participate in formal teacher observations each semester in order to monitor the program effectiveness.*
 - *The Title I Supervisor, Assistant Supervisor or Coordinator will attend family involvement events in order to monitor the effective of these events.*
- e. Describe how the system and/or schools provide extended learning time, such as an extended school year, before- and after-school, and summer program opportunities.

All Title I schools in Harford County offer extended learning time through programs such as:

- *Half day Summer School, a four-week program designed to maintain students' skills in reading and mathematics. Two mega sites house*

registered students (grades K-4) from all six Title I schools. Transportation is provided.

- *Homework Club, Math Clubs and Cool School are before and/or after school programs that support identified students by providing time and guidance for remediation.*
- *After-school reading and mathematics programs are available to support special education students to improve their achievement.*
- *Intervention Programs are offered before, during, after school: SuccessMaker, LAUNCH (Language Arts Understanding to Nurture Children's Literacy Achievement), SIPPS (Systematic Instruction in Phonemic Awareness, Phonics and Sight Words), Imagination Station, Wilson Reading Program and Knowing Math.*
- *Title I Selection Instruments and Selection Criteria are utilized to provide extended learning opportunities for students in need academic.*

(See Appendix C.1 – Title I Selection Instruments Criteria)

- f. In addition to the Title I Supervisor, identify other central office staff by name, title, and department responsible for monitoring the 10 components in schoolwide plans, the effectiveness of schoolwide program implementation, fiduciary issues, and program effectiveness.

*Linda Chamberlin, Executive Director of Elementary Education, 410-588-5207
Thomas Webber, Assistant Supervisor of Compensatory Education, 410-809-6062
Leeann Schubert, Coordinator of School Improvement, 410-809-6073
Nancy Beltz, Title I Teacher Specialist, 410-273-5530
Kathleen Hobbs, Title I Teacher Specialist, 410-612-1553
Tina Sell, Title I Teacher Specialist, 410-612-1566
Jody Stover, Title I Teacher Specialist, 410-273-5524, 410-939-6616
Alice Jaffe, Title I Teacher Specialist, 410-612-1566*

2. **For LEAs with 1003g SIG Funds:** Describe how the LEA will insure that the 10 components for schoolwide are intergraded throughout the schools' models.

N/A

D. TARGETED ASSISTANCE SCHOOLS:

If the LEA does not have any Title I targeted assistance programs, proceed to Section E - Parent Involvement.

1. **DESCRIBE the step-by-step process including timelines/dates used to identify eligible children most in need of services.** Include in the description how students are **ranked using multiple selection (academic)** criteria. (NOTE: Children from preschool through grade 2 must be selected solely on the basis of such criteria as

teacher judgment, parent interviews, and developmentally appropriate measures.)
Section 1115(b)(1)(B)

N/A

2. **DESCRIBE** how the LEA helps targeted assistance schools identify, implement, and monitor effective methods and **supplemental** instructional strategies **for small groups of identified students.** (*In Maryland, small group constitutes no more than 8 students to one teacher.*) These strategies must be based on best practices and scientific research to strengthen the core academic program of the school. Describe how the system/school will address the following: Section 1115(c)(1)(C).

- a. Giving primary consideration to providing extended learning time, such as an extended school year, before-and after-school, and summer program opportunities.

N/A

- b. Helping provide an accelerated, high-quality curriculum, including applied learning.

N/A

- c. Minimizing the removal of children from regular classroom instruction for additional services.

N/A

3. **DESCRIBE** how the LEA/school provides additional opportunities for professional development with Title I resources, and, to the extent practicable, from other sources, for teachers, principals, and paraprofessionals, including, if appropriate other staff.

N/A

4. **DESCRIBE** the process for developing (with peer review), implementing, and monitoring targeted assistance requirements in targeted assistance school improvement plans.

N/A

5. **DESCRIBE** the specific steps to be taken to review and analyze the effectiveness of the targeted assistance programs.

N/A

6. In addition to the LEA Title I coordinator, **identify** by name, title, and department the person/s responsible for **monitoring** the required components in targeted assistance plans, the effectiveness of the targeted assistance programs, and fiduciary issues.

N/A

7. **DOCUMENTATION:** Attach weighted criteria used to select and rank children for targeted assistance services, the timeline for selecting students and implementing the targeted assistance program.

N/A

8. Identify the school(s) by name and assigned MSDE ID number that are implementing a targeted assistance program in 2011-2012 and are planning to become Schoolwide for the 2012-2013 school year.

N/A

E. PARENT INVOLVEMENT:

To encourage parent involvement, LEAs **and** schools need to communicate frequently, clearly, and meaningfully with families, and ask for parents' input in decisions that affect their children. [Section 1118(a)(2)] Parent involvement strategies should be woven throughout each system's Master Plan.

1. Local Educational Agency Parent Involvement Plan Review

- a. Date the current LEA Parent Involvement Plan was reviewed: May 1, 2011
- b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Plan.
 - *Each Title I school has a Parent Involvement Committee that meets quarterly to review and update the Parent Involvement Plan.*
 - *After parents review LEA Parent Involvement Plan using the Title I District level Parent Involvement Plan Requirement Checklist, they submit their feedback to the Title I Supervisor.*
 - *An annual Title I Parent Involvement Policy and Procedure Survey is distributed to parents during winter/spring Parent Involvement meetings, feedback is submitted to the Title I Supervisor.*
 - *The Title I Supervisor submits the parent feedback to the Executive Director of Elementary Education who in turn provides information to the Harford County Public Schools Board of Education for further review/approval.*
 - *Harford County Public Schools Board of Education recommendations are made and sent back to the Parent Involvement Committee at each Title I school.*
 - *Parents review the Harford County Public Schools Board of Education recommendations at their schools and submit their feedback back to the Title I Office for development of the Final Draft.*
 - *The final form of Parent Involvement Plan is reviewed at Back to School night, school newsletters and websites so that all parents receive information on their input to the plan.*
 - *Process will begin again for continual yearly review of the LEA Parent Involvement Plan*

(See Appendix E.1 – Title I Parent Involvement Documents)

- c. Describe how the LEA ensures that parents from Title I schools are informed about the existence of the district-level Parent Involvement Plan and how it is distributed to parents.

HCPS Title I Office ensures that each Title I school is informed about the existence of the system-level Parent Involvement Plan through various meetings with Parent Involvement Committees, all Title I school improvement teams and monthly Title I principals and teacher specialists meetings. The plan is on the HCPS website and the HCPS Title I website. In addition, the plan is distributed to all parents during the Fall as an attachment to the monthly school newsletters.

(See Appendix E.1 – Title I Parent Involvement Documents)

- 2. DOCUMENTATION:** Attach a copy of the LEA’s most current distributed Parent Involvement Plan. Discuss and explain any changes that have been made since the last Master Plan submission.

Revisions were made effective May 1, 2011

(See Appendix E.1 – Title I Parent Involvement Documents)

3. School Level Parent Involvement Plan Review

- a. Describe how the LEA ensures that all Title I schools have a school level Parent Involvement Plan that meets statutory requirements.

The LEA Parent Involvement Statement is embedded in each Title I school’s Parent Involvement Plan to indicate their acceptance of the HCPS district Parent Involvement policy.

During the spring of each school year, the Parent Involvement Committees at each Title I school review the Parent Involvement Plan using the School Level Plan Checklist.

- b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation and annual review of the parent involvement plans.

Each Title I school has a Parent Involvement Committee that meets quarterly to review and update the Parent Involvement Plan.

Parents discuss/make revisions on the plan. The LEA verifies that Title I parents are involved in the joint development, implementation, and annual review of the parent involvement plans through:

- *Collection and review of sign-in sheets, agendas and minutes (SANE-Sign in, Agenda, Notes, Evaluation)*
- *Maintenance/review of files by Family Liaison of all communications between home/school*
- *Periodic review of Student Agenda Books by Teachers/Family Liaisons which include the Parent Involvement Plan for the school*

- *Analysis of the results of the Title I School Satisfaction Survey, results from survey are shared with administrators, school teams and parents. Concerns are addressed/discussed at parent involvement meetings and school improvement meetings. Results are used to support revisions to the parent involvement plan.*
- *Informal school-based review of Parent Involvement Plans by Title I Supervisor/Executive Director of Elementary Education.*

Additional opportunities exist, throughout the year, for parents and families not involved with the Parent Involvement Committee. The timeline is as follows:

- *Fall 2011 Plan sent home
Back to School Night – plan/compact reviewed*
- *Fall 2011 Parent Conferences
Parent Involvement plan redistributed*
- *Fall 2011 Newsletters
HCPS Parent Involvement Plan is set home in each school's newsletter*
- *Fall 2011 MSDE Parent Involvement / Teacher Connection PD
MSDE representative will be conducting parent involvement / teacher connection professional development at faculty meetings in each of the schools.*
- *Spring 2012 Parent Involvement Plan/Compact reviewed by Title I Parent Involvement Committees*
- *Spring 2012 Parent Involvement Conference, the Title I Requirements are reviewed with all in attendance.*

4. School-Parent Compact

- a. Describe how the LEA will ensure that each Title I school has a School-Parent Compact that meets statutory requirements.

Title I Office utilizes a school/parent compact checklist to guide/ensure that Title I schools incorporate and meet all statutory requirements. The Title I Supervisor reviews all checklists and inform principals of any needed feedback. Based upon monitoring by the Title I Supervisor, if any changes need to be made to the school/parent compact, these changes will take place within during the next two parent involvement committee meetings.

School teams comprised of teachers/parents rewrite/revise compact on a yearly basis. Compacts are placed in every student's agenda book in English and Spanish.

- b. Describe how the LEA will verify that Title I parents are involved in the joint development, implementation, and annual review of the School-Parent Compact.

The LEA attends family involvement meetings at each Title I school periodically throughout the school year. All SANE documents are sent and kept on file in the Title I Office. Expectations are that school teams will incorporate parent input to compose all school compacts. Parent/school teams continuously work on rewriting compacts throughout the year. Revisions are completed by June, 2011. All Title I rewritten School-Parent Compacts have been printed in student agenda books in both English and Spanish for the 2011-2012 school year.

5. Monitoring Parent Involvement

a. Describe the LEA's process for monitoring parent involvement requirements in Title I schools.

- *Collection and review of sign-in sheets, agendas and minutes (SANE-Sign in, Agenda, Notes, Evaluation)*
- *Monitoring list of volunteers in each Title I school*
- *Review files maintained by Family Liaison of all communications between home/school*
- *Periodic review of Student Agenda Books by Teachers for parents signatures for homework, teacher notes and parent notes*
- *Reviewing School Improvement Plans*
- *Attending School improvement team meetings*
- *Attending parent involvement activities at each Title I School*
- *LEA monitoring visits to Title I schools*
- *Analysis of the results of the Title I School Satisfaction Survey.*
- *Inclusion of Title I Schools in MSDE's annual Title I Review of the LEA.*

b. In addition to the LEA Title I Supervisor, **identify** by name, title, and department the person(s) responsible for **monitoring parent involvement**.

Title I principals monitor parent involvement along with Title I Family Liaisons.

Lisa Sundquist, Principal, Edgewood Elementary School

Patricia Chenworth, Principal, George D. Lisby Elementary School at Hillsdale

Gwendolyn Benjamin-Jones, Principal, Hall's Cross Roads Elementary School

Renee Villareal, Principal, Havre de Grace Elementary School

Patricia Mason, Principal, Magnolia Elementary School

Gail Dunlap, Principal, William Paca/Old Post Road Elementary School

April Johnson, Family Liaison, Edgewood Elementary School

Shanda Coley White, Family Liaison, Hall's Cross Roads Elementary School

Kelly Wettig, Family Liaison, Havre de Grace Elementary School

Linda Nitche and Carinda Raftery, Family Liaisons, William Paca/Old Post Road

Barbara Haller, Family Liaison, Magnolia Elementary School

6. Distribution of Parent Involvement Funds

- a. Describe *how* the LEA distributes 95% of the 1% reservation to its Title I schools for parent involvement activities.

Distribution of the parent involvement funds is based upon the number of students in poverty within the Title I school. This allocation is funded for the Title I schools with the greatest PPA (Per Pupil Allocation) to the least, based upon the School's FARMS rate, ranked order.

<u>School</u>	<u>Poverty</u>
MAES	83.91%
HXES	78.86%
HDES	68.40%
GLES	67.72%
WPES	67.22%
EDES	63.74%

Title I schools then apply the funds to identified parent involvement needs. Uses of funds are identified in school improvement plan. Feedback is given to schools if funds are not used in a timely way. The Title I Supervisor monitors the parent involvement expenses monthly.

- b. Describe *how* the LEA ensures that Title I parents have input in the use of these funds at the district and school level.
- *Through the School Improvement Team, Parent Involvement Committees, Parent Meetings (SANE) information about use of Title I funds is provided and feedback welcomed. Parents are included in all parts of the decision making process regarding use of these funds.*
 - *Principals will report the use of parent involvement funds through the use of various media sources such as newsletters, emails and the school alert system.*
 - *Title I School Satisfaction Parent Survey provides the opportunity to supply input in the use of how Title I funds are used for their school.*
 - *Parent feedback of the use of Title I funds for the event and parent ideas for other use of the funds are requested on the evaluation form.*

(See Appendix E.2 – Parent Involvement Survey Information)

- c. Does the LEA reserve more than 1% of its total allocation for parent involvement? X Yes No
- d. If yes, describe *how* these additional funds are used.

For the 2011-2012 School Year, HCPS will reserve 2% of its total Title I allocation for parent involvement. The additional funds will be distributed

equitably to schools based upon poverty ranking just as the first 1% of parent involvement funds are distributed. The reason for the increase in total allocation for parent involvement is due to the request by Title I Principals and their parent teams to provide a larger designated fund to increase parent involvement participation at the school. The previous year's 1% allocation was typically expended within the first half year of the grant. The increase to 2% will allow schools more opportunities to provide parent involvement programs and activities throughout the entire school year. The attached Parent Involvement Survey Information (Appendix E.2 - Parent Involvement Survey Information), reflects only the feedback on the initial 1%. Principals and parent teams decided to increase the amount beyond the 1% after the survey had been completed. All schools are in complete support of the increase of parent involvement funds beyond the 1% as of July 15, 2011. A detailed explanation of the expenditures by school is included in the budget narrative portion of Budget Information section.

**F. EQUITABLE SERVICES TO STUDENTS IN PRIVATE SCHOOLS
[SECTION 1120]:**

1. Participating private schools and services: **COMPLETE INFORMATION IN ATTACHMENT 6 A** regarding the names of participating private schools and the number of private school students that will benefit from the Title I-A services. Refer to the *Title I Services to Eligible Private School Children Non-Regulatory Guidance, October 17, 2003*.

(See Attachment 6-A)

2. **DESCRIBE** the LEA's process for inviting private schools to participate in the Title I, Part A program.

Certified letters are sent to all non-public schools in Harford County to invite them to a meeting early in the calendar year. This meeting is held with all HCPS grant managers. Each grant manager shares with the group all information involving their specific grant. Telephone numbers and e-mail addresses are given to the group in case there are other questions to be answered. At this meeting, non-public school officials also check whether they are interested in having the Title I program in their schools. Through written form distributed at the meeting, with the timeline of two weeks after the meeting to accept or decline Title I services. The Title I Supervisor plans a follow-up meeting with the non-public school officials. Together dates are set for meetings to discuss all aspects of the Title I program. Private and public school officials conduct meaningful consultation during these meetings. All SANE documentation is on file at the HCPS Title I Office.

(See Appendix F.1 – Invitation to Private Schools to Join Title I)

3. **DESCRIBE** the LEA's process of ongoing consultation with private school officials to provide equitable participation to students in private schools.

The HCPS Title I Office is committed to providing equitable services to eligible private school students, teachers, and parents. These services and other benefits will be comparable to the services and other benefits provided to the public school children and teachers participating in Title I programs. HCPS Title I Office will assess, address, and evaluate the needs of private school students and teachers.

HCPS Title I Office meets with private school officials quarterly throughout the year. At each meeting SANE documentation is kept and student progress is monitored. The agendas include: Implementation of Afterschool program, Parent Involvement, Staff Development, Student Assessment Calendar, Monitor Title I students, update of how program is working and determination if any changes need to be made.

- 4. DOCUMENTATION:** Attach a timeline for consultation and affirmation meetings with private school officials.

The Affirmation of Consultation between HCPS and the private school is last year's agreement, signed in late August 2010. Once the 2011-2012 School Year agreement is signed and approved, copies will be available for review by MSDE.

(See Appendix F.2 – Private School Timeline for consultation and affirmation meeting)

5. DELIVERY OF SERVICES

- a. Will LEA staff be providing the services directly to the eligible private school students? Yes No
If yes, when will services begin? _____
- b. Will the LEA enter into a formal agreement with other LEA(s) to provide services to private school students? Yes No
If yes, identify the LEA(s) involved and the date the services will begin.

- c. Will the LEA enter into a third party contract to provide services to eligible private school students? Yes No
If yes, when will services begin? September 19, 2011
- 6. DOCUMENTATION:** Attach copies of written affirmation(s) and if applicable, copies of the MOUs between school districts. [Section 1120(b) and Reg. 200.63]

The Affirmation of Consultation between HCPS and the private school is last year's agreement, signed in late August 2010. Once the 2011-2012 School Year agreement is signed and approved, copies will be available for review by MSDE.

(See Appendix F.2 – Private School Timeline for consultation and affirmation meeting)

7. **DESCRIBE** the LEA's process to supervise and evaluate the Title I program serving private school students.

HCPS Title I Office meets with private school officials quarterly throughout the year. At each meeting SANE documentation is kept and student progress is monitored. The agendas include: Implementation of Afterschool program, Parent Involvement, Staff Development, Student Assessment Calendar, Monitor Title I students, update of how program is working and determination if any changes need to be made. During these meetings with private school officials, the Title I Office is evaluating how the program is working. Changes will be made to the program if it is determined that the program is not working in its current form.

The Contract Agreement between HCPS and Catapult (third party vendor) is last year's agreement, signed October 10, 2010. Once the 2011-2012 School Year contract is signed and approved, copies will be available for review by MSDE.

(See Appendix F.3 – Private School Contract Agreement)

8. **DOCUMENTATION:** Signed Memorandum of Understanding between Harford and Cecil County.

According to the Memorandum of Understanding, Harford County agreed to provide services to a Cecil County Student. Cecil County transferred, \$1,107.00 to Harford County (based on Cecil County's PPA) to provide Title I services, and therefore, Cecil County relinquishes all (assessing, monitoring, evaluations, etc.) responsibilities to Harford County in providing equitable services. The Cecil County student attending St. Joan of Arc school will be included in all invitations to parent involvement activities through their partner Title I school, G. Lisby Elementary.

(See Appendix F.4 – Signed MOU btw Harford and Cecil.pdf)

II. Tables and WORKSHEETS

A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-1 SOURCE(S) OF DOCUMENTED LOW-INCOME DATA FOR DETERMINING THE NUMBER OF CHILDREN FROM LOW-INCOME FAMILIES		
<p>A Local Educational Agency must use the same measure of poverty for:</p> <ol style="list-style-type: none"> 1. Identifying eligible Title I schools. 2. Determining the ranking of each school. 3. Determining the Title I allocation for each school. 		
PUBLIC SCHOOLS:		
<p>CHECK the data source(s) listed below that the school system is using to determine eligible Title I schools. The data source(s) must be applied uniformly to all schools across the school system. A child who might be included in more than one data source may be counted <u>only once</u> in arriving at a total count. The data source(s) must be maintained in the applicant's Title I records for a period of three years after the end of the grant period and/or 3 years after the resolution of an audit – if there was one. Public School System must only check one.</p>		
	A.	Free Lunch
X	B.	Free and Reduced Lunch
	C.	Temporary Assistance for Needy Families (TANF)
	D.	Census Poor (Children ages 5-17 based on 2000 Census Data)
	E.	Children eligible to receive medical assistance under the Medicaid program
	F.	A composite of any of the above measures (explain): _____ A weighted process has been used as follows: _____ An unduplicated count has been verified.
PRIVATE SCHOOLS:		
<p>A local educational agency shall have the final authority to calculate the number of children who are from low-income families and attend private schools. According to Title I Guidance B-4, if available, an LEA should use the same measure of poverty used to count public school children, e.g., free and reduced price lunch data. CHECK (all that apply) the data source(s) listed below that the school system is using to identify private school participants: (Reg. Sec. 200.78)</p>		
X	A.	Use FARMS to identify low-income students;
	B.	Use the same poverty data the LEA uses to count public school children;
	C.	Use comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify;
	D.	Extrapolate data from the survey based on a representative sample if complete actual data are unavailable
	E.	Use comparable poverty data from a different source, such as scholarship applications;
	F.	Apply the low-income percentage of each participating public school attendance area to the number of private school children who reside in that school attendance area; (proportionality) or
	G.	Use an equated measure of low-income correlated with the measure of low-income used to count public school children.

A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-2 METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)

Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I-A. The following points summarize these requirements:

1. The school system must first rank all of its schools by poverty based on the percentage of low-income children.
2. After schools have been ranked by poverty, the school system must serve in rank order of poverty, schools above 75% poverty, including middle and high schools.
3. Only after the school system has served all schools above 75% poverty, may lower-ranked schools be served. The school system has the option to (a) continue on with the district-wide ranking or (b) rank remaining schools by grade span groupings.
4. If the school system has no schools above 75% poverty, the system may rank district-wide or by grade span groupings. For ranking by grade span groupings, the school system may use (a) the district-wide grade span poverty average noted in Table 7-4, or (b) the district-wide grade span poverty averages for the respective grade span groupings.

CHECK the appropriate box below to indicate which method the school system is using to qualify attendance areas. The school system must qualify Title I schools by using percentages or other listed eligible methods.

- Percentages** -- schools at or above the district-wide average noted in Table 7-2 above. Schools must be served in rank order of poverty. Title I-A funds may run out before serving all schools above the district-wide average. **Schools below the district-wide average cannot be served. Complete Table 7-3.**
- Grade span grouping/district-wide percentage** -- schools with similar grade spans grouped together, and any school at or above the district-wide percentage in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 4.**
- 35% rule** -- all schools *at or above 35%* are eligible for services. Schools must be served in rank order of poverty. Title I –A funds may run out before serving all schools above 35%. **Complete Tables 7-3.**
- Grade-span grouping/35% rule** -- schools with similar grade spans grouped together, and any school at or above 35% in each group is eligible for services. Schools must be served in rank order of poverty within each grade-span grouping. **Complete Tables 7-3 and 7-4.**
- Special Rule:** Feeder pattern for middle and high schools. Using this method, a school system may project the number of low-income children in a middle school or high school based on the average poverty rate of the elementary school attendance areas that feed into the school. **Complete Tables 7-3 and 4.**

NOTE REGARDING GRADE-SPAN GROUPING: The same rule must be used for all groups if grade-span grouping is selected. If there are three grade-span groups, the school system must use the 35% rule for all three or the district-wide average for all three. The district may not have three groups with one group using the 35% rule and one group using the district-wide average. Schools above 75% poverty must be served before lower ranked schools.

A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-3 DISTRICT-WIDE PERCENTAGE OF LOW-INCOME CHILDREN				
The LEA may rank schools using the district-wide poverty average or the district-wide grade span poverty averages for the respective grade span groupings. Based on the data source(s) noted in Table 7-1, CALCULATE the district-wide average of low-income children below. Use the official number of students approved for FARM as of October 31, 2010 to complete this table along with the September 30, 2010 enrollment data. <i>Beginning in SY 2007-2008 Pre-K should be included in these numbers.</i>				
$\frac{10,516}{\text{Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2010)}}$	÷	$\frac{38,394}{\text{Total LEA Student Enrollment (September 30, 2010)}}$	=	$\frac{27.4\%}{\text{District-Wide Average (percentage) of Low-Income Children}}$

Table 7-4 DISTRICT-WIDE GRADE SPAN POVERTY AVERAGES OF LOW-INCOME CHILDREN BY GRADE SPAN GROUPINGS (Complete only if using grade span averaging.)				
A school system's organization of its schools defines its grade span groupings. For example, if the district has elementary schools serving grades Pre-K-5, middle schools serving grades 6-8, and high schools serving grades 9-12, the grade span groupings would be the same. To the extent a school system has schools that overlap grade spans (e.g. Pre-K-6, K-8, 6-9) the school system may include a school in the grade span in which it is most appropriate. Based on the data source(s) noted in Table 7-1 and the district-wide average in Table 7-3, INDICATE below the district-wide grade span poverty averages for each grade span groupings.				
DISTRICT-WIDE GRADE SPAN POVERTY AVERAGE CALCULATIONS				
Grade Span Write Grade Spans in Spaces Below.	Total Grade Span Enrollment of Low Income Students.	÷	Total Grade Span Enrollment	District-wide grade span poverty average
Elementary ()	5,547	÷	17,668	31.4%
Middle ()	2,380	÷	9,594	24.8%
High ()	2,589	÷	11,132	23.3%

Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT THAT SERVE SCHOOLS BELOW 35% POVERTY (125% RULE)				
$\frac{4,048,402.00}{\text{Local Educational Agency Title I-A Allocation (Taken from Table 7-10) (Should match # on C-1-25)}}$	÷	$\frac{10,516}{\text{Total Number Of Low-Income Public and Private Students (Add the total public students presented above and the private student number presented on Table 7-9.)}}$	=	$\frac{\$384.97}{\text{Per Pupil Amount}}$
Per-Pupil Amount \$384.97 X 1.25 = Minimum Per Pupil Allocation \$481.21				
MULTIPLY the minimum per pupil allocation by the number of low-income students in each school to calculate the school's minimum Title I allocation.				

A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-6 CONTINUED ELIGIBILITY		
<p>Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <u>one additional year</u> a school that is not eligible, but was eligible and served during the <u>preceding fiscal year</u>. LIST below any school(s) that the school system will grandfather for one additional year. Schools must be served in rank order.</p>		
Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty
Edgewood Elementary School	65.90%	63.74%

The HCPS threshold for the 2011-2012 School year is 65% FARMS for identifying schools as Title I. Edgewood Elementary School falls below this threshold, but the Title I Office is grandfathering them in for the 2011-2012 school year.

Table 7-7 TITLE I SKIPPED SCHOOLS		
<p>LEA must have prior approval from the Title I Director to skip schools. Request must be in writing annually.</p>		
<p>Section 1113(b)(1)(D) of ESEA includes a "skipping provision" that permits the school system not to serve an eligible Title I school that has a higher percentage of low-income students if the school meets all three of the following conditions:</p> <ol style="list-style-type: none"> 1. The school meets the comparability requirements of section 1120(A)(c). 2. The school is receiving supplemental funds from other state and local sources that are spent according the requirements of section 1114 and 1115. 3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I. 		
Number of Skipped Schools :	0	Note: The completed Skipped School Allocation Worksheet must be submitted with the Attachment 7 submission.
Source of Compensatory Funds: (Attach documentation in which Compensatory Funding Source was approved in the LEA.)		

B. BUDGET INFORMATION

TABLE 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION	
<p>Before allocating funds to schools, a school system MUST reserve funds for certain services. Reservations (set asides) should be made for reasonable and necessary expenditures to provide services to children in participating Title I schools. Because the reservation of funds will reduce the amount of funds available for distribution to public schools as well as the program for private school students, consultation with teachers, principals, parents, and private school officials must include discussion on why the reservations are necessary.</p> <p>LIST (calculate) the amount of reservations the district will set-aside from the Title I allocation for activities authorized by ESEA. Provide a bulleted, budget description that explains how the reserved Title I funds will be used to support each activity. All fixed charges and fringe benefits must accompany the salaries and wages on whatever line they might appear in Table 7-8.</p>	

Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION¹

Total Title I 2011-2012 Allocation		\$4,048,402.00 (Taken from the C-1-25)	
Reser vatio ns	ACTIVITY	RESERVATION	DETAILED BUDGET DESCRIPTION (including how, where, and for what purpose these funds were reserved)

¹ References for all of these reservations may be found in the NCLB law, the Federal Register, and Non-Regulatory Guidance as presented on each line in Table 7-8 and in the Non-Regulatory Guidance, Local Educational Agency Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to Those Areas and Schools, August 2003. Question 5, Pages 9-11.

	<p>1 District-wide Title I Instructional Program(s) Reservation 34CFR Sec. 200.64, and District-wide Professional Development (Not to include required PD for low performing schools) 34 CFR Sec.200.60, Sec. 9101(34) of ESEA</p>	<p>\$608,372.37</p>	<p>----- Regular Programs ----- Title I Teacher Specialists (3.0) \$234,327.15 Fixed Costs \$86,756.94 Summer School -Salary \$75,000.00 Summer School -Contr Serv \$33,670.76 Summer School -Supply \$10,000.00 Summer School -Fixed \$5,992.50 ----- PI Conference Venue - Cont Serv \$14,000.00 PD Academy -Cont Serv \$24,000.00 New Teacher Meeting -Cont Serv \$1,500.00 PI Conference Buses -Cont Serv \$1,200.00 PI Conference – Supply \$4,692.71 Tcher Specialist Mileage -Other \$2,500.00 ----- Staff Development ----- Central Support PD - Salary \$64,000.00 New Tch Training – Salary \$7,200.00 PD Academy – Salary \$25,700.00 Staff Development Salary– Fixed \$7,742.31 PD Academy – Supplies \$6,000.00 New Tchr Training – Supplies \$500.00 Summer School (membership in HCRC) - Other \$840.00 Food: New Tchr Trm- Other \$350.00 Food for PD Academy – Other \$2,400.00 <u>Providing Equitable PD Services to Private Schools</u> Total (Table 7-8, Line 1) \$608,372.37 PD of Title I Teachers \$89,700.00 Percentage 14.7% Equitable Share (Table 7-9) \$18,818.67 Amount of Dist PD for Private School Teachers (15% x \$18,818.67) \$2,766.34</p>
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	2	Parent Involvement (not less than 1%) Sec. 1118 (a)(3)(A) of ESEA (95% must be distributed to schools and parent input is required for expenditure)	\$80,968.04	- Materials/supplies to support parent involvement activities in all Title I schools. Per Pupil Allocation (PPA): School Poverty PPA Amount <table border="0"> <tr><td>MAES (83.91%)</td><td>\$21,855.00</td></tr> <tr><td>HXES (78.86%)</td><td>\$13,442.00</td></tr> <tr><td>HDES (68.40%)</td><td>\$10,259.22</td></tr> <tr><td>GLS (67.72%)</td><td>\$8,142.75</td></tr> <tr><td>WPES (67.22%)</td><td>\$18,999.75</td></tr> <tr><td>EDES (63.74%)</td><td>\$8269.32</td></tr> </table>	MAES (83.91%)	\$21,855.00	HXES (78.86%)	\$13,442.00	HDES (68.40%)	\$10,259.22	GLS (67.72%)	\$8,142.75	WPES (67.22%)	\$18,999.75	EDES (63.74%)	\$8269.32
MAES (83.91%)	\$21,855.00															
HXES (78.86%)	\$13,442.00															
HDES (68.40%)	\$10,259.22															
GLS (67.72%)	\$8,142.75															
WPES (67.22%)	\$18,999.75															
EDES (63.74%)	\$8269.32															
	3	Professional Development to train teachers to become highly qualified (not less than 5%) Sec. 1119 (1) If a lesser amount or no monies are needed, a description as to why should be provided. Reg. Sec. 200.60 (a) 2 and Non-Regulatory Guidance on Improving Teacher Quality State Grants, C-6 and Appendix A.	No Longer Applicable, due to NCLB Highly Qualified Deadline.													
	4	TOTAL reservations requiring equitable services. Lines 1 & 2 (Present this number in Table 7-10 LINE 2.)	\$689,340.41													

Reservations Not Requiring Equitable Services	5	Administration (including mid-level) for services to public and private school students and non-instructional capital expenses for private school participants 34CFR Sec. 200.77 (f) (Present this number in Attachment 4-A School System Administration.)	\$579,779.33	Title I Supervisor (1.0) \$97,919.00 Title I Asst Sup. (1.0) \$89,609.94 Title I Coordinator (1.0) \$89,609.94 Title I Clerical (1.0) \$30,053.99 Contracted Services (private school -admin. fee, use of copier, survey monkey) \$14,772.39 Supplies \$3,430.41 Other (conferences, journals, mileage, refreshments) \$12,807.93 Equipment \$2,500.00 Fixed Costs \$117,623.67 Indirect Costs \$121,452.06

6	<p>School Improvement Initiatives under NCLB (not less than 20% - of which 5% is for Choice and 5% for SES) Sec. 1116 (b)(10)(A) and Sec. 1116 (e)(6) of ESEA</p>	<p>\$809,680.40</p>	<p>Funds allocated for school choice transportation and Supplemental Educational Services (SES): School Choice = \$136,000.00 SES = \$673,680.40</p> <p>The estimated cost for School Choice transportation in the breakdown is 3.3% (less than the required 5%). The HCPS Office of Transportation estimated the 2011-2012 School Choice transportation costs to be \$136,811.40 (see attached for details). Therefore, a conservative estimate of the transportation costs was rounded to \$138,000.00. (Please see Appendix G – School Improvement Initiatives)</p>
7	<p>Support to Low Performing Title I Schools Sec. 1116 (b)(4) A-C of ESEA Local discretion. This reference describes required technical assistance.</p>	<p>\$0.00</p>	
8.	<p>Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA</p> <p>Must reserve funds if N & D programs exist.</p>	<p>\$0.00</p>	
9.	<p>Services for Homeless Children (must) Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3. Note: Please include a description of how the funds and service plan is coordinated with the McKinney Vento Homeless Education Act funds.</p>	<p>\$3,000.00</p>	<p>In consultation with HCPS Pupil Services Office and HCPS Title I Office services are coordinated for homeless children through communication of: 1) Identifying student needs; 2) Discussion of allowable expenses; and 3) Defining appropriate expenditures (McKinney Vento/Title I). HCPS Pupil Services Office allocates McKinney Vento funds for use of transportation expenses and supplies/materials for homeless children.</p> <p>HCPS Title I Office allocates Title I funds for:</p> <p>Educationally Relates Services \$1,000 .00 Supplies and Materials \$1,500.00 Clothing \$500.00</p>

	10. Professional Development for an LEA identified as a System in Improvement (not less than 10%) (must) Sec. 1116 (c) (7)(A)(iii) of ESEA	\$0.00	
Note: 1. If there are no Title I schools identified for improvement in a system identified for improvement, the LEA must still set aside 10% for professional development for any Title I school to help them remain out of improvement status. Please provide an explanation. 2. School level PD funds can be included when factoring the 10%.			
	11. Incentives for Title I Teachers (Local Discretion) (not more than 5%) for schools in improvement, corrective action, and restructuring. Sec. 1113(c)4 of ESEA	\$0.00	
	12. Total Reservations Not requiring Equitable Services, lines 5-11(Use this number in Table 7-10 LINE 4.)	\$1,392,459.73	
	13. Total of Equitable and Non-Equitable Reservations minus Administration. (Present this number in Attachment 4-A System-wide Program and School System Support to Schools.)	\$1,502,020.81	Total Non-Equitable LINE 12 \$1,392,459.73 Plus Equitable Reservations LINE 4 \$689,340.41 Equals \$2,081,800.14 Minus Administration – LINE 5 \$579,779.33 Equal: \$1,502,020.81

B. BUDGET INFORMATION

Table 7-9				
COMPLETE the following formulas to identify monies allocated for equitable services to private school participants, their families, and their teachers (see Section 1120(a) of NCLB and Sec 200.64 & 200.65 in 34CFR.) Monies calculated for equitable services to private school participants, their families, and their teachers.				
<u>District-wide Instructional Program(s) Reservation and District Professional Development</u>				
<u>64</u>	÷	<u>2,069</u>	=	<u>0.0309328178</u>
Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs (Residing in Title I School attendance area) (Use the total number reported in the Title I Allocation Worksheet.)		Total # of <u>public school children</u> from low-income families (in Title I public schools) plus <u>private school children</u> from low-income families (Use the total numbers reported in the Title I Allocation Worksheet.)		Proportion of reservation
<u>0.0309328178</u>	x	<u>\$608,372.37</u>	=	<u>\$18,818.67</u>
Proportion of reservation		reservation (Use # from Table 7-8, Line 1)		Proportional monies available for equitable services to private school participants
<u>Parental Involvement Reservation</u>				
<u>64</u>	÷	<u>2,069</u>	=	<u>0.0309328178</u>
Total # of <u>private school children</u> from low-income families including those going to schools in other LEAs (Residing in Title I School attendance area) (Use the total number reported in the Title I Allocation Worksheet.)		Total # of <u>public school children</u> from low-income families (in Title I public schools) plus <u>private school children</u> from low-income families (Use the total numbers reported in the Title I Allocation Worksheet.)		Proportion of reservation
<u>0.0309328178</u>	x	<u>\$80,968.04</u>	=	<u>\$2,504.57</u>
Proportion of reservation		reservation (Use # from Table 7-8, Line 2)		Proportional monies available for equitable services to parents of private school participants
TOTAL: proportional funds from reservations for equitable instructional service, professional development and parent involvement (Total from Table 7-9 ADD to Table 7-10 LINE 3)			Total <u>\$21,323.24</u>	

B. Budget Information

Table 7-10			
BUDGET SUMMARY – CALCULATION OF PER PUPIL ALLOCATION (PPA)			
1	Total Title I Allocation (Use amount shown on C-1-25)	-----	\$4,048,402.00
2	Total reservations requiring equitable services. (Present final figure in Table 7-8, LINE 4)	minus	\$689,340.41
3.	Equitable share Total reported in Table 7-9 (Present this number in Attachment 4-A Private School Equitable Share)	minus	\$21,323.24
4.	Total Reservations not requiring Equitable Services (Use number presented in Table 7-8 LINE 12.)	Minus	\$1,392,459.73
5.	Total Title I LEA allocation minus all reservations: Title I allocation (LINE 1 above) minus all Reservations (LINES 2, 3 &4 above). (LEAs, serving schools below the 35% poverty line must first complete Table 7-5 to determine minimum PPA) This amount is available for PPA calculation. The total of the funds in the Title I Allocation Worksheet for private and public school students must equal this amount.	equals	\$1,945,278.62
6.	Total PPA Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet. (Present this number in Attachment 4-A Nonpublic Cost.)	----	\$55,254.27
7.	Total Nonpublic Cost equals line 6 plus line 3,	----	\$76,577.51

The Title I allocation worksheet must be submitted to MSDE as part of Attachment 7 in the LEA Master Plan Update.

The following documents can be found on the Title I web page. Please go to www.marylandpublicschools.org. Click on Programs>Title I.

- Attachment 7**
- Title I Excel Allocation Worksheet**
- Skipped Schools Excel Allocation Worksheet**
- Sample Excel Budget Worksheet**
- Title I, Part A Assurance Page**
- Final Carryover Report**

Title I FY 12 Allocation Worksheet School Year 2011-2012

LEA 12 - Harford County Public Schools
Local School System

Note: 1/2 day Pre-K equals .5 FTE

Notations		D	E	F	G	H	I	J	K	L
N or C or R or S	SW or TAS	MSDE Sch ID #	Public School Name Charter school(s) place * after school name <i>(Must rank order by Percent of Poverty highest to lowest)</i>	Specific Numeric Grade Span (public)	Percent of Poverty (I/H=G)	Public School Enrollment (as of 9/30/10)	Number of Low Income- Public School Children (as of 10/31/10)	FTE Low Income Public School Children (10/31/10)	Number of Low- Income Private School Children Residing in this School's Attendance Area.	FTE Low Income Private School Children Residing in this School's Attendance Area.
2	SW	0230	HALLS CROSS ROADS ELEMENTARY	PREK-5	78.86%	492	388	352.0	3	3
3	SW	0632	HAVRE DE GRACE ELEMENTARY	PREK-5	68.40%	424	290	275.0	5	5
4	SW	0211	GEORGE D LISBY ELEM AT HILLSDALE	PREK-5	67.72%	347	235	220.0	4	4
5	SW	0140	WM PACA/OLD POST RD ELEM	PREK-5	67.22%	845	568	539.0	45	45
6	SW	0115	EDGEWOOD ELEMENTARY	PREK-5	63.74%	422	269	247.0	3	3
7										
8										
9										
10										
11										
12										
13										
14										
15										
16										
17										
18										
19										
20										
			Total				2141	2005.0	64	64.0

Table 7-9

Table 7-9

Title I FY 12 Allocation Worksheet School Year 2011-2012

LEA 12 - Harford County Public Schools
Local School System

E	M	N	O
Public School Name (Must rank order by Percent of Poverty highest to lowest) <small>Charter school(s) place * after school name</small>	Per Pupil Allocation (PPA)	Public School Allocation (J x M =N)	Allocation for Private School Children (L x M =O)
MAGNOLIA ELEMENTARY	\$1,367.68	\$508,776.96	\$5,470.72
HALLS CROSS ROADS ELEMENTARY	\$888.99	\$312,925.18	\$2,666.98
HAVRE DE GRACE ELEMENTARY	\$868.48	\$238,831.12	\$4,342.38
GEORGE D LISBY ELEM AT HILLSDALE	\$861.64	\$189,560.45	\$3,446.55
WM PACA/OLD POST RD ELEM	\$820.61	\$442,307.71	\$36,927.36
EDGEWOOD ELEMENTARY	\$800.09	\$197,622.92	\$2,400.28
Total		\$1,890,024.35	\$55,254.27

Table 4 A & B

Table 4 A & B
Table 7-10 /6

Carryover Excel Worksheet

C. CARRYOVER INFORMATION

Table 7-11	<u>ESTIMATE OF TITLE I CARRYOVER</u> (Annually as of September 30)
<p>Section 1127(a) of ESEA permits a school system to carryover not more than 15% of Title I funds from one fiscal year to the next. The amount of carryover is calculated based on the initial 15-month expenditure period (e.g., July 1, 2010 - September 30, 2011). LEAs have two options for the use of carryover funds: 1) add carryover funds to the LEA's subsequent year's allocation and distribute them to participating areas and schools in accordance with allocation procedures that ensure equitable participation of non-public school children; 2) designate carryover funds for particular activities that could best benefit from additional funding. (Non-Regulatory Guidance, LEA Identification and Selection of School Attendance Areas and Schools and Allocation of Title I Funds to those Areas and Schools, August 2003, Question 3, page 8.)</p>	
1.	Total amount of Title I 2010-2011 allocation: \$ 3,801,950.00
2.	The estimated amount of Title I funds the school system will carryover: \$551,951.32
3.	Explain why this Carryover may occur. Title I programs during the first 15 months of grant period came in at a lesser cost than originally estimated.
4.	The estimated percentage of carryover Title I funds as of September 30, 2011 14.5% (THIS IS A PROJECTION.)
5.	Within the past 3 years, has the system been granted a waiver? _____ Yes <input checked="" type="checkbox"/> No _____ Year

LEAs with more than 15% projected carryover should contact their MSDE point of contact for further instructions.

Note:

The Title I Final Carryover Report must be submitted in hard copy with original signature on the cover page to Maria E. Lamb, Director, Program Improvement and Family Support on or before November 22, 2011. Also submit the report electronically to Maria E. Lamb via her Management Associate Sharon Williamson. If applicable, the carryover budget, any amendments and revised narrative should be submitted with the Final Carryover Report.

III. BUDGET INFORMATION- SUBMIT THIS INFORMATION AFTER SECTION II

PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2011-2012

1. **COMPLETE** a detailed BUDGET on the MSDE Title I, PART A proposed budget form (*C-1-25*). The proposed budget must reflect how the funds will be spent and organized according to the budget objectives. MSDE budget forms are available through the local finance officer or at the *MSDE BRIDGE TO EXCELLENCE MASTER PLAN* web site at: WWW.MARYLANDPUBLICSCHOOLS.ORG.
2. **Provide a detailed budget narrative.** The budget narrative should:
 - a. Detail how the LEA will use Title I, Part A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title I, Part A program.
 - i. Include a separate and complete justification for each line item.
 - ii. Identify each activity.
 - iii. Include a clear, complete calculation of expenses for each category and object (identifying the categories and objects with appropriate codes) including amount paid to each employee (salary or hourly rate), number and types of positions, fixed charges for each position.
 - iv. Show alignment between the project activities and the description of the program in the Title I Program Description and Reservations with the C-1-25.
 - b. Demonstrate the extent to which the budget is reasonable, necessary, supplemental, allowable, allocable and cost-effective.
 - c. Sample budget template for the detailed narrative is available on the Title I web page on www.marylandpublicschools.org
3. **Attach** the signed required assurance page with the final submission.
4. **Attach** the allocation worksheets

IV. REQUIRED DOCUMENTATION

Attach ALL required documentation after Section III. Please number each page and include a Table of Contents for this section of this submission.

MASTER PLAN UPDATE ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B

**The following information will stay embedded in Part I of the Master Plan Update.
Be certain to complete all appropriate templates in Part I:**

Attachment 4A & B: School Level “Spreadsheet” Budget Summary

Attachment 5A & B: Transferability of ESEA Funds & Consolidation of ESEA Funds for Local Administration

Attachment 6A & B: Nonpublic School Information for ESEA Programs
SY 2011-2012

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$4,048,402.00	AMENDED BUDGET #		REQUEST DATE	07/22/11
GRANT NAME	Title 1, Part A, Regular Allocation Grant to Local School System	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	23002		
REVENUE SOURCE	Title 1, Part A	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2011	6/30/2013	
			FROM	TO	

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						\$121,452.06	121,452.06
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.	\$307,192.87	\$14,772.39	3,430.41	\$12,807.93	\$2,500.00	0.00	340,703.60
203-205 Instruction Categories							
Prog. 01 Regular Prog.	\$1,338,800.79	\$910,607.40	188,498.72	\$72,959.25	\$12,151.27	76,577.51	2,599,594.94
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	\$169,700.00		\$36,000.00	\$53,103.83			258,803.83
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation		\$53,320.76					53,320.76
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				\$674,526.81			674,526.81
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	1,815,693.66	978,700.55	227,929.13	813,397.82	14,651.27	198,029.57	4,048,402.00

Finance Official Approval

Eric Clark
Name

E. Clark
Signature

8/8/11
Date

410-809-6055
Telephone #

Supt./Agency Head Approval

Rick Tomback
Name

Rick Tomback
Signature

8/10/11
Date

Telephone #

MSDE Grant Manager Approval

Name

Signature

Date

Telephone #

HCPS Title 1 - Budget Narrative – FY '12

Category/Object	Item	Description/Calculation	Sub Total	Total
		SALARIES AND WAGES		
Administrative 02-16	Salary	1.0 Supervisor \$97,919.00 1.0 Assistant Supervisor 89,609.94 1.0 Coordinator 89,609.94 1.0 Clerical 30,053.99	\$307,192.87	
	Fixed Costs	Total - \$117,623.67 Outcome Goal(s): 3.2 Strategies: 3.2.a	\$117,623.67	\$424,816.54
Regular Programs 03-01	Salary	Central Support Personnel Salaries 3.0 Teacher Specialists = \$234,327.1	\$234,327.15	
	Fixed Costs	Fixed = \$86,756.94 Outcome Goal(s): 3.2 Strategies: 3.2.a	\$86,756.94	\$321,084.09
	Salary	School-based Support Personnel (Expenses deducted after PPA school distribution) <u>MAES (83.91%)</u> Salary – 7.0 Positions = \$257,925.19 <u>Fixed = \$144,365.32</u> Total = \$402,290.51 <u>HXES (78.86%)</u> Salary – 3.0 Positions = \$155,391.54 <u>Fixed = \$69,274.53</u> Total = \$224,666.07 <u>HDES (68.40%)</u> Salary – 3.0 Positions = \$107,868.65 <u>Fixed = \$66,867.96</u> Total = \$174,736.61 <u>GLES (67.72%)</u> Salary – 1.0 Positions = \$82,109.05 <u>Fixed = \$31,971.73</u> Total = \$114,080.78 <u>WPES (67.22%)</u> Salary – 5.9 Positions = \$238,686.08 <u>Fixed = \$94,726.99</u> Total = \$333,413.07 <u>EDES (63.74%)</u> Salary – 3.0 Positions = \$98,493.13 <u>Fixed = \$36,277.04</u> Total = \$134,770.17	\$940,473.64	
	Fixed	Total Fixed = \$443,483.57 Outcome Goal(s): 3.2 Strategies: 3.2.a	\$443,483.57	\$1,383,957.21

Regular Programs 03-01	Salary Fixed	Summer School (2 Sites/6Schools) 19 days (Central Support) <table border="1" data-bbox="646 254 1110 375"> <thead> <tr> <th>Personnel</th> <th>Per Diem</th> <th>Days</th> <th>#</th> <th>Total</th> </tr> </thead> <tbody> <tr> <td>Admin</td> <td>\$200.00</td> <td>21</td> <td>3</td> <td>\$12,600.90</td> </tr> <tr> <td>Teachers</td> <td>\$95.00</td> <td>21</td> <td>31</td> <td>\$61,845.00</td> </tr> <tr> <td>Nurse Shared</td> <td>\$55.50</td> <td>10</td> <td>1</td> <td>\$555.00</td> </tr> <tr> <td colspan="4">Total</td> <td>\$75,000.00</td> </tr> </tbody> </table> Fixed Outcome Goal(s): 2.1 Strategies: 2.1a.3	Personnel	Per Diem	Days	#	Total	Admin	\$200.00	21	3	\$12,600.90	Teachers	\$95.00	21	31	\$61,845.00	Nurse Shared	\$55.50	10	1	\$555.00	Total				\$75,000.00	\$75,000.00 \$5,992.50	 \$80,992.50																							
Personnel	Per Diem	Days	#	Total																																																
Admin	\$200.00	21	3	\$12,600.90																																																
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	Salary Fixed Costs	Before/After School Interventions (School Allotment) <table border="1" data-bbox="634 625 961 842"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(83.91%)</td> <td>\$16,000.00</td> </tr> <tr> <td>HXES</td> <td>(78.86%)</td> <td>\$40,000.00</td> </tr> <tr> <td>HDES</td> <td>(68.40%)</td> <td>\$0.00</td> </tr> <tr> <td>GLES</td> <td>(67.72%)</td> <td>\$6,000.00</td> </tr> <tr> <td>WPES</td> <td>(67.22%)</td> <td>\$15,000.00</td> </tr> <tr> <td>EDES</td> <td>(63.74%)</td> <td>\$12,000.00</td> </tr> <tr> <td colspan="2">TOTAL</td> <td>\$89,000.00</td> </tr> </tbody> </table> <table border="1" data-bbox="634 947 961 1163"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(83.91%)</td> <td>\$1,278.40</td> </tr> <tr> <td>HXES</td> <td>(78.86%)</td> <td>\$3,196.00</td> </tr> <tr> <td>HDES</td> <td>(68.40%)</td> <td>\$0.00</td> </tr> <tr> <td>GLES</td> <td>(67.72%)</td> <td>\$479.40</td> </tr> <tr> <td>WPES</td> <td>(67.22%)</td> <td>\$1,198.50</td> </tr> <tr> <td>EDES</td> <td>(63.74%)</td> <td>\$958.80</td> </tr> <tr> <td colspan="2">TOTAL</td> <td>\$7,111.10</td> </tr> </tbody> </table> Fixed Outcome Goal(s): 2.1; 3.1 Strategies: 2.1a.3; 3.1d.3	School	Poverty	Amount	MAES	(83.91%)	\$16,000.00	HXES	(78.86%)	\$40,000.00	HDES	(68.40%)	\$0.00	GLES	(67.72%)	\$6,000.00	WPES	(67.22%)	\$15,000.00	EDES	(63.74%)	\$12,000.00	TOTAL		\$89,000.00	School	Poverty	Amount	MAES	(83.91%)	\$1,278.40	HXES	(78.86%)	\$3,196.00	HDES	(68.40%)	\$0.00	GLES	(67.72%)	\$479.40	WPES	(67.22%)	\$1,198.50	EDES	(63.74%)	\$958.80	TOTAL		\$7,111.10	\$89,000.00 \$7,111.10	 \$96,111.10
School	Poverty	Amount																																																		
MAES	(83.91%)	\$16,000.00																																																		
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EDES	(63.74%)	\$958.80																																																		
TOTAL		\$7,111.10																																																		
Staff Development 03-09	Salary	Regional Staff Development (Central Support) <ul data-bbox="662 1346 1133 1591" style="list-style-type: none"> Regional PD to Support All 6 Title I Schools with emphasis on schools in improvement as a support plan in the event the SIG grant is discontinued (\$64,000.00) New Teacher Training (\$7,200) (20 Teachers x \$120.00 x 3 Days = \$7,200.00) PD Academy (\$25,700) (Tch and para pay for 6 PD Academies-Estimate based upon an average of 50 teachers per session.) Fixed Outcome Goal(s): 2.1; 2.2; 2.3; 4.3 Strategies: 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.13	\$96,900.00 \$7,742.31	 \$104,642.31																																																

	Salary	Support School based training initiatives (SIPPS, Success Maker, I Station, Wilson, Performance Matters, First in Math) (School Allotment)	\$72,800.00																									
		<table border="0"> <thead> <tr> <th><u>School</u></th> <th><u>Poverty</u></th> <th><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(83.91%)</td> <td>\$32,400.00</td> </tr> <tr> <td>HXES</td> <td>(78.86%)</td> <td>\$7,000.00</td> </tr> <tr> <td>HDES</td> <td>(68.40%)</td> <td>\$13,200.00</td> </tr> <tr> <td>GLES</td> <td>(67.72%)</td> <td>\$10,000.00</td> </tr> <tr> <td>WPES</td> <td>(67.22%)</td> <td>\$2,400.00</td> </tr> <tr> <td>EDES</td> <td>(63.74%)</td> <td><u>\$7,800.00</u></td> </tr> <tr> <td>TOTAL</td> <td></td> <td>\$72,800.00</td> </tr> </tbody> </table>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(83.91%)	\$32,400.00	HXES	(78.86%)	\$7,000.00	HDES	(68.40%)	\$13,200.00	GLES	(67.72%)	\$10,000.00	WPES	(67.22%)	\$2,400.00	EDES	(63.74%)	<u>\$7,800.00</u>	TOTAL		\$72,800.00	\$5,816.72	
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																										
MAES	(83.91%)	\$32,400.00																										
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	Fixed Costs	Fixed <table border="0"> <thead> <tr> <th><u>School</u></th> <th><u>Poverty</u></th> <th><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(83.91%)</td> <td>\$2,588.76</td> </tr> <tr> <td>HXES</td> <td>(78.86%)</td> <td>\$559.30</td> </tr> <tr> <td>HDES</td> <td>(68.40%)</td> <td>\$1,054.68</td> </tr> <tr> <td>GLES</td> <td>(67.72%)</td> <td>\$799.00</td> </tr> <tr> <td>WPES</td> <td>(67.22%)</td> <td>\$191.76</td> </tr> <tr> <td>EDES</td> <td>(63.74%)</td> <td><u>\$623.22</u></td> </tr> <tr> <td>TOTAL</td> <td></td> <td>\$5,816.72</td> </tr> </tbody> </table>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(83.91%)	\$2,588.76	HXES	(78.86%)	\$559.30	HDES	(68.40%)	\$1,054.68	GLES	(67.72%)	\$799.00	WPES	(67.22%)	\$191.76	EDES	(63.74%)	<u>\$623.22</u>	TOTAL		\$5,816.72		78,616.72
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																										
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		TOTAL SALARIES AND WAGES		\$2,490,220.47																								
		CONTRACTED SERVICES																										
Administrative 02-16	Contracted Services	Private School Administrative fees (Catapult Learning, Inc)	\$11,272.39																									
		Copier contract – support specific to Title I programs (e.g., summer school) <ul style="list-style-type: none"> \$875.00 per quarter x 4 = \$3,500.00 	3,500.00																									
		Outcome Goal(s): 1.1;2.1; 2.2 Strategies: 1.1a.1; 2.1a.4; 2.2b.1; 2.2b.3		\$14,772.39																								
Regular Programs 05-01	Contracted Services	Contracted Services to Support School-based Initiatives (School Allotment) (see School Budget Narratives).	\$60,227.00																									
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		<ul style="list-style-type: none"> Student Programs – Assemblies and Field Trips (transportation and fees) License fees for Success Maker Program 																										
		Outcome Goal(s): 2.1; 2.3 Strategies: 2.1a.3; 2.1b.6; 2.1b.12; 2.1b.26; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4		\$60,227.00																								

Final 2011-2012 Attachment 7
 Title I, Part A

	Contracted Services	SES / School Choice: 20% Required reservation: <ul style="list-style-type: none"> • School Choice Transportation Costs = \$136,000.00 • SES Costs (PPA) = \$673,680.40 Outcome Goal(s): 2.1; 2.3 Strategies: 2.1a.3; 2.1b.6; 2.1b.12; 2.1b.26; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4	\$809,680.40	\$809,680.40
		Parent Involvement Conference Costs for Venue and Food Approx 200 attendees. Outcome Goal(s): 2.1 Strategies: 2.1b.15; 2.1b.16	\$14,000.00	\$14,000.00
		PD Academy: Costs for 6 Trainers/Speakers for each of the sessions x \$4000.00 (average cost) = \$24,000.00 Outcome Goal(s): 2.1; 2.2; 2.3; 3.1 Strategies: 2.1a.4; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 3.1d.1	\$24,000.00	\$24,000.00
		New Teacher Meetings: Costs for Venue and Food for new teachers, (3 days x \$500.00 = \$1,500.00) Outcome Goal(s): 2.1; 2.2; 2.3; 3.1 Strategies: 2.1a.4; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 3.1d.1	\$1,500.00	\$1,500.00
		Parent Involvement Conference: Cost of 2 Buses to transport parents to the conference. (2 x \$600.00 = \$1,200.00) Outcome Goal(s): 2.1 Strategies: 2.1b.15; 2.1b.16	\$1,200.00	\$1,200.00
TOTAL CONTRACTED SERVICES				\$925,379.79

		SUPPLIES																										
Administrative 02-16	Supplies	Central Office Supplies/Materials to support data collection/evaluation of student academic program in Reading/Math in 6 Title I schools . Outcome Goal(s): 2.1; 2.2; 2.3; 3.1 Strategies: 2.1a.4; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 3.1d.1	\$3,430.41	\$3,430.41																								
Regular Programs 04-01	Supplies	Parent Involvement Funds (Required Reservation 1% (plus an additional 1%) - Based on PPA). Supplies and Materials to support Parent Involvement activities in 6 schools (School Allotment) (see School Budget Narratives). <table border="0"> <thead> <tr> <th><u>School</u></th> <th><u>Poverty</u></th> <th><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(83.91%)</td> <td>\$13,561.72</td> </tr> <tr> <td>HXES</td> <td>(78.86%)</td> <td>\$4,845.49</td> </tr> <tr> <td>HDES</td> <td>(68.40%)</td> <td>\$3,763.68</td> </tr> <tr> <td>GLES</td> <td>(67.72%)</td> <td>\$0.00</td> </tr> <tr> <td>WPES</td> <td>(67.22%)</td> <td>\$12,888.33</td> </tr> <tr> <td>EDES</td> <td>(63.74%)</td> <td><u>\$2,999.57</u></td> </tr> <tr> <td colspan="2" style="text-align: center;">TOTAL</td> <td>\$38,058.79</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Parent resource rooms • Materials for correspondence to parents • Pamphlets/Posters to communicate educational events to parents • Postage for parent communication Outcome Goal(s): 2.1; 4.3; 2.2; 2.3 Strategies: 2.1a.3; 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.15; 2.1b.16; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.1; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 4.3c.5; 4.3c.6; 4.3c.8	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(83.91%)	\$13,561.72	HXES	(78.86%)	\$4,845.49	HDES	(68.40%)	\$3,763.68	GLES	(67.72%)	\$0.00	WPES	(67.22%)	\$12,888.33	EDES	(63.74%)	<u>\$2,999.57</u>	TOTAL		\$38,058.79	\$38,058.79	\$38,058.79
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		<p>Central Support for Instructional Supplies and Materials (Central Office Support)</p> <ul style="list-style-type: none"> • Summer School = \$10,000.00 • PI Conference = \$4,692.71 <p>Outcome Goal(s): 2.1; 4.3; 2.2; 2.3 Strategies: 2.1a.3; 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.15; 2.1b.16; 2.1b.26; 2.2a.2; 2.2a.10; 2.2b.1; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4; 4.3c.5; 4.3c.6; 4.3c.8</p>	\$14,692.71	\$14,692.71																								
Homeless Students - Regular Programs 04-01	Required Reservation (Supplies)	<p>In consultation with HCPS Pupil Services Office and HCPS Title I Office services are coordinated for homeless children through communication of:</p> <p>1) Identifying student needs; 2) Discussion of allowable expenses; and 3) Defining appropriate expenditures (McKinney Vento/Title I). HCPS Pupil Services Office allocates McKinney Vento funds for use of transportation expenses and supplies/materials for homeless children. HCPS Title I Office allocates Title I funds for:</p> <table> <tr> <td>Educationally Related Services</td> <td>\$ 1,000.00</td> </tr> <tr> <td>Supplies and Materials</td> <td>\$1,500.00</td> </tr> <tr> <td>Clothing</td> <td>\$ 500.00</td> </tr> </table> <p>Outcome Goal(s): 1.1 Strategies: 1.1e.4</p>	Educationally Related Services	\$ 1,000.00	Supplies and Materials	\$1,500.00	Clothing	\$ 500.00	\$3,000.00	\$3,000.00																		
Educationally Related Services	\$ 1,000.00																											
Supplies and Materials	\$1,500.00																											
Clothing	\$ 500.00																											
Staff Development 04-09	Supplies	<p>Central Office</p> <ul style="list-style-type: none"> • PD Academy = \$6,000.00 (\$1,000.00 x 6 Sessions = \$6,000.00) • New Teacher Training = \$500.00 <p>Outcome Goal(s): 2.1; 4.3 Strategies: 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.13</p>	\$6,500.00	\$6,500.00																								
	Supplies	<p>Supplies and Materials to support Staff In-services and Staff Development (School Allotment) (see School Budget Narratives)</p> <table> <thead> <tr> <th><u>School</u></th> <th><u>Poverty</u></th> <th><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(83.91%)</td> <td>\$5,000.00</td> </tr> <tr> <td>HXES</td> <td>(78.86%)</td> <td>\$4,000.00</td> </tr> <tr> <td>HDES</td> <td>(68.40%)</td> <td>\$11,000.00</td> </tr> <tr> <td>GLES</td> <td>(67.72%)</td> <td>\$6,000.00</td> </tr> <tr> <td>WPES</td> <td>(67.22%)</td> <td>\$2,000.00</td> </tr> <tr> <td>EDES</td> <td>(63.74%)</td> <td><u>\$1,500.00</u></td> </tr> <tr> <td colspan="2">TOTAL</td> <td>\$29,500.00</td> </tr> </tbody> </table> <p>Outcome Goal(s): 2.1; 4.3 Strategies: 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.13</p>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(83.91%)	\$5,000.00	HXES	(78.86%)	\$4,000.00	HDES	(68.40%)	\$11,000.00	GLES	(67.72%)	\$6,000.00	WPES	(67.22%)	\$2,000.00	EDES	(63.74%)	<u>\$1,500.00</u>	TOTAL		\$29,500.00	\$29,500.00	\$29,500.00
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																										
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TOTAL		\$29,500.00																										
TOTAL SUPPLIES				\$227,929.13																								

		OTHER																										
Administrative 02-16	Other	Central Office: <ul style="list-style-type: none"> • Mileage for Personnel = \$2,000.00 • Refreshments for principal meetings = \$200.00 (10 meetings x \$20.00=\$200.00) • Conferences = \$7,000.00 (4 Central Office Personnel x \$1750.00=\$7,000.00) • MSDE Title I Conference (2 Central Office Personnel x \$500.00=\$1,000.00) • Maryland Assessment Group Conference=\$2,607.93 (1 Central Office personnel + 5 Teacher Specialists) Outcome Goal(s): 4.3 Strategies: 4.3c.5; 4.3c.7	\$12,807.93	\$12,807.93																								
Regular Programs 05-01	Other	Mileage for Teacher Specialists (Central Office Support) (3 personnel) <ul style="list-style-type: none"> • Mileage Cost (\$2,500) Outcome Goal(s): 2.1 Strategies: 2.1b.15; 2.1b.16	\$2,500.00	\$2,500.00																								
		Parent Involvement Funds (Required Reservation 1% (plus an additional 1%) - Based on PPA). Other items to support Parent Involvement activities in 6 schools (School Allotment) (see School Budget Narratives). <table style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <thead> <tr> <th style="text-align: left;"><u>School</u></th> <th style="text-align: left;"><u>Poverty</u></th> <th style="text-align: left;"><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(83.91%)</td> <td>\$8,293.28</td> </tr> <tr> <td>HXES</td> <td>(78.86%)</td> <td>\$8,596.51</td> </tr> <tr> <td>HDES</td> <td>(68.40%)</td> <td>\$6,495.54</td> </tr> <tr> <td>GLES</td> <td>(67.72%)</td> <td>\$8,142.75</td> </tr> <tr> <td>WPES</td> <td>(67.22%)</td> <td>\$6,111.42</td> </tr> <tr> <td>EDES</td> <td>(63.74%)</td> <td><u>\$5,269.75</u></td> </tr> <tr> <td colspan="2" style="text-align: right;">TOTAL</td> <td>\$42,909.25</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Refreshments • Parent transportation to school activities (need based) • Parent admission to field trip events (need based) • Supplies for parent activities Outcome Goal(s): 2.1 Strategies: 2.1b.15; 2.1b.16	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(83.91%)	\$8,293.28	HXES	(78.86%)	\$8,596.51	HDES	(68.40%)	\$6,495.54	GLES	(67.72%)	\$8,142.75	WPES	(67.22%)	\$6,111.42	EDES	(63.74%)	<u>\$5,269.75</u>	TOTAL		\$42,909.25	\$42,909.25	\$42,909.25
<u>School</u>	<u>Poverty</u>	<u>Amount</u>																										
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		<p>School-based Support of Instructional Programs/Activities (student, parent and community focus) (School Allotment) (see School Budget Narratives)</p> <table border="0"> <thead> <tr> <th><u>School</u></th> <th><u>Poverty</u></th> <th><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(83.91%)</td> <td>\$4,250.00</td> </tr> <tr> <td>HXES</td> <td>(78.86%)</td> <td>\$6,000.00</td> </tr> <tr> <td>HDES</td> <td>(68.40%)</td> <td>\$8,800.00</td> </tr> <tr> <td>GLES</td> <td>(67.72%)</td> <td>\$3,500.00</td> </tr> <tr> <td>WPES</td> <td>(67.22%)</td> <td>\$1,000.00</td> </tr> <tr> <td>EDES</td> <td>(63.74%)</td> <td><u>\$4,000.00</u></td> </tr> <tr> <td colspan="2">TOTAL</td> <td>\$27,550.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Refreshments for instructional activities • Professional Travel • Institutes and conferences • Student incentives <p>Outcome Goal(s): 2.1 Strategies: 2.1b.15; 2.1b.16</p>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(83.91%)	\$4,250.00	HXES	(78.86%)	\$6,000.00	HDES	(68.40%)	\$8,800.00	GLES	(67.72%)	\$3,500.00	WPES	(67.22%)	\$1,000.00	EDES	(63.74%)	<u>\$4,000.00</u>	TOTAL		\$27,550.00	\$27,550.00	\$27,550.00
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TOTAL		\$27,550.00																										
Staff Development 05-09	Other	<p>Support Professional Development (All 6 Schools - Central Office Support)</p> <ul style="list-style-type: none"> • Provide one year Harford County Reading Council (HCRC) membership for all summer school teachers = \$840.00 (\$20 x 42 teachers = \$840.00) • New Teacher Training food and refreshments = \$350.00 • PD Academy food and refreshments = \$2,400.00 (\$400.00 per session x 6 sessions = \$2,400.00) <p>Outcome Goal(s): 2.1; 4.3; 2.2 Strategies: 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.15; 2.1b.16; 2.1b.26; 4.3c.5; 4.3c.6; 4.3c.7; 2.2b.1</p>	\$3,590.00	\$3,590.00																								
		<p>Professional Development Funds to support professional development programs/activities (School Allotment) (see School Budget Narratives)</p> <table border="0"> <thead> <tr> <th><u>School</u></th> <th><u>Poverty</u></th> <th><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(83.91%)</td> <td>\$10,724.00</td> </tr> <tr> <td>HXES</td> <td>(78.86%)</td> <td>\$2,500.00</td> </tr> <tr> <td>HDES</td> <td>(68.40%)</td> <td>\$12,279.83</td> </tr> <tr> <td>GLES</td> <td>(67.72%)</td> <td>\$9,000.00</td> </tr> <tr> <td>WPES</td> <td>(67.22%)</td> <td>\$7,010.00</td> </tr> <tr> <td>EDES</td> <td>(63.74%)</td> <td><u>\$8,000.00</u></td> </tr> <tr> <td colspan="2">TOTAL</td> <td>\$49,513.83</td> </tr> </tbody> </table> <ul style="list-style-type: none"> • Conferences, professional travel • Refreshments for Professional Development sessions <p>Outcome Goal(s): 2.1; 4.3; 2.2 Strategies: 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.15; 2.1b.16; 2.1b.26; 4.3c.5; 4.3c.6; 4.3c.7; 2.2b.1</p>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(83.91%)	\$10,724.00	HXES	(78.86%)	\$2,500.00	HDES	(68.40%)	\$12,279.83	GLES	(67.72%)	\$9,000.00	WPES	(67.22%)	\$7,010.00	EDES	(63.74%)	<u>\$8,000.00</u>	TOTAL		\$49,513.83	\$49,513.83	\$49,513.83
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TOTAL		\$49,513.83																										
TOTAL OTHER				\$138,871.01																								

		EQUIPMENT																										
Admin 02-16	Equipment	New Computer and Printer for Title I Coordinator Outcome Goal(s): 2.1; 3.1 Strategies: 2.1b.26; 3.1d1	\$2,500.00	\$2,500.00																								
Regular Programs 05-01	Equipment	Equipment Funds (School Allotment) (see School Budget Narratives) <table style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><u>School</u></th> <th style="text-align: left;"><u>Poverty</u></th> <th style="text-align: right;"><u>Amount</u></th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(83.91%)</td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td>HXES</td> <td>(78.86%)</td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td>HDES</td> <td>(68.40%)</td> <td style="text-align: right;">\$800.00</td> </tr> <tr> <td>GLES</td> <td>(67.72%)</td> <td style="text-align: right;">\$10,851.27</td> </tr> <tr> <td>WPES</td> <td>(67.22%)</td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td>EDES</td> <td>(63.74%)</td> <td style="text-align: right;"><u>\$500.00</u></td> </tr> <tr> <td colspan="2" style="text-align: right;">TOTAL</td> <td style="text-align: right;">\$12,151.27</td> </tr> </tbody> </table> Note: Reduced school-based allocations towards Equipment are due to the primary focus on technology in the Title I ARRA budget over the past two years. Outcome Goal(s): 2.1; 3.1 Strategies: 2.1b.26; 3.1d1	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(83.91%)	\$0.00	HXES	(78.86%)	\$0.00	HDES	(68.40%)	\$800.00	GLES	(67.72%)	\$10,851.27	WPES	(67.22%)	\$0.00	EDES	(63.74%)	<u>\$500.00</u>	TOTAL		\$12,151.27	\$12,151.27	\$12,151.27
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		TOTAL EQUIPMENT		\$14,651.27																								

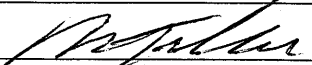
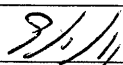
		STUDENT TRANSPORTATION																										
Student Transportation 209		Central Office Summer School Support – Transportation Services <ul style="list-style-type: none"> • Bus Service=\$33,670.76 (2 sites x \$16,835.38 per site = \$33,670.76) Outcome Goal(s): 2.1; 2.3 Strategies: 2.1a.3; 2.1b.6; 2.1b.12; 2.1b.26; 2.2b.3; 2.3a.2; 2.3a.3; 2.3a.4	\$33,670.76	\$33,670.76																								
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TOTAL		\$19,650.00																										
		TOTAL STUDENT TRANSPORTATION		\$53,320.76																								
		BUSINESS SUPPORT																										
Business Support	Indirect Costs	(\$4,048,402.00 x 3.0%) = \$121,452.06	\$121,452.06	\$121,452.06																								
		TOTAL BUSINESS SUPPORT		\$121,452.06																								
		PRIVATE SCHOOLS																										
Regular Programs	Transfer (Equitable share)	St. Margaret School – 19 Student (5 - HDES, 2 - GLES, 12 – WPES) Total Students = 19 St. Joan of Arc School - 6 Students (2 - MAES, 1 – HXES, 1 - GLES, 2 – WPES) Total Students = 6 Trinity Lutheran - 39 Students (2 - MAES, 2 – HXES, 1 - GLES, 31 – WPES, 3 - EDES) Total Students = 39 District-wide Instructional Program(s) Reservation (Equitable Share) Parent Involvement (Equitable Share)	\$15,912.95 \$6,127.21 \$33,214.11 \$18,818.67 \$2,504.57	\$76,577.51																								
		TOTAL PRIVATE SCHOOLS		\$76,577.51																								
		GRAND TOTAL		\$4,048,042.00																								

Title I, Part A
ASSURANCES (revised June 17, 2011)

By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

1. Programs and projects funded in total or in part through this grant shall operate in compliance with State and federal -statutes and regulations, including but not limited to the 1964 Civil Rights Act and amendments, the Code of Federal Regulations (CFR) 34, the Elementary and Secondary Education Act, Education Department General Administrative Regulations (EDGAR), the General Education Provisions Act (GEPA) and the Americans with Disabilities Act (ADA). Vendors, subgrantees, and/or consultants; including officers and employees shall comply with the Family Education Rights and Privacy Act at all times (20 U.S.C. §123g).
2. Grantee shall assure that its facilities are accessible to individuals with disabilities as required by the ADA and applicable regulations. The grantee shall not discriminate against individuals with disabilities in the provision of its services and programs unless to do so would be an undue burden or result in fundamental alteration in the program as those terms are used in the ADA and its implementing regulation. The State reserves the right to inspect the grantee's facilities at any time to determine if the grantee is in compliance with ADA. The grantee shall bear sole responsibility for assuring that its programs conforms for the section 501c. of the ADA (42 USC 12201) as a bona fide benefit plan. The grantee shall indemnify and hold the State harmless in any administrative proceeding or action brought pursuant to the ADA for all damages, attorneys' fees, litigation expenses and costs, if such action or proceeding arises from the acts of grantee, grantee's employees, agents or subgrantees.
3. By accepting federal funds, the recipients certify that they have complied with Federal Executive Order 12549, Debarment and Suspension set forth in 34 CFR Part 85, and that, a signed Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion form has been filed with Maryland State Department of Education Project Monitor.
4. Grantee shall establish and maintain fiscal control, fund accounting procedures by fund, as set forth in 34 CFR Parts 74 & 80 and in applicable statute and regulation. By accepting federal funds, the recipient agrees that the amount of the grant award is contingent upon the receipt of federal funds. Grantee shall retain all records of its financial transactions and accounts relating to this grant for a period of five years, or longer if required by federal regulation. Such records shall be made available for inspection and audit by authorized representatives of MSDE.
5. Entities receiving federal funds of \$500,000 or more must have an annual financial and compliance audit in accordance with OMB Circular A-133.
6. The Maryland State Department of Education (MSDE) may, as it deems necessary, supervise, evaluate and provide guidance and direction to grantee in the conduct of activities performed under this grant. However, MSDE's failure to supervise, evaluate or provide guidance and direction shall not relieve grantee of any liability for failure to comply with the terms of the grant award.
7. Grantee shall adhere to MSDE reporting requirements, including the submission of all required reports. Failure to submit complete, accurate, and timely progress and final reports may result in the withholding of subsequent grant payments until such time as the reports are filed.
8. Grantee must receive prior written approval from the MSDE Program Monitor before implementing any programmatic changes with respect to the purposes for which the grant was awarded. Unless a division implements a stricter policy, grantee must receive prior written approval from the MSDE Program Monitor for any budgetary realignment of \$1,000 or 15% of total object, program or category of expenditure, *whichever is greater*. Grantee must support the request with the reason for the requested change. Budget realignments must be submitted at least 45 days prior to the end of the grant period.
9. Requests for grant extension, when allowed, must be submitted at least 45 days prior to the end of the grant period.
10. Grantee shall insure that programs and projects that offer web-based or technology band instructional products or programs which are funded in total or in part through this grant will operate in compliance with Section 508 of the Federal Rehabilitation Act of 1973 as amended and Section 7-910 of the Education Article, Annotated Code of Maryland.
11. Grantee shall repay any funds that have been determined through the federal or State audit process to have been misspent, misapplied, or otherwise not properly accounted for, and further agrees to pay any collection fees that may subsequently be imposed by the federal and/or State government. The repayment may be made by an offset to funds that are otherwise due the grantee.

I further certify that all of the facts, figures and representations made with respect to the grant application and grant award, including exhibits and attachments, are true and correct to the best of my knowledge, information, and belief.

	
Superintendent of Schools/Head of Grantee Agency	Date

Appendix

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A - SCHOOLS IN IMPROVEMENT

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- *A_1_2012_WilliamPaca Parent Packet wBusing Options_Window2.pdf*
- *A_1_2012_Magnolia Parent Packet wBusing Options_Window2.pdf*
- *A_1_2012_WilliamPaca Parent Packet wBusing Options Spanish Window1.pdf*
- *A_1_2012_Magnolia Parent Packet wBusing Options Spanish Window1.pdf*
- *A_1_Newspaper_Article_About_WPES_MAES.pdf*

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A.4 – SES Process Document

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- *E_1_b_Parent_Involvement_Policy_Spanish.pdf*
- *E_1_c_Parent_Involvement_Procedures_OLD_VERSION.pdf*
- *E_1_d_SAMPLE_Title_1_Parent_Involvement_Procedures_Feedback_Form_2011.pdf*
- *E_1_e_Title_I_Parent_Involvement_Policy_and_Procedures_Survey_Writeup.pdf*
- *E_1_f_Parent_Involvement_Procedures_Revised_VERSION.pdf*

E.2 - Parent Involvement Survey Information

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- *F_2_Private_Schools_Timeline_and_Affirmations.pdf*

F.3 – Appendix F.3 – Private School Contract Agreement

- *F_3_Contract_Agreement_bt看_HCPS_and_3rd_Party.pdf*

F.4 – Appendix F.4 – Signed MOU btw Harford and Cecil

- *F_4_Signed_MOU_bt看_Harford_and_Cecil.pdf*

Appendix G – School Improvement Initiatives

G.1 – HCPS School Choice Bus Estimate

- *G_1_HCPS_School_Choice_Bus_Estimate.pdf*

G.2 – HCPS School Improvement 20% Calculation

- *G_2_HCPS_School_Improvement_20%_Calculation.pdf*



Harford County Public Schools

102 S. Hickory Avenue ♦ Bel Air, MD 21014 ♦ 410-838-7300 ♦ Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

Date: Wednesday July 20, 2011

School Year: 2011-2012

Dear William Paca/Old Post Road Elementary School Parents,

This letter contains the 2010-2011 Adequate Yearly Progress (AYP) information. As you may recall on May 23, 2011 the first window opened for the Title I Transfer Option. The closing date for the first window was June 21, 2011. Now that the 2010-2011 AYP scores have been released, a **second window** has been opened for the Title I Transfer Option for any interested parents. This second window, which opens on July 20, 2011, will close on August 3, 2011. This will be the last window to apply for the Title I Transfer Option for the 2011-2012 school year.

Each year, all Harford County Public School students are required to take the Maryland School Assessment (MSA) standardized tests that measures student achievement. The results of these tests are used to determine whether schools are meeting target goals for student achievement set by the state. The state standards are known as Adequate Yearly Progress (AYP). If a school has not met AYP for two years in a row, the school is identified as being in “school improvement” and parents have the option to transfer their child to another school through the Title I Transfer Option process.

William Paca/Old Post Road Elementary School is a Title I school in “school improvement”, following the Comprehensive Developing pathway, because it did not make AYP in 2009, 2010, and 2011. William Paca/Old Post Road Elementary School did not make AYP in the following Reading subgroups: “All Students” – 2010, 2011, African American – 2010, 2011 White (not of Hispanic origin) – 2010, Free / Reduced Meal Status – 2009, 2010, 2011, Special Education – 2009, 2010, 2011. William Paca/Old Post Road Elementary School did not make AYP in the following Math subgroups: “All Students” –2011, African American –2011 Free / Reduced Meal Status – 2009, 2010, 2011, Special Education –2009, 2010, 2011. William Paca/Old Post Road Elementary School students have the option to transfer to Abingdon Elementary School, Deerfield Elementary School or stay at William Paca/Old Post Road Elementary School. **Note: William S. James Elementary School is no longer a receiving school for the Title I Transfer Option.** Deerfield Elementary School is a school in “local attention”, because it did not make AYP in 2011. Deerfield Elementary School did not make AYP in the following Reading subgroups: All Students, African American, White (not of Hispanic Origin), Free / Reduced Meal Status, Special Education, Limited English Proficient. Deerfield Elementary School did not make AYP in the following Math subgroups: All Students, African American, White (not of Hispanic Origin), Free / Reduced Meal Status, Special Education. Transportation to the new school is provided by Harford County Public Schools. Please note: Abingdon Elementary School’s hours are from 9:00 a.m. - 3:30 p.m. and Deerfield Elementary School’s hours are from 9:30 a.m. – 4:00 p.m.

The following is enclosed in this packet:

- William Paca/Old Post Road Elementary School MSA testing information for reading and math for SY 2010-2011. This school data shows you how your child's school is performing for all students and for all subgroups.
- Abingdon and Deerfield Elementary Schools' MSA testing information for reading and math for SY 2010-2011. These pages show how the two schools are performing compared with William Paca/Old Post Road Elementary School.
- Information about Supplemental Educational Services (SES)
- Frequently Asked Questions
- Title I Application to Request Transfer

Everyone at William Paca/Old Post Road Elementary School is proud of how hard our staff, families, and students have worked this year. At the beginning of the 2010-2011 School Year William Paca/Old Post Road Elementary School created two 30 minute intervention blocks during the day, one for reading and one for mathematics. We are currently utilizing all certificated staff, including reading specialists, math coaches, teacher specialists, and special area teachers to provide interventions to our students.

Over the past year, we also have instituted the Watch D.O.G.S. (*Dads of Great Students*) Program and grade level parent visitation days, to increase parental involvement. There are currently 110 family members that have participated in the program and we welcome their involvement in our school.

Also, Title I Schools in "improvement" receive additional resources to support activities to increase the level of student achievement. For example, William Paca/Old Post Road Elementary School receives:

- Additional resources for teacher training
- Additional resources for instructional materials
- Interventions for students who have difficulty meeting the standards
- Additional Technology
- Additional Materials for instruction

You are encouraged to get involved in helping to support school improvement at William Paca/Old Post Road Elementary School. You can help improve your child's achievement by:

- Seeing that your child attends school every day
- Participating in parent engagement activities
- Attending all parent teacher activities
- Monitoring your child's progress
- Ensuring that your child completes homework assignments

I encourage you to use this information to determine the option that works best for you. Please also contact me to discuss current school progress, and to see what new improvements and initiatives are planned for next year. If you choose to transfer your child to either Abingdon or Deerfield Elementary Schools, please submit your Title I Application to Request Transfer no later than Wednesday August 3, 2011 to the Title I Office at 102 S. Hickory Ave., Bel Air, MD 21014.

Additional information about the Title I transfer option is also displayed on the William Paca/Old Post Road's school website: <http://www.tinyurl.com/wpopr>

William Paca/Old Post Road Elementary School is in the second year of School Improvement. In addition to continuing to offer the Title I Transfer Option, Supplemental Educational Services (SES) will be offered to any low-income students attending William Paca/Old Post Road Elementary School. SES provides additional academic instruction designed to increase the academic achievement of students in schools in the second year of improvement. These services, which are in addition to instruction provided during the school day, may include academic assistance such as tutoring, remediation, and other supplemental academic enrichment services. Further information will be provided once the school year begins and during back to school nights.

If you have any questions or concerns, and want to discuss your options further, please contact me or the HCPS Title I Office at 410-588-5278.

Sincerely,

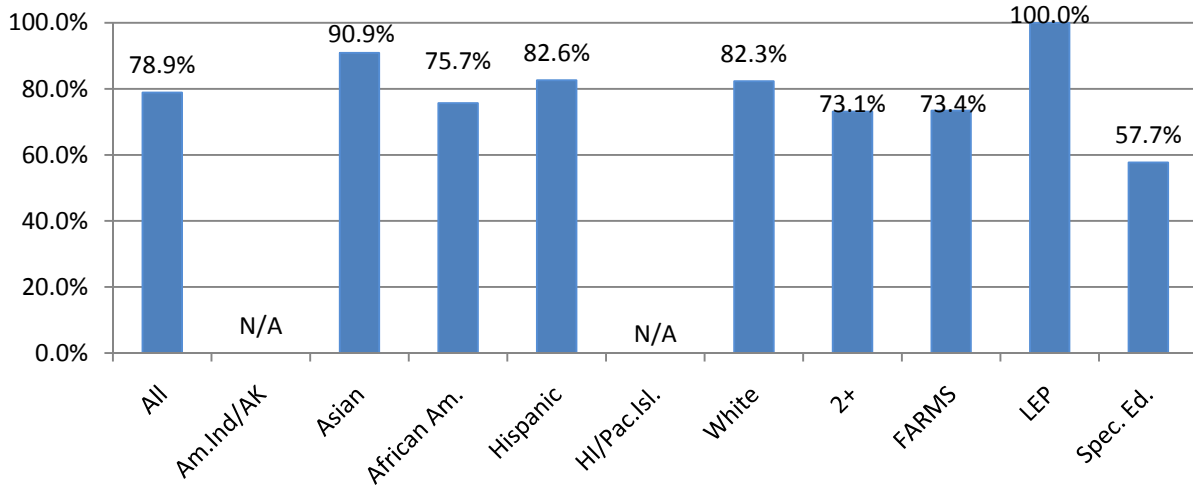
Gail Dunlap

Gail Dunlap
Principal, William Paca/Old Post Road Elementary School
2706 Old Philadelphia Road
Abingdon, MD 21009
410-612-1566/2033
Proud to be a Title 1 School

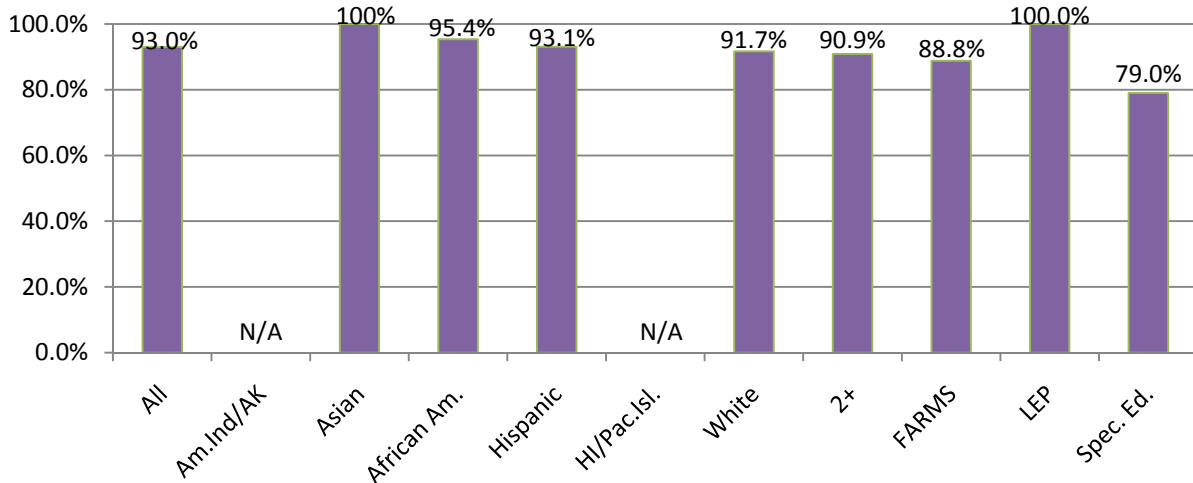
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AYP Data incorporating MSA and Alt-MSA Information for School Year 2010-11:
2011 AYP Reading Proficiency Comparisons

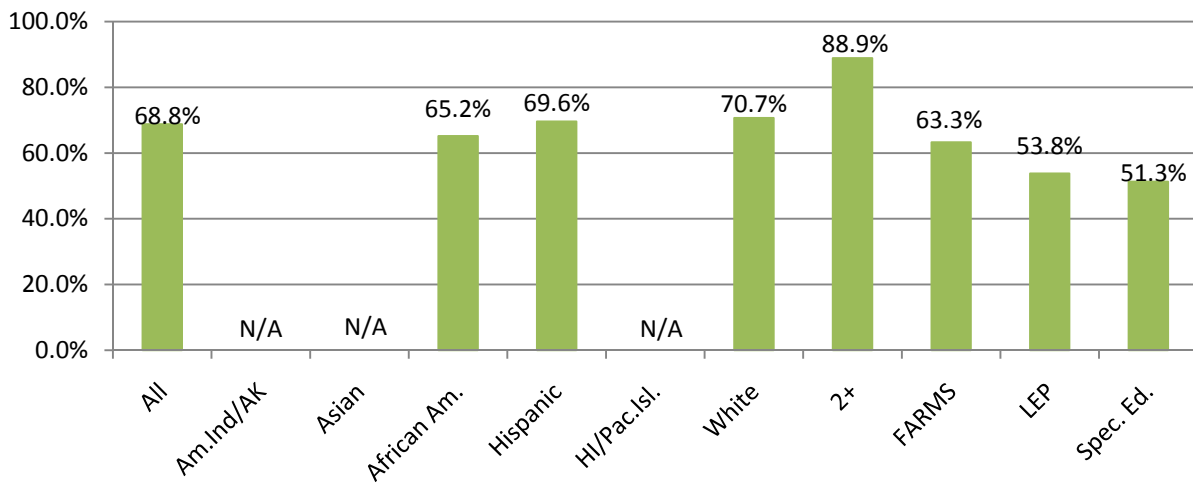
William Paca/Old Post Road ES



Abingdon ES

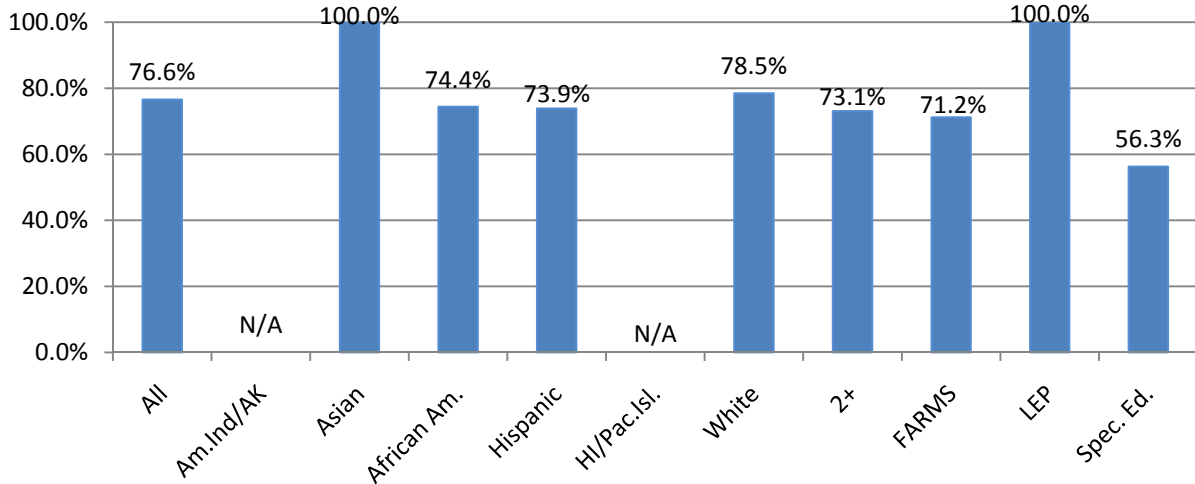


Deerfield ES

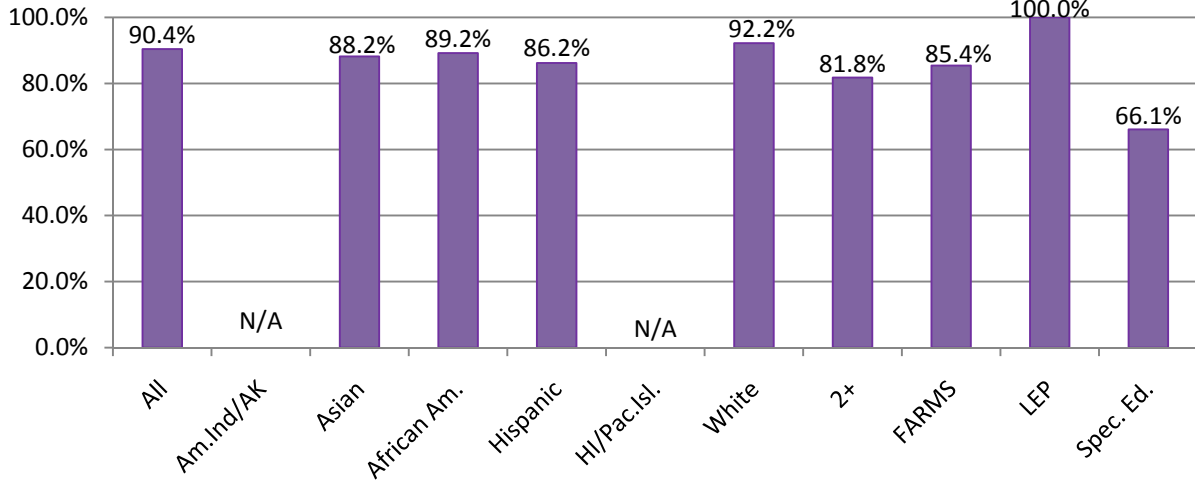


2011 AYP Math Proficiency Comparisons

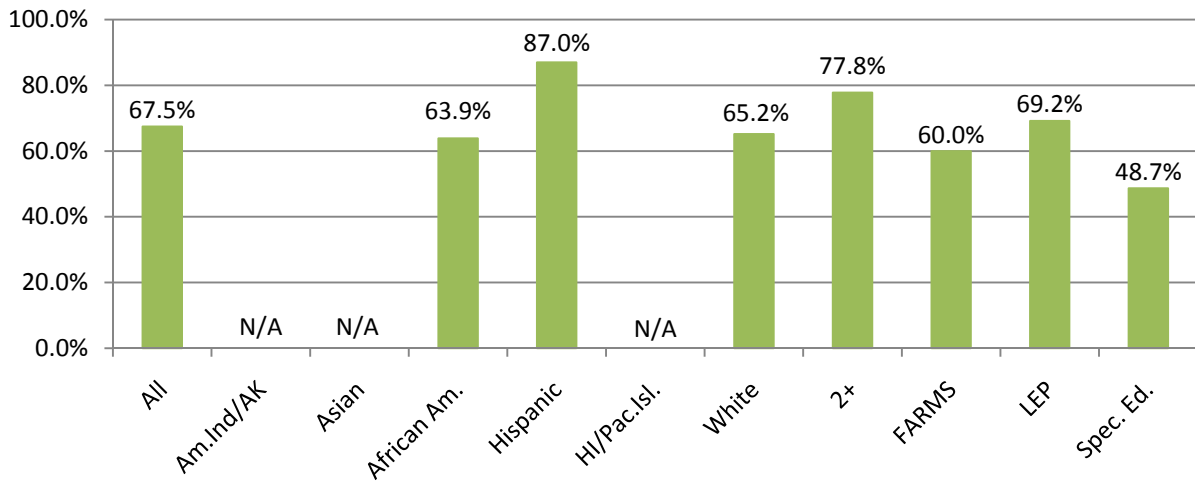
William Paca/Old Post Road ES



Abingdon ES



Deerfield ES





Harford County Public Schools

102 S. Hickory Avenue ♦ Bel Air, MD 21014 ♦ 410-838-7300 ♦ Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

Frequently Asked Questions

1. What is AYP?

Adequate Yearly Progress (AYP) is how the federal government through the No Child Left Behind Act determines if public schools are meeting its student achievement goals. Harford County School receives the data from the Maryland School Assessment tests administered each year in March. Students scores are grouped in one of three categories: basic (below grade level), proficient (on grade level) and advanced (above grade level).

2. How does a school meet AYP?

AYP is determined by the number of students in grades 3-8 in a school that score proficient or advanced on the MSA. Each spring you will receive your child's scores in the mail for all sections of the test. These scores determine the schools AYP status. A school must meet the state targets for progress overall and for all subgroups within the school (low income students, students with disabilities, African American, Hispanic, Asian/Pacific Islander, American Indian, limited-English proficient students).

3. What does it mean that my school hasn't met AYP?

It means that, even if your school has made continued progress, more is needed. There is a portion of students at your child's school that are scoring in the basic range-below grade level on the test.

4. Who can apply to a different school through the Title I Transfer Option Process?

Students at Title I schools that have not met AYP for two or more academic years in a row.

5. Do I have to choose a transfer school? Can I stay at the school that I currently attend?

No you do not have to choose a transfer school. If you are pleased with your school, your child/children may remain there without doing anything at all for next school year. Choose the schools that works best for your children-this includes your current school.

Please note that the Title I Public School Choice Transfer Option with transportation applies as long as your child's home/boundary school is in school improvement. If this home school comes out of school improvement they may remain at the school of choice but no transportation can be provided. He/she may remain in the school of choice until she/she has completed the highest grade in that school. This transfer option does NOT apply to your child's feeder middle/high school. School choice ends at the elementary level. Your child would continue grades 6-12 in the boundary area where you reside.



Harford County Public Schools

102 S. Hickory Avenue ♦ Bel Air, MD 21014 ♦ 410-838-7300 ♦ Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

6. What is Supplemental Educational Services (SES)?

The term SES refers to extra academic help (tutoring) in subjects, such as reading and mathematics, which is provided to eligible Title I students who are enrolled at a Title I school that is in the second year of School Improvement. The tutoring is provided by private vendors, otherwise known as SES providers (e.g., Sylvan Learning, Catapult Learning, etc.). SES is offered during after-school hours and may take place at the school, in a home, or at another location. The Maryland State Department of Education (MSDE) maintains a list of approved SES providers who provide these services.

7. Who is eligible to receive Supplemental Educational Services (SES)?

Eligible K-5 students during the 2011-2012 school year are those who:

- 1) Are enrolled in William Paca/Old Post Road ES or Magnolia ES for the 2011-2012 school year
- AND**
- 2) Qualify to receive free or reduced priced meals

8. Where can I get more information about this process?

Contact the Title I Office at 410-588-5278 for more information.

9. What are Harford County Public Schools and the Maryland Department of Education (MSDE) doing to improve student achievement?

Harford County Public Schools is in the process of creating a system of great schools by:

- Allocation of Title I funding to each school
- Giving principals more autonomy to make decisions based on the students/community needs
- Involving families as partners

MSDE provided professional development and technical support to Harford County Public Schools in:

- Understanding and interpreting needs assessment data
- Providing technical assistance to support the implementation of Harford County Public Schools' School Choice Option
- Providing technical assistance to support the implementation of Supplemental Educational Services (SES) in Harford County Public Schools'.



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Robert M. Tomback, Ph.D., Superintendent of Schools

Title I Application to Request Transfer William Paca/Old Post Road Elementary School School Year: 2011-2012

Deadline Date: Wednesday August 3, 2011

Student Name: _____ **(Please Print)** Grade: _____ SSN or Student ID: _____

Student Address: _____ **(Please Print)**

Parent/Guardian Name: _____ **(Please Print)**

Daytime Telephone Number: _____ Evening Telephone Number: _____

Return the completed application to William Paca/Old Post Road Elementary School or to: HCPS Title I Office,
102 S. Hickory Ave.
Bel Air, MD 21014

Write the numbers in the blank boxes next to each school beginning with number 1 as your first choice, 2 for your second choice.

Write "1" for your 1 st Choice and "2" for your 2 nd choice	School Name/Address	Telephone Number	Grades
	Abingdon Elementary School 399 Singer Road Abingdon, MD 21009	410-638-3910	K-5
	Deerfield Elementary School 2307 Willoughby Beach Road Edgewood, MD 21040	410-612-1535	K-5

I am aware that transportation for my child to attend the school(s) above will be provided.

Students living in the William Paca/Old Post Road Elementary School attendance area would be offered two transportation options. (Please put a check by the option that applies) (**Note: Abingdon Elementary dismisses at 3:30 p.m. and Deerfield Elementary dismisses at 4:00 p.m.**)

 Option 1

- Ride bus to school and from school using a bus stop in the student's neighborhood to either Abingdon Elementary School or Deerfield Elementary School – specific bus service would be set up via a collaborative effort between the Title I Office staff and the Transportation staff.

If bus service is being requested, please enter your student's bus pick up information.

AM Bus Pickup Address: _____ **(Please Print)**

PM Bus Drop off Address: _____ **(Please Print)**

Centralized Bus stops will be created based upon this information.

 Option 2

- Parent transports to and from either Abingdon Elementary School or Deerfield Elementary School

*If you have any questions or need assistance completing this application, please call the Title I Office at 410-588-5278.

Signature of Parent/ Guardian _____ **Date:** _____



Harford County Public Schools

102 S. Hickory Avenue ♦ Bel Air, MD 21014 ♦ 410-838-7300 ♦ Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

Date: Wednesday July 20, 2011

School Year: 2011-2012

Dear Magnolia Elementary School Parents,

This letter contains the 2010-2011 Adequate Yearly Progress (AYP) information. As you may recall on May 23, 2011 the first window opened for the Title I Transfer Option. The closing date for the first window was June 21, 2011. Now that the 2010-2011 AYP scores have been released, a **second window** has been opened for the Title I Transfer Option for any interested parents. This second window, which opens on July 20, 2011, will close on August 3, 2011. This will be the last window to apply for the Title I Transfer Option for the 2011-2012 school year.

Each year, all Harford County Public School students are required to take the Maryland School Assessment (MSA) standardized tests that measures student achievement. The results of these tests are used to determine whether schools are meeting target goals for student achievement set by the state. The state standards are known as Adequate Yearly Progress (AYP). If a school has not met AYP for two years in a row, the school is identified as being in “school improvement” and parents have the option to transfer their child to another school through the Title I Transfer Option process.

Magnolia Elementary School is a Title I school in “school improvement”, following the Comprehensive Developing pathway, because it did not make AYP in 2009, 2010, and 2011. Magnolia Elementary School did not make AYP in the following Reading subgroups: “All Students” – 2010, 2011, African American – 2010, 2011, Free / Reduced Meal Status – 2010, 2011, Special Education – 2009, 2010, 2011. Magnolia Elementary School did not make AYP in the following Math subgroups: Free / Reduced Meal Status – 2010, Special Education – 2010, 2011. Magnolia Elementary School students have the option to transfer to Joppatowne Elementary School, Riverside Elementary School or stay at Magnolia Elementary School. Riverside Elementary School is a school in “local attention”, because it did not make AYP in 2011. Riverside Elementary School did not make AYP in the following Reading subgroup: Two or more races. Transportation to the new school is provided by Harford County Public Schools.

The following is enclosed in this packet:

- Magnolia Elementary School MSA testing information for reading and math for SY 2010-2011. This school data shows you how your child’s school is performing for all students and for all subgroups.
- Joppatowne and Riverside Elementary Schools’ MSA testing information for reading and math for SY 2010-2011. These pages show how the two schools are performing compared with Magnolia Elementary.

- Information about Supplemental Educational Services (SES)
- Frequently Asked Questions
- Title I Application to Request Transfer

Everyone at Magnolia Elementary School is proud of how hard our staff, families, and students have worked this year. During the 2010-2011 School Year, Magnolia Elementary School has focused our school improvement efforts on two successful initiatives: Arts Integration and Mathematics/Reading Intervention Blocks. In partnership with Young Audiences of Maryland, we have had guest artists working with our teachers to infuse music, movement, drama, and art into our content area subjects. When the arts are integrated with another subject students think critically, solve problems, are creative, work as a team, and investigate cross-cultural understandings.

In addition to the Arts Integration initiative, Magnolia Elementary School has adjusted the master schedule to include a daily block of time for both reading and mathematics intervention. During these intervention blocks, students are able to access additional support or participate in enrichment opportunities for both reading and mathematics. Our staff has worked diligently to incorporate both initiatives in order to increase students' academic achievement. As we look to the 2011-2012 School Year, we are excited to welcome back all of our students that will be returning to us.

Also, Title I Schools in "improvement" receive additional resources to support activities to increase the level of student achievement. For example, Magnolia Elementary School receives:

- Additional resources for teacher training
- Additional resources for instructional materials
- Interventions for students who have difficulty meeting the standards
- Additional Technology
- Additional Materials for instruction

You are encouraged to get involved in helping to support school improvement at Magnolia Elementary. You can help improve your child's achievement by:

- Seeing that your child attends school every day
- Participating in parent engagement activities
- Attending all parent teacher activities
- Monitoring your child's progress
- Ensuring that your child completes homework assignments

I encourage you to use this information to determine the option that works best for you. Please also contact me to discuss current school progress and to see what new improvements and initiatives are planned for next year. If you choose to transfer your child to either Joppatowne or Riverside Elementary, please submit your Title I Application to Request Transfer no later than Wednesday August 3, 2011 to the Title I Office at 102 S. Hickory Ave., Bel Air, MD 21014.

Additional information about the Title I transfer option is also displayed on the Magnolia's school website: https://www.edline.net/pages/Magnolia_Elementary_School.

Magnolia Elementary School is in the second year of School Improvement. In addition to continuing to offer the Title I Transfer Option, Supplemental Educational Services (SES) will be offered to any low-income students attending Magnolia Elementary School. SES provides additional academic instruction designed to increase the academic achievement of students in schools in the second year of improvement. These services, which are in addition to instruction provided during the school day, may include academic assistance such as tutoring, remediation, and other supplemental academic enrichment services. Further information will be provided once the school year begins and during back to school nights.

If you have any questions or concerns, and want to discuss your options further, please contact me of the HCPS Title I Office at 410-588-5278.

Sincerely,

Patricia Mason

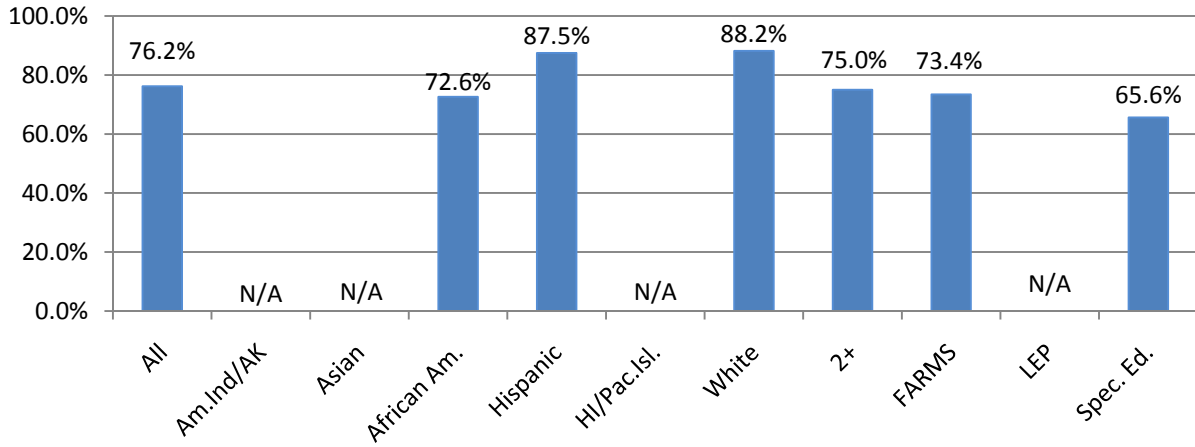
Patricia Mason
Principal, Magnolia Elementary School
901 Trimble Road
Joppa, MD 21014
410-612-1553
A Proud Title 1 School

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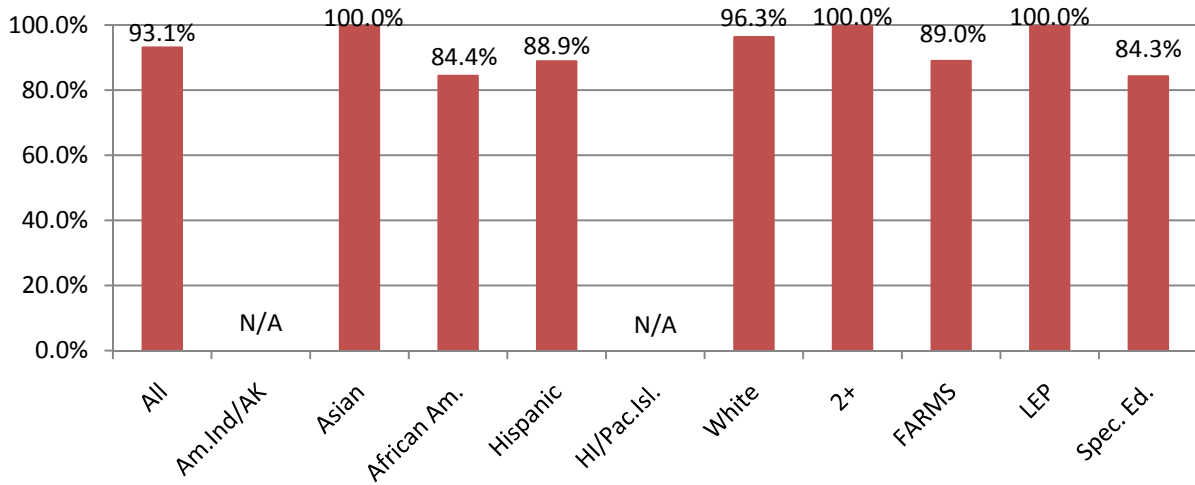
AYP Data incorporating MSA and Alt-MSA Information for School Year 2010-11:

2011 AYP Reading Proficiency Comparisons

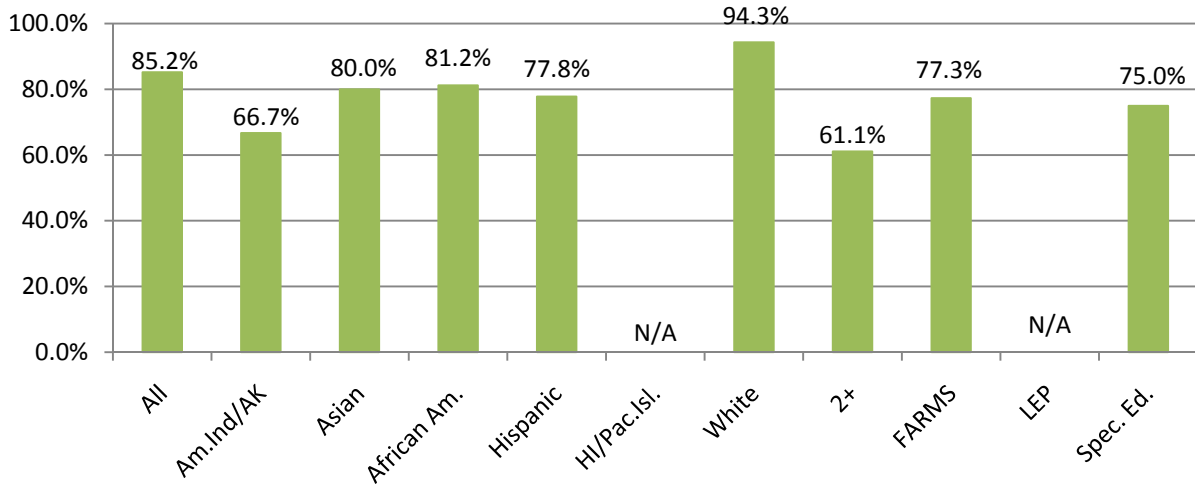
Magnolia ES



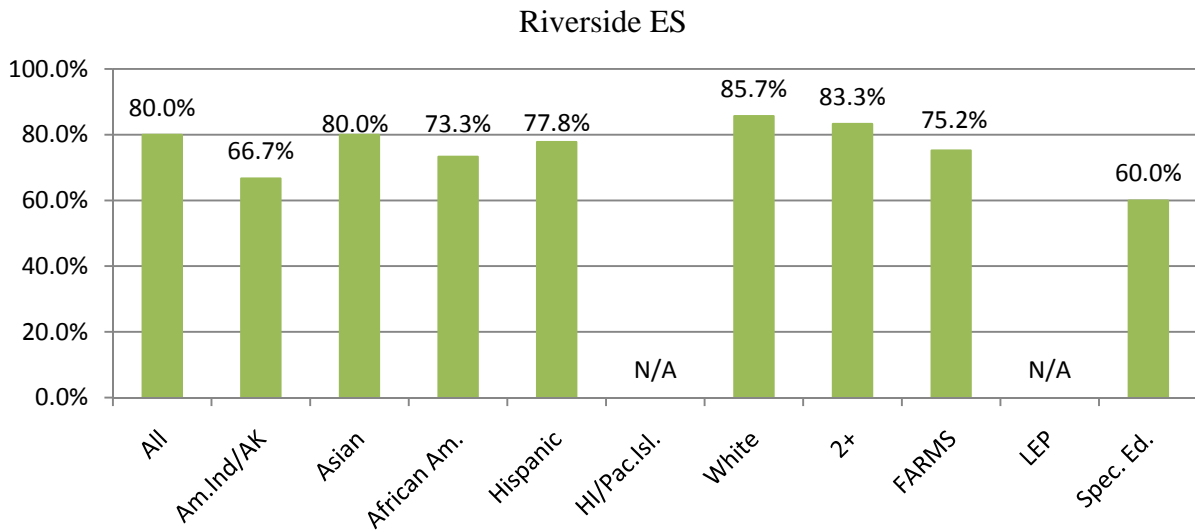
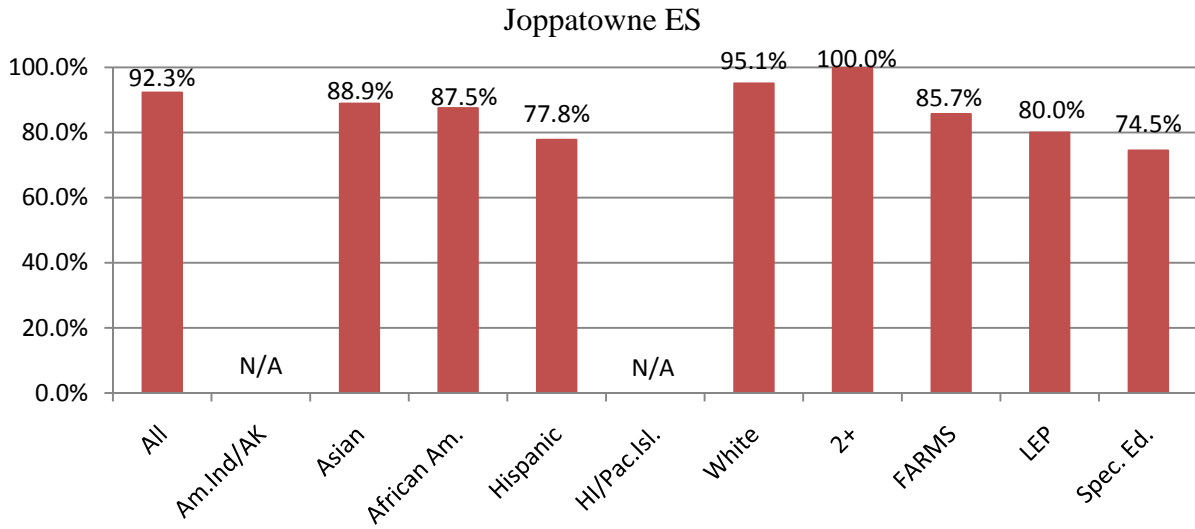
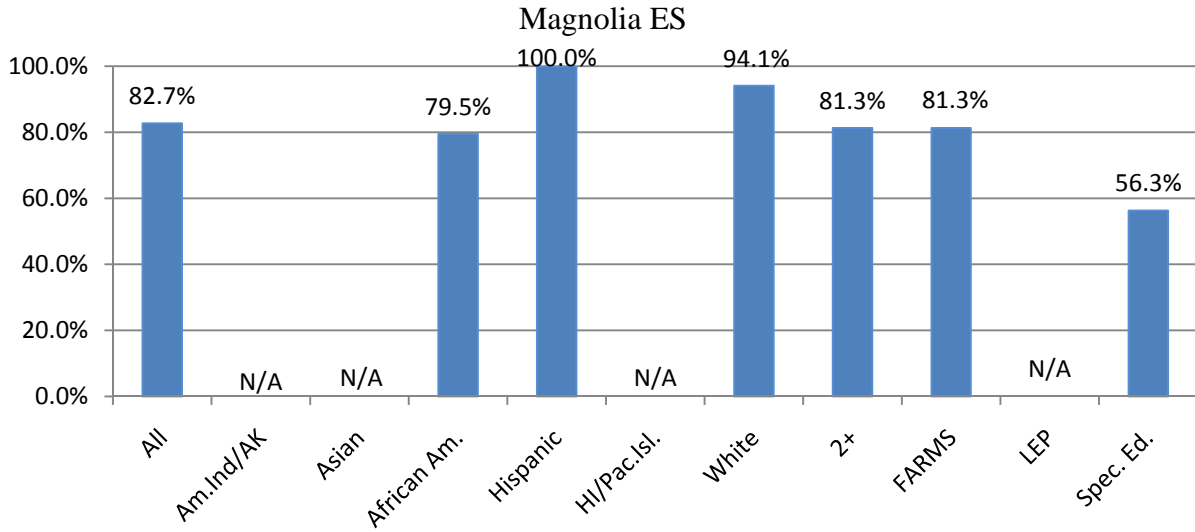
Joppatowne ES



Riverside ES



2011 AYP Math Proficiency Comparisons





Frequently Asked Questions

1. What is AYP?

Adequate Yearly Progress (AYP) is how the federal government through the No Child Left Behind Act determines if public schools are meeting its student achievement goals. Harford County School receives the data from the Maryland School Assessment tests administered each year in March. Students scores are grouped in one of three categories: basic (below grade level), proficient (on grade level) and advanced (above grade level).

2. How does a school meet AYP?

AYP is determined by the number of students in grades 3-8 in a school that score proficient or advanced on the MSA. Each spring you will receive your child's scores in the mail for all sections of the test. These scores determine the schools AYP status. A school must meet the state targets for progress overall and for all subgroups within the school (low income students, students with disabilities, African American, Hispanic, Asian/Pacific Islander, American Indian, limited-English proficient students).

3. What does it mean that my school hasn't met AYP?

It means that, even if your school has made continued progress, more is needed. There is a portion of students at your child's school that are scoring in the basic range-below grade level on the test.

4. Who can apply to a different school through the Title I Transfer Option Process?

Students at Title I schools that have not met AYP for two or more academic years in a row.

5. Do I have to choose a transfer school? Can I stay at the school that I currently attend?

No you do not have to choose a transfer school. If you are pleased with your school, your child/children may remain there without doing anything at all for next school year. Choose the schools that works best for your children-this includes your current school.

Please note that the Title I Public School Choice Transfer Option with transportation applies as long as your child's home/boundary school is in school improvement. If this home school comes out of school improvement they may remain at the school of choice but no transportation can be provided. He/she may remain in the school of choice until she/she has completed the highest grade in that school. This transfer option does NOT apply to your child's feeder middle/high school. School choice ends at the elementary level. Your child would continue grades 6-12 in the boundary area where you reside.



Harford County Public Schools

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Robert M. Tomback, Ph.D., Superintendent of Schools

6. What is Supplemental Educational Services (SES)?

The term SES refers to extra academic help (tutoring) in subjects, such as reading and mathematics, which is provided to eligible Title I students who are enrolled at a Title I school that is in the second year of School Improvement. The tutoring is provided by private vendors, otherwise known as SES providers (e.g., Sylvan Learning, Catapult Learning, etc.). SES is offered during after-school hours and may take place at the school, in a home, or at another location. The Maryland State Department of Education (MSDE) maintains a list of approved SES providers who provide these services.

7. Who is eligible to receive Supplemental Educational Services (SES)?

Eligible K-5 students during the 2011-2012 school year are those who:

- 1) Are enrolled in William Paca/Old Post Road ES or Magnolia ES for the 2011-2012 school year

AND

- 2) Qualify to receive free or reduced priced meals

8. Where can I get more information about this process?

Contact the Title I Office at 410-588-5278 for more information.

9. What are Harford County Public Schools and the Maryland Department of Education (MSDE) doing to improve student achievement?

Harford County Public Schools is in the process of creating a system of great schools by:

- Allocation of Title I funding to each school
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MSDE provided professional development and technical support to Harford County Public Schools in:

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Robert M. Tomback, Ph.D., Superintendent of Schools

Title I Application to Request Transfer Magnolia Elementary School School Year: 2011-2012

Deadline Date: Wednesday August 3, 2011

Student Name: _____ **(Please Print)** Grade: _____ SSN or Student ID: _____

Student Address: _____ **(Please Print)**

Parent/Guardian Name: _____ **(Please Print)**

Daytime Telephone Number: _____ Evening Telephone Number: _____

Return the completed application to Magnolia Elementary School or to: HCPS Title I Office,
102 S. Hickory Ave.
Bel Air, MD 21014

Write the numbers in the blank boxes next to each school beginning with number 1 as your first choice, 2 for your second choice.

Write "1" for your 1 st Choice and "2" for your 2 nd choice	School Name/Address	Telephone Number	Grades
	Joppatowne Elementary School 407 Trimble Road Joppa, MD 21085	410-612-1546	K-5
	Riverside Elementary School 211 Stillmeadow Drive Joppa, MD 21085	410-612-1560	K-5

I am aware that transportation for my child to attend the school(s) above will be provided.

Students living in the Magnolia Elementary School attendance area would be offered three transportation options. (Please put a check by the option that applies)

_____ **Option 1**

- Ride Magnolia Elementary School bus to school
- Ride Shuttle Bus from Magnolia Elementary School to either Riverside Elementary School or Joppatowne Elementary School
- Ride Shuttle Bus from either Riverside Elementary School or Joppatowne Elementary School back to Magnolia Elementary School
- Ride Magnolia Elementary School bus home

_____ **Option 2**

- Select bus stop in either the Riverside Elementary School or Joppatowne Elementary School attendance area
- Parent transports to and from bus stop

_____ **Option 3**

- Parent transports to and from either Riverside Elementary School or Joppatowne Elementary School

*If you have any questions or need assistance completing this application, please call the Title I Office at 410-588-5278.

Signature of Parent/ Guardian _____ **Date:** _____



Harford County Public Schools

102 S. Hickory Avenue • Bel Air, MD 21014 • 410-838-7300 • Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

Lunes, 23 de mayo de 2011

Año Escolar: 2011-2012

Estimados Padres de la Escuela Elemental William Paca/Old Post Road,

Cada año, es requerimiento que los estudiantes que todas las Escuelas Públicas del Condado Harford tomen el (MSA) la prueba estandarizada de Maryland que mide el logro del estudiante. Los resultados de estas pruebas son usados para determinar si las escuelas han logrado los resultados para el logro de estudiante puesto por el estado. Los estándares estatales son conocidos como el Progreso Anual Adecuado (AYP). Si una escuela no ha alcanzado el AYP durante dos años consecutivos, la escuela es identificada como “escuela en proceso de mejoramiento” y los padres tienen la opción de transferir a su niño a otra escuela a través del Proceso Opcional de Transferencia de Título I.

La Escuela Elemental William Paca/Old Post Road, es una de las escuelas de Título I identificadas como “escuela en mejoramiento” porque no hizo AYP en 2009 y 2010. La Escuela Elemental William Paca/Old Post Road no hizo AYP en los siguientes subgrupos de Lectura: “todos los Estudiantes” – 2010, afro americano – 2010, blanco (no de origen hispano) - 2010, Libre / estudiantes de bajo ingreso– 2009, 2010, Educación Especial – 2009, 2010. La Escuela Elemental William Paca/Old Post Road no hizo AYP en los subgrupos de Matemáticas siguientes: Libre / estudiantes de bajo ingreso – 2009, 2010, Educación Especial-2009, 2010. Los estudiantes de la Escuela Elemental William Paca/Old Post Road tienen la opción de transferirse a la Escuelas Elementales; William S. James o Deerfield. El transporte a la nueva escuela es proporcionado por el Sistema de Escuelas Públicas del Condado de Harford.

Lo siguiente está incluido en este paquete:

- Escuela Elemental William Paca/Old Post Road MSA información sobre las pruebas de lectura y matemáticas para SY 2009-2010. Estos datos escolares le muestran como la escuela de su niño funciona para todos los estudiantes y para todos los subgrupos.
- Información sobre los resultados del MSA en lectura y matemáticas para SY 2009-2010 de las Escuelas Elementales de William S. James y de Deerfield para que compare con la Escuela Elemental William Paca/Old Post Road. Estas páginas muestran los resultados de las dos escuelas para que usted pueda seleccionar a cuál escuela quiere transferir a su niño.
- Aplicación para Solicitar Transferencia Título I
- Preguntas que se hacen frecuentemente

Para ayudarle comprender mejor el proceso de Opciones de Transferencia de Título I, habrá una Reunión **Informativa para padres el día 6 de junio de 2011 de 6:00-7:00 de la tarde en la OPR Cafetería.**

Todo el mundo en William Paca/Old Post Road Elementary School está orgulloso de lo que nuestro personal, las familias y los estudiantes han trabajado este año. A principios de el año lectivo 2010-2011 William Paca/Old Post Road Elementary School creado dos bloques de 30 minutos de intervención durante el día, uno para lectura y uno para matemáticas. Actualmente estamos

utilizando todo el personal certificado, incluidos los especialistas en lectura, matemáticas entrenadores, maestros especialistas y profesores de áreas especiales para proporcionar intervenciones para nuestros estudiantes.

En el último año, nosotros también hemos instituido un Programa titulado Observar (los papás de los estudiantes de los Grandes) D. O. G. S. Este programa integra días de visita de padre de nivel de grado, en la orden para Padres a tomar parte en el día escogido de su niño así como interactúa con los empleados de la Escuela Elemental de William Paca/Old Post Road. Hay actualmente 110 miembros de la familia que han tomado parte en el programa y nosotros damos la bienvenida a su participación en nuestra escuela.

También, las Escuelas de Título I en "el progreso" han recibido recursos adicionales para apoyar actividades para así aumentar el nivel del aprovechamiento del estudiante. Por ejemplo, la Escuela Elemental William Paca/Old Post Road recibe:

- Recursos adicionales para el entrenamiento del profesor
- Recursos adicionales para materiales educativos
- Intervenciones para estudiantes que tienen la dificultad para lograr los estándares
- Tecnología adicional
- Materiales Adicionales para instrucción

Le pedimos que se anime a estar envueltos en apoyar el progreso de la Escuela Elemental William Paca/Old Post Road. Usted puede ayudar a mejorar el aprovechamiento de su niño por:

- Ver que su niño asiste a la escuela todos los días
- Participando en actividades donde lo padres se comprometen
- Asistiendo a todas las actividades de padres y maestros
- Monitorear o darle seguimiento al progreso de su niño
- Asegurándose que su niño complete las asignaciones/tareas

Le exhorto a utilizar esta información para determinar la opción que trabajará mejor para usted. Por favor, además póngase en contacto conmigo para hablar del progreso escolar actual y ver cuáles son los nuevos avances e iniciativas planeadas durante el próximo año. Si usted decide transferir a su niño a William S. James o a la Escuela Elemental de Deerfield, por favor presente su aplicación para Solicitar la Transferencia no más tarde del día 21 de junio de 2011, a la Oficina de Título I localizada en el 102 S. Hickory Ave., Bel Air, MD 21014.

Información adicional sobre la transferencia opcional de escuelas de Título I, se encuentra en la página web de la Escuela William Paca/Old Post Road:

https://www.edline.net/pages/William_Paca_Old_Post_Road_E

La fecha límite para aceptar las aplicaciones para Solicitar Transferencias de Título I durante el año escolar de 2011-2012, es el día 1 de marzo de 2012. Si fuese requerida la opción escolar durante futuros años, la Escuela Elemental William Paca/Old Post Road comenzará su planificación escolar durante el año escolar 2012-2013 en la primavera 2012. La fecha límite de marzo es asignada para poder realizar proyectos que se asignan con anticipación y apoyar a los padres en su decisión de seleccionar otra escuela, si fuese necesario.

Los resultados de MSA del 2010-2011 le serán comunicados una vez estén disponibles. Si la Escuela Elemental de William Paca/Old Post Road no hace AYP durante el Año Escolar 2010-2011, la escuela estará en el segundo año de la Escuela en Mejoramiento. Además de continuar ofreciendo la opción de transferencia de Título I, los Servicios Educativos Suplementales (SES) serán ofrecidos a cualquier estudiante de bajo ingreso que asiste a la Escuela Elemental William Paca/Old Post Road. El SES provee la instrucción académica adicional diseñada para aumentar el rendimiento académico de estudiantes en escuelas en el segundo año de progreso. Estos servicios, que son además de la instrucción proporcionada durante el día escolar, pueden incluir la ayuda académica como instruir, nueva mediación, y otros servicios de enriquecimiento académicos suplementales. La información adicional será proporcionada una vez que los resultados de MSA 2011 son anunciados.

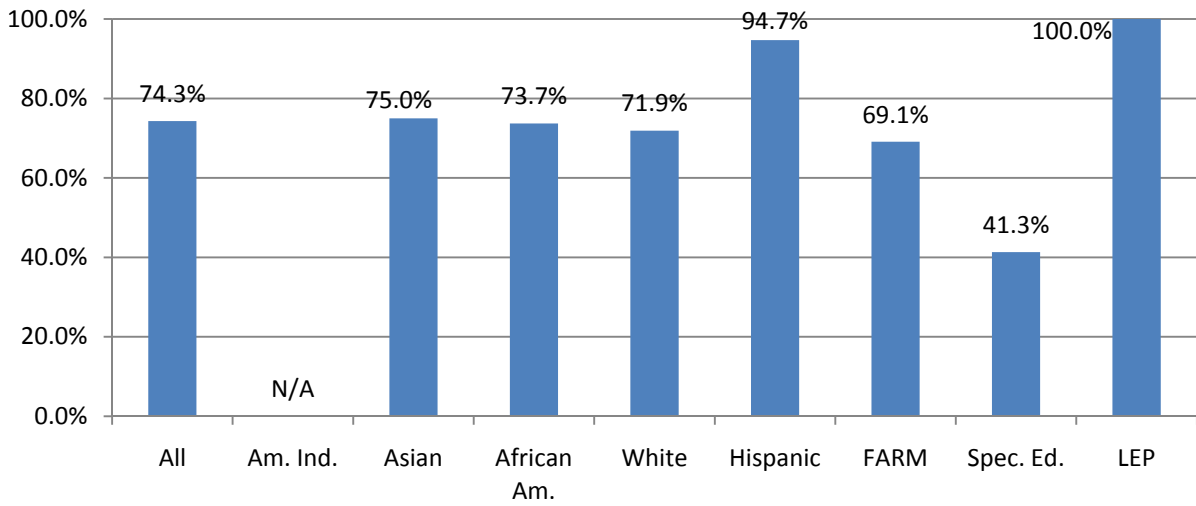
De tener alguna pregunta o preocupación, y desea discutir sus opciones adicionales, comuníquese conmigo o HCPS Oficina Título I, 410-588-5278.

Sinceramente,

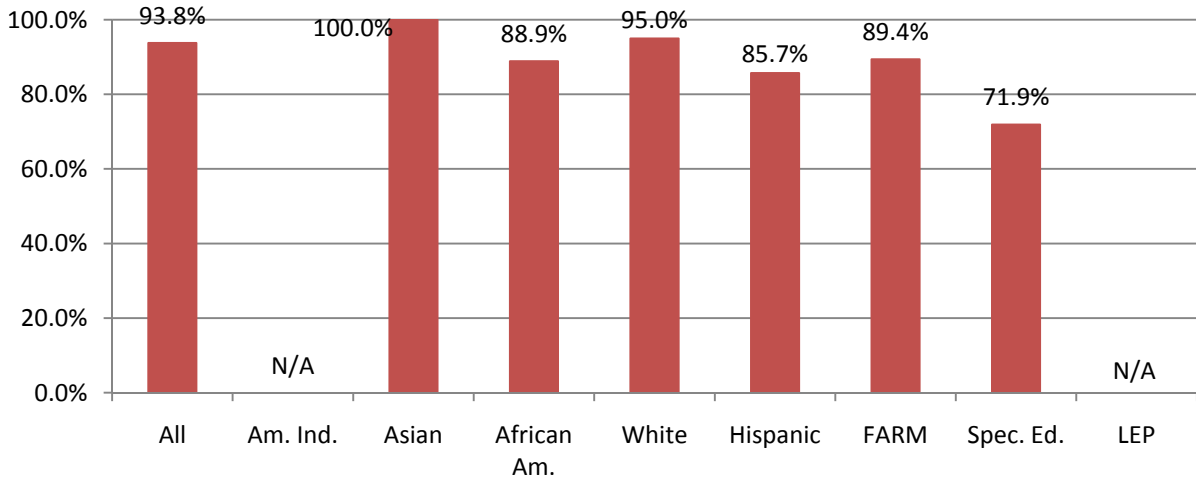
Gail Dunlap

Gail Dunlap
Principal,
William Paca/Old Post Road Elementary School
2706 Old Philadelphia Road
Abingdon, MD 21009
410-612-1566/2033
Orgullosos de ser una escuela Título I

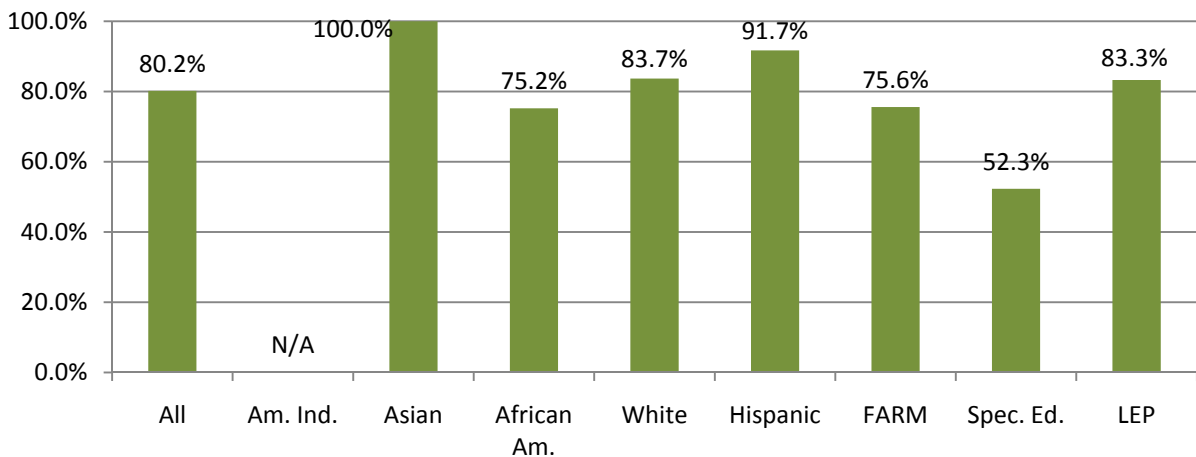
AYP Data incorporating MSA and Alt-MSA Information for School Year 2009-10:
2010 AYP Reading Proficiency Comparisons
 William Paca/Old Post Road ES



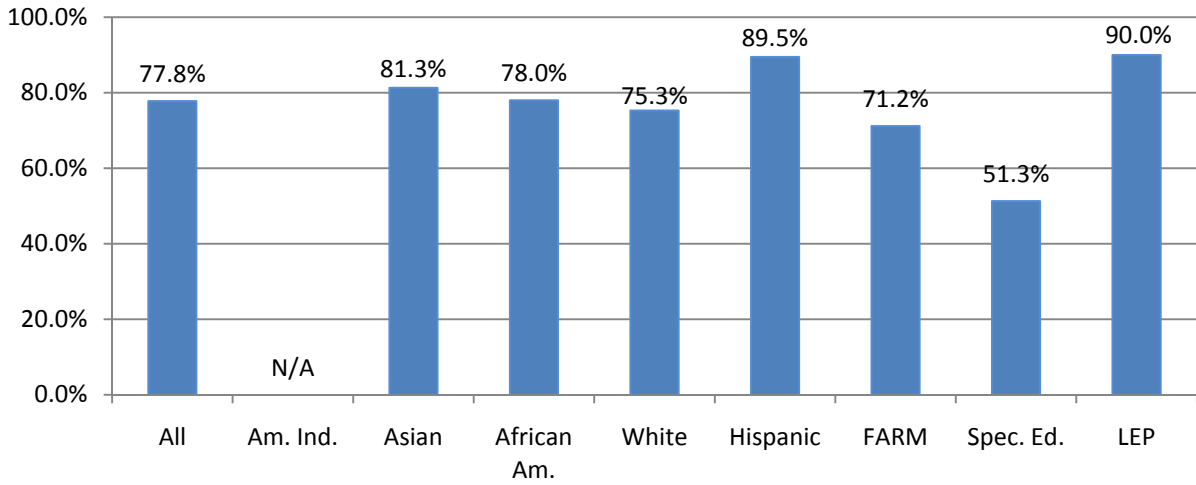
William S. James ES



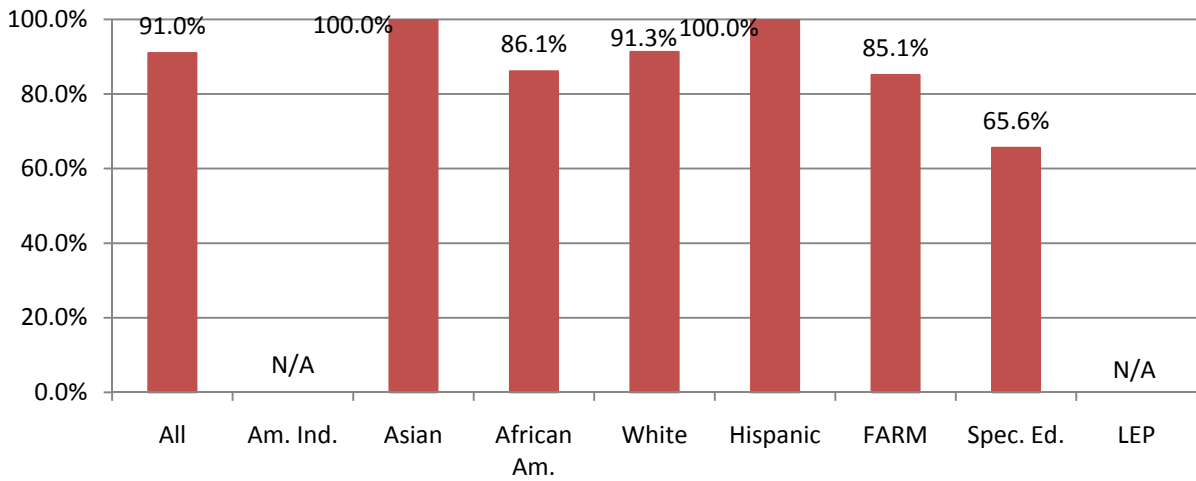
Deerfield ES



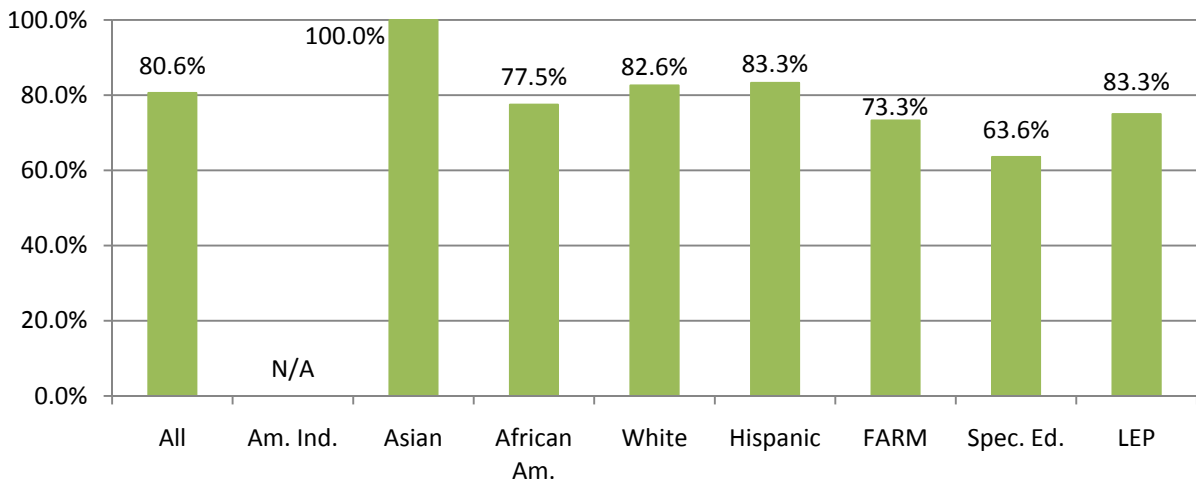
2010 AYP Math Proficiency Comparisons
William Paca/Old Post Road ES



William S. James ES



Deerfield ES





Harford County Public Schools

102 S. Hickory Avenue ♦ Bel Air, MD 21014 ♦ 410-838-7300 ♦ Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

Aplicacion para Title I para Solicitar Transferencia Escuela Elemental de William Paca/Old Post Road School Year: 2011-2012

Fecha límite **21 de junio de 2011**

Nombre del estudiante: _____ Grado: _____ SSN o Número identificación: _____

(letra de molde)

Dirección del estudiante: _____ **(letra de molde)**

Nombre del padre/Guardian _____ **(letra de molde)**

Número de teléfono (día): _____ Número de teléfono (tarde): _____

Devolver la aplicación a: HCPS Title I Office,
102 S. Hickory Ave.
Bel Air, MD 21014

Write the numbers in the blank boxes next to each school beginning with number 1 as your first choice, 2 for your second choice.

Escriba "1" para su 1a Opción "y 2" para su 2a opción	Nombre de la escuela y dirección	Número de teléfono	Grados
	Escuela Elemental William S. James 1 Laurentum Parkway Abingdon, MD 21009	410-638-3900	K-5
	Escuela Elemental Deerfield 2307 Willoughby Beach Road Edgewood, MD 21040	410-612-1535	K-5

Entiendo que la transportación para mi hijo/hija para asistir a la escuela (s) será facilitada.

Se ofrecerá al estudiante que viven en el área de la Escuela Primaria de William Paca/Old Post Road tres opciones de transporte. (Por favor marque la opción que aplica)

____ Opción 1

➤ Transportarse en el autobús hasta la escuela y desde la escuela, utilizando una parada de autobús en la vecindad del estudiante para las Escuela Elementales Deerfield o William S. James – se programará el servicio de autobús específico con el esfuerzo colaborativo de la Oficina de Título I y el personal de Transporte.

Si el servicio de autobús es solicitado, favor añadir la información dónde será recogido el estudiante

Dirección donde el autobús dejara al estudiante en la mañana:

_____ **(letra de molde)**

Dirección donde el autobús dejara al estudiante en la tarde:

_____ **(letra de molde)**

Paradas de autobuses centralizados serán creadas basadas en esta información

____ Opción 2

Los padres proveerán la transportación hasta y desde las Escuelas Elementales de Deerfield o Williams S. James.

*Si usted tiene alguna pregunta o necesita la ayuda que completa esta aplicación, por favor llame a la Oficina de Título I al 410-588-5278

Firma del Padre/Guardián _____ Fecha: _____

Su respuesta debe ser devuelta a la Oficina de Título I no más tarde que el 21 de junio de 2011 para participar en este proceso. Por favor coloque esta forma en el sobre de vuelta incluido.



Harford County Public Schools

102 S. Hickory Avenue ♦ Bel Air, MD 21014 ♦ 410-838-7300 ♦ Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

Preguntas Hechas con Frecuencia

1. ¿Qué es AYP?

El Progreso Anual Adecuado (AYP) es como el gobierno federal por el Acto Ningún Niño Dejado Atrás puede determinar si las escuelas públicas alcanzaron las metas para el logro de estudiantes. Las Escuelas del Condado de Harford recibe la data de las pruebas que son administradas cada año en marzo. Los resultados de cada estudiante son agrupados en una de tres categorías: básico (debajo de nivel de grado), muy competente (en nivel de grado) y avanzado (encima de nivel de grado).

2. ¿Cómo logra AYP una escuela?

El AYP es determinado por el número de estudiantes en grados 3-8 en una escuela que logra muy competente o avanzado en le MSA. Cada primavera usted recibirá las puntuaciones de su niño en el correo para todas las secciones de la prueba. Estas puntuaciones determinan el estado de AYP de cada escuela. Una escuela debe lograr los objetivos estatales para el progreso en general y para todos los subgrupos dentro de la escuela (estudiantes de bajo ingreso, estudiantes con incapacidades, Afro-americano, hispano, asiático/pacífico africano, Amerindio, estudiantes limitados en el idioma Ingles).

3. ¿Qué significa que mi escuela no ha logrado el AYP?

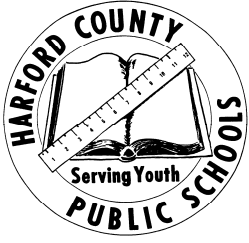
Esto significa que, aunque su escuela ha hecho progreso, más es necesario. Hay una porción de estudiantes que solo logran obtener una variedad básica - por debajo del nivel de grado en la prueba.

4. ¿Quién puede aplicar para una escuela diferente por medio del Proceso de Opción de Título I?

Los estudiantes en escuelas de Título I que no han logrado el AYP por dos o más años escolares corridos.

5. ¿Tengo que elegir otra escuela? ¿Puedo seguir asistiendo en la escuela a la cual actualmente asisto?

No usted no tiene que elegir otra escuela. Si usted está contento con su escuela, su niño/niños puede permanecer allí sin hacer nada durante el próximo año escolar. Elija las escuelas que trabajan mejor para sus niños - esto incluye la escuela que su niño está actualmente asistiendo.



Harford County Public Schools

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Robert M. Tomback, Ph.D., Superintendent of Schools

Por favor note que la Opción de transferirse de Escuelas Pública de Título I con transportación aplica mientras la escuela de casa/divisoria de su niño está en el plan de mejoramiento. Si la escuela

de casa mejora ellos pueden permanecer en la escuela de opción pero ningún transporte puede ser proporcionado. Él/ella puede permanecer en la escuela de opción hasta que ella/ella haya completado el grado más alto en aquella escuela. Esta opción de transferencia NO aplica para las escuelas intermedia o secundaria. La opción escolar se termina en el nivel elemental. Su niño seguiría grados 6-12 en el área divisoria donde usted reside.

6. ¿Dónde puedo conseguir más información sobre este proceso?

Póngase en contacto con la Oficina de Título I, al 410-588-5278 para más información

7. ¿Qué están haciendo las Escuelas Público de Condado Harford y el Departamento de Educación (MSDE) de Maryland para mejorar el logro de estudiante?

El Sistema de Escuelas Públicas del Condado de Harford está en el proceso de crear un sistema para mejorar grandemente las escuelas por:

- Asignar fondos para las escuelas de Título I
 - Darle a los principales de las escuelas más autonomía para tomar decisiones basadas en las necesidades de estudiantes/comunidad
 - Envolviendo las familias como socios
- El MSDE proporcionó el desarrollo profesional y el apoyo técnico
 - a Escuelas Públicas del Condado Harford en:
 - Entendimiento e interpretación necesaria de datos de evaluación
 - Proporcionando asistencia técnica para apoyar Selección Opcional de las Escuelas de Público de Condado Harford



Harford County Public Schools

102 S. Hickory Avenue ♦ Bel Air, MD 21014 ♦ 410-838-7300 ♦ Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

Lunes, 23 de mayo de 2011

Año Escolar: 2011-2012

Estimados Padres de la Escuela Elemental de Magnolia,

Cada año, es requerimiento que los estudiantes que todas las Escuelas Públicas del Condado Harford tomen el (MSA) la prueba estandarizada de Maryland que mide el logro del estudiante. Los resultados de estas pruebas son usados para determinar si las escuelas han logrado los resultados para el logro de estudiante puesto por el estado. Los estándares estatales son conocidos como el Progreso Anual Adecuado (AYP). Si una escuela no ha alcanzado el AYP durante dos años consecutivos, la escuela es identificada como “escuela en proceso de mejoramiento” y los padres tienen la opción de transferir a su niño a otra escuela a través del Proceso Opcional de Transferencia de Título I.

La Escuela Elemental Magnolia, es una de las escuelas de Título I identificadas como “escuela en proceso de mejoramiento” porque no hizo AYP en 2009 y 2010. La Escuela Elemental Magnolia no hizo AYP en los siguientes subgrupos de Lectura: “todos los Estudiantes” – 2010, afro americano – 2010, Libre / estudiantes de bajo ingreso– 2010, Educación Especial – 2009, 2010. La Escuela Elemental Magnolia no hizo AYP en los subgrupos de Matemáticas siguientes: estudiantes de bajo ingreso – 2010, Educación Especial-2010. Los estudiantes de la Escuela Magnolia tienen la opción de transferirse a la Escuelas Elementales; Riverside o Joppatowne. El transporte a la nueva escuela es proporcionado por el Sistema de Escuelas Públicas del Condado de Harford.

Lo siguiente está incluido en este paquete:

- Escuela Elemental Magnolia MSA información sobre las pruebas de lectura y matemáticas para SY 2009-2010. Estos datos escolares le muestran como la escuela de su niño funciona para todos los estudiantes y para todos los subgrupos.
- Información sobre los resultados del MSA en lectura y matemáticas para SY 2009-2010 de las Escuelas Elementales de Joppatowne y de Riverside para que compare con la Escuela Elemental Magnolia. Estas páginas muestran los resultados de las dos escuelas para que usted pueda seleccionar a cuál escuela quiere transferir a su niño.
- Aplicación para Solicitar Transferencia Título I
- Preguntas que se hacen frecuentemente

Para ayudarle entender mejor el proceso sobre Opciones de Transferencia de Título I, habrá una Reunión Informativa para padres el día 7 de junio de 2011 de 6:00-7:00 de la tarde en la Cafetería de la escuela.

Nosotros en la Escuela Elemental Magnolia, estamos orgullosos del esfuerzo que todo nuestro personal, las familias, y los estudiantes realizado durante este año escolar del 2010-2011.

Durante este año, hemos enfocado nuestros esfuerzos en mejorar nuestra escuela en dos iniciativas acertadas: Integración de Artes y Bloques de Intervención en Matemáticas/Lectura. En conjunto con la audiencia juvenil de Maryland, hemos tenido artistas invitados que trabajan con nuestros profesores para infundir la música, el movimiento, el drama, y el arte en nuestros sujetos de área contenido. Cuando las artes son integradas a otras materias académicas los estudiantes piensan críticamente, buscando soluciones a problemas, son creativos, trabajan como un equipo, e investigan el entendimiento transcultural.

Además de la iniciativa de Integración de las Artes, la Escuela Primaria de Magnolia ha ajustado la lista de maestros para incluir un bloque diario del tiempo, tanto para intervención de matemáticas como para lectura. Durante estos bloques de intervención, los estudiantes son capaces de tener acceso al apoyo adicional o participar en oportunidades de enriquecimiento tanto de lectura como de matemáticas. Nuestro personal ha trabajado diligentemente para incorporar ambas iniciativas a fin de aumentar el rendimiento académico de los estudiantes. Cuando contemplamos el Año Escolar 2011-2012, estamos animados para dar la bienvenida a todos nuestros estudiantes que estarán de regreso con nosotros.

También, las Escuelas de Título I en "el progreso" ha recibido recursos adicionales para apoyar actividades para así aumentar el nivel del aprovechamiento del estudiante. Por ejemplo, la Escuela Elemental Magnolia recibe:

- Recursos adicionales para el entrenamiento del profesor
- Recursos adicionales para materiales educativos
- Intervenciones para estudiantes que tienen la dificultad para lograr los estándares
- Tecnología adicional
- Materiales Adicionales para instrucción

Le pedimos que se anime a estar envueltos en apoyar el progreso de la Escuela Elemental Magnolia. Usted puede ayudar a mejorar el aprovechamiento de su niño por:

- Ver que su niño asiste a la escuela todos los días
- Participando en actividades donde lo padres se comprometen
- Asistiendo a todas las actividades de padres y maestros
- Monitorear o darle seguimiento al progreso de su niño
- Asegurándose que su niño complete las asignaciones/tareas

Le exhorto a utilizar esta información para determinar la opción que trabajará mejor para usted. Por favor, además póngase en contacto conmigo para hablar del progreso escolar actual y ver cuáles son los nuevos avances e iniciativas planeadas durante el próximo año. Si usted decide transferir a su niño a la Escuelas Elementales de Joppatowne o Riverside, por favor presente su Aplicación para Solicitar la Transferencia no más tarde del 21 de junio de 2011, a la Oficina de Título I localizada en el 102 S. Hickory Ave., Bel Air, MD 21014.

Información adicional sobre la transferencia opcional de escuelas de Titulo I, se encuentra en el sitio web de la Escuela Magnolia: https://www.edline.net/pages/Magnolia_Elementary_School.

La fecha límite para aceptar las Aplicaciones para Solicitar Transferencias de Título I durante el año escolar de 2011-2012, es el día 1 de marzo de 2012. Si fuese requerida la opción escolar durante futuros años, la Escuela Elemental Magnolia comenzará su planificación escolar durante el año escolar 2012-2013 en la primavera 2012. La fecha límite de marzo es asignada para poder

realizar proyectos anticipados y apoyar a los padres en su decisión de seleccionar otra escuela, si fuese necesario.

Los resultados de MSA del 2010-2011 le serán comunicados una vez estén disponibles. Si la Escuela Elemental de Magnolia no hace AYP durante el Año Escolar 2010-2011, la escuela estará en el segundo año de la Escuela en Mejoramiento. Además de continuar ofreciendo e la opción de transferencia de Título I, los Servicios Educativos Suplementales (SES) serán ofrecidos a cualquier estudiante de bajo ingreso que asiste a la Escuela Primaria de Magnolia. El SES provee la instrucción académica adicional diseñada para aumentar el rendimiento académico de estudiantes en escuelas en el segundo año de progreso. Estos servicios, que son además de la instrucción proporcionada durante el día escolar, pueden incluir la ayuda académica como instruir, nueva mediación, y otros servicios de enriquecimiento académicos suplementales. La información adicional será proporcionada una vez que los resultados de MSA 2011 son anunciados.

De tener alguna pregunta o preocupación, y desea discutir sus opciones adicionales, comuníquese conmigo del HCPS a la Oficina Título I, 410-588-5278.

Sinceramente

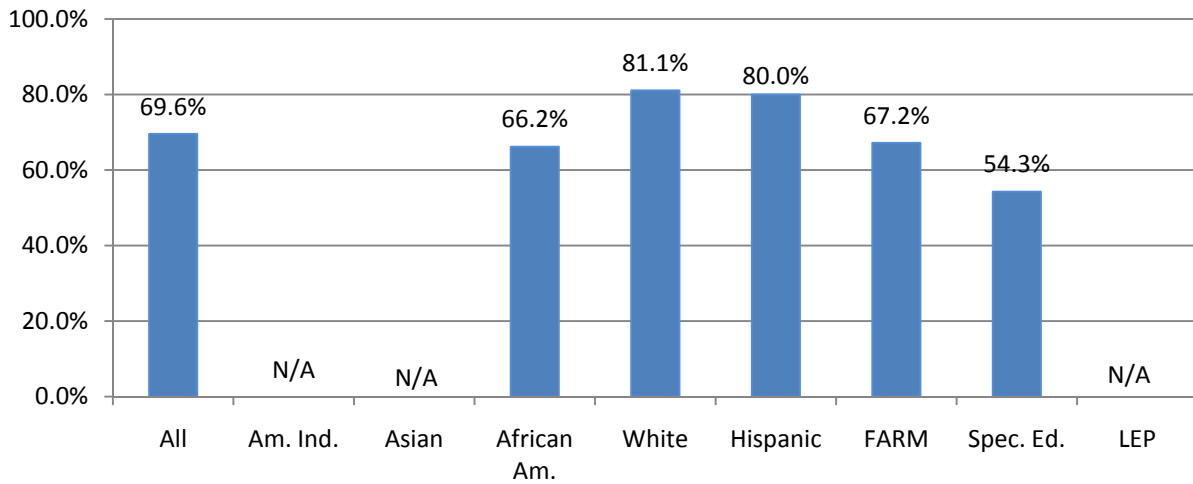
Patricia Mason

Patricia Mason
Principal
Escuela Elemental Magnolia
901 Trimble Road
Joppa, MD 21014
410-612-1553
A Proud Title 1 School

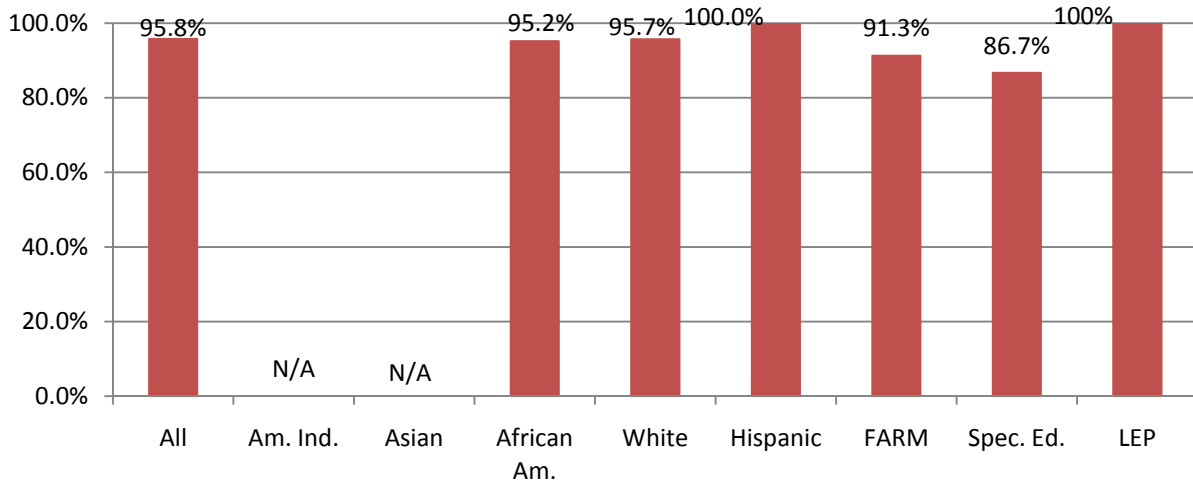
AYP Data incorporating MSA and Alt-MSA Information for School Year 2009-10:

2010 AYP Reading Proficiency Comparisons

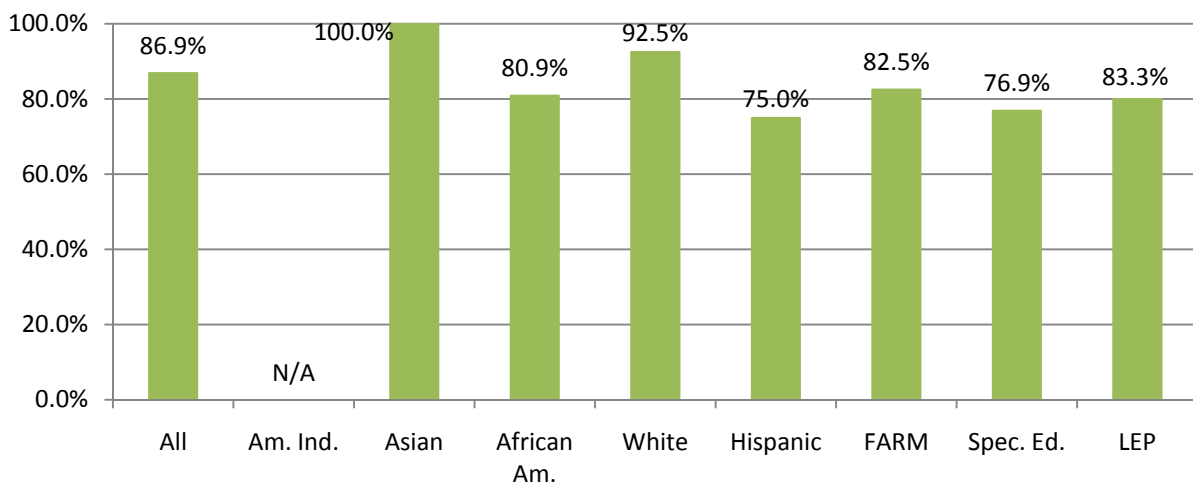
Magnolia ES



Joppatowne ES

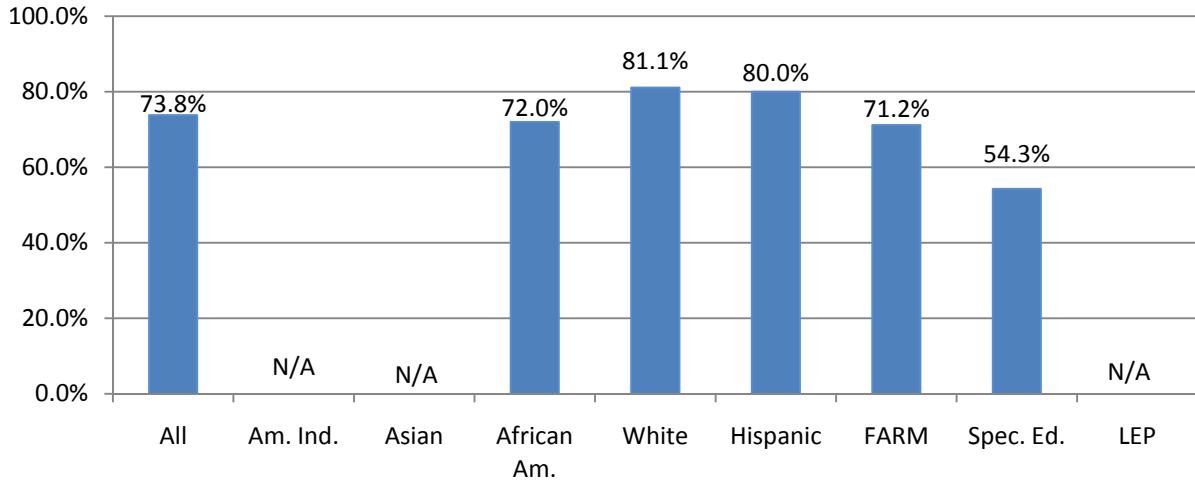


Riverside ES

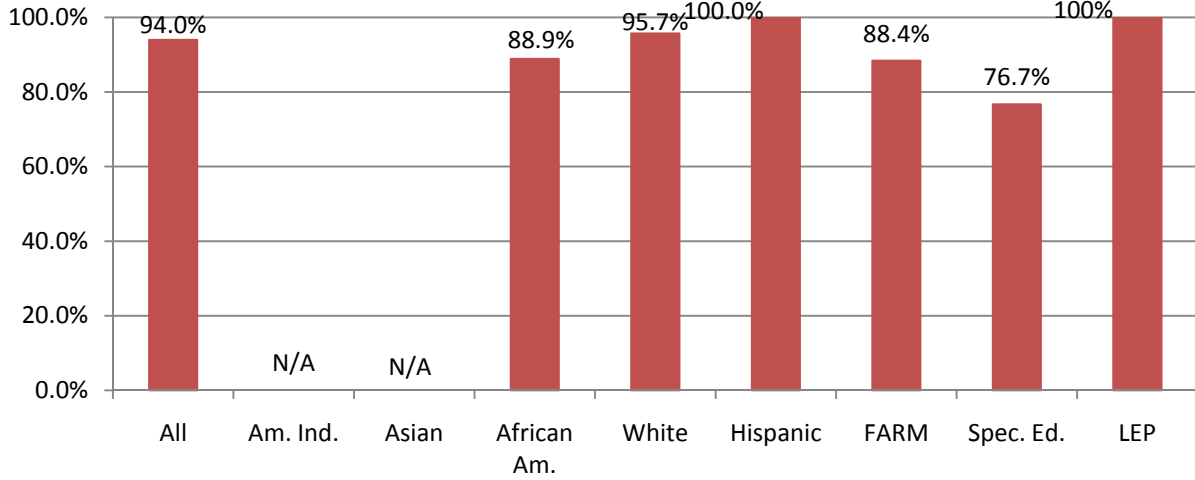


2010 AYP Math Proficiency Comparisons

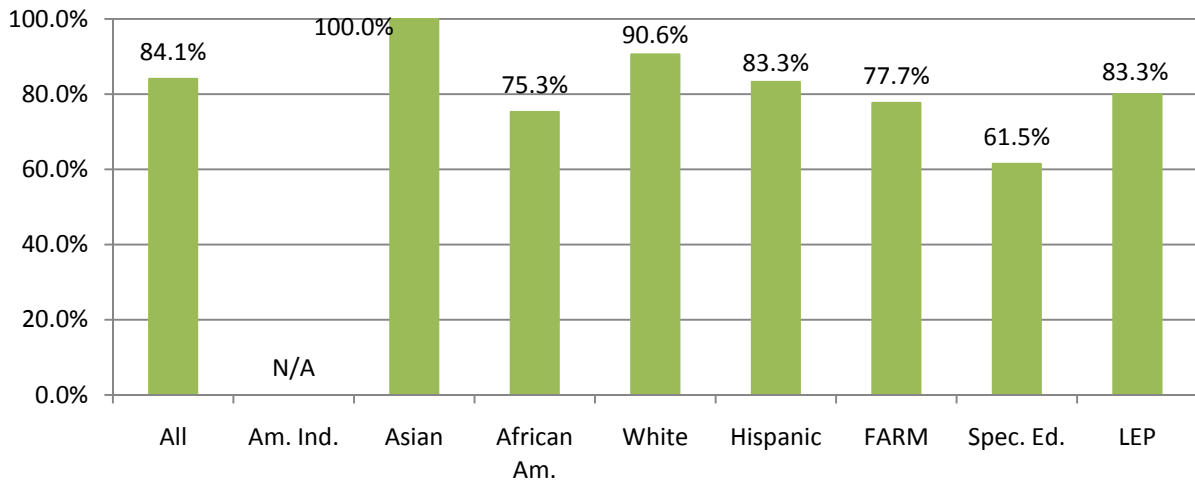
Magnolia ES



Joppatowne ES



Riverside ES





Harford County Public Schools

102 S. Hickory Avenue ♦ Bel Air, MD 21014 ♦ 410-838-7300 ♦ Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

Aplicación de Solicitud de Transferencia Escuela Elemental Magnolia Año Escolar: 2011-2012

Fecha Límite: 21 de junio de 2011

Nombre del estudiante: _____ Grado: _____ SSN o Número de Identificación: _____
(letra de molde)

Dirección del estudiante: _____ (letra de molde)

Nombre del padre/Guardian: _____ (letra de molde)

Regresar la aplicación a:
: HCPS Title I Office,
102 S. Hickory Ave.
Bel Air, MD 21014

Write the numbers in the blank boxes next to each school beginning with number 1 as your first choice, 2 for your second choice.

Escriba "1" para 1a Opción "y 2" para su 2a opción	Nombre de la escuela y dirección	Número de teléfono	Grados
	Joppatowne Elementary School 407 Trimble Road Joppa, MD 21085	410-612-1546	K-5
	Riverside Elementary School 211 Stillmeadow Drive Joppa, MD 21085	410-612-1560	K-5

Entiendo que la transportación para mi hijo/hija para asistir a la escuela (s) será facilitada.

Se ofrecerá a los estudiante que viven en el área de la Escuela Primaria de Magnolia tres opciones de transporte. (Por favor marque la opción que se aplica)

_____ **Opción 1**

- Utilizar el autobús escolar hasta la Escuela Elemental de Magnolia.
- Utilizar transportación de la Escuela Elemental de Magnolia y conectar en la Escuela Elemental de Riverside o la Escuela Elemental de Joppatowne
- Utilizar transportación de la Escuela Elemental de Riverside o Escuela Elemental Joppatowne de regreso a la Escuela Elemental de Magnolia
- Utilizar transportación en la Escuela Elemental de Magnolia al hogar.

_____ **Opción 2**

- Seleccione la parada de autobús en la Escuela Primaria de Riverside o en área de asistencia de Escuela Primaria Joppatowne
- El padre proveerá la transportación a la parada y la parada de autobús

_____ **Opción 3**

- El padre proveerá la transporta a y de la Escuela Primaria de Riverside o de Escuela Primaria de Joppatowne

*Si usted tiene alguna pregunta o necesita la ayuda cumplimentando esta aplicación, por favor llame a la Oficina de Título I al 410-588-5278.

Firma del Padre/Guardián: _____ Fecha: _____

Su respuesta debe ser devuelta a la Oficina de Título I en o antes del 21 de junio de 2011 para participar en este proceso. Por favor coloque este formulario en el sobre de vuelta incluido.



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1. ¿Qué es AYP?

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2. ¿Cómo logra AYP una escuela?

El AYP es determinado por el número de estudiantes en grados 3-8 en una escuela que logra muy competente o avanzado en le MSA. Cada primavera usted recibirá las puntuaciones de su niño en el correo para todas las secciones de la prueba. Estas puntuaciones determinan el estado de AYP de cada escuela. Una escuela debe lograr los objetivos estatales para el progreso en general y para todos los subgrupos dentro de la escuela (estudiantes de bajo ingreso, estudiantes con incapacidades, Afro-americano, hispano, asiático/pacífico africano, Amerindio, estudiantes limitados en el idioma Ingles).

3. ¿Qué significa que mi escuela no ha logrado el AYP?

Esto significa que, aunque su escuela ha hecho progreso, más es necesario. Hay una porción de estudiantes que solo logran obtener una variedad básica - por debajo del nivel de grado en la prueba.

4. ¿Quién puede aplicar para una escuela diferente por medio del Proceso de Opción de Título I?

Los estudiantes en escuelas de Título I que no han logrado el AYP por dos o más años escolares corridos.

5. ¿Tengo que elegir otra escuela? ¿Puedo seguir asistiendo en la escuela a la cual actualmente asisto?

No usted no tiene que elegir otra escuela. Si usted está contento con su escuela, su niño/niños puede permanecer allí sin hacer nada durante el próximo año escolar. Elija las escuelas que trabajan mejor para sus niños - esto incluye la escuela que su niño está actualmente asistiendo.

Por favor note que la Opción de transferirse de Escuelas Pública de Título I con transportación aplica mientras la escuela de casa/divisoria de su niño está en el plan de mejoramiento. Si la escuela de casa mejora ellos pueden permanecer en la escuela de opción pero ningún transporte puede ser proporcionado. Él/ella puede permanecer en la escuela de opción hasta que ella/ella haya completado el grado más alto en aquella escuela. Esta opción de transferencia NO aplica para las escuelas intermedia o secundaria. La opción escolar se termina en el nivel elemental. Su niño seguiría grados 6-12 en el área divisoria donde usted reside.



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Robert M. Tomback, Ph.D., Superintendent of Schools

6. ¿Dónde puedo conseguir más información sobre este proceso?

Póngase en contacto con la Oficina de Título I al 410-588-5278 para más información

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- Entendimiento e interpretación necesaria de datos de evaluación
- Proporcionando asistencia técnica para apoyar Selección Opcional de las Escuelas de Público de Condado Harford

MSA results not all good

Four area middle schools miss the mark on tests

Two Harford elementary schools on needs-improvement list

BY KAYLA BAWROSKI
kabawroski@theaegis.com

Four Harford County middle schools are on the School Improvement list, including one newcomer, according to the Maryland State Department of Education's 2011 Maryland Report Card.

Aside from those schools needing improvement, Harford County's middle schools are improving in math on the annual tests, given in

the spring. Results from this year's tests, given to third-through eighth-graders, were released Wednesday. Students are scored as advanced, proficient or basic.

Overall, according to a press release from the school system, math proficiency for the county has increased by nearly 19 points.

In Harford County in 2011, 86.9 percent of sixth-graders, 87.6 percent of seventh-graders and 88.5 percent of eighth-graders are profi-

See **MSA MIDDLE**, Page A4

BY KAYLA BAWROSKI
kabawroski@theaegis.com

Two Harford County elementary schools have been identified for "improvement," according to the 2011 Maryland Report Card released Wednesday afternoon.

The results are based on Maryland State Assessments, or MSAs, for reading and math proficiency in third through eighth grade. The tests are in accordance with the No Child Left

Behind Act, which also sets Adequate Yearly Progress, or AYP, goals for schools to achieve before reaching the requirement of 100 percent proficiency by 2014.

William Paca/Old Post Road and Magnolia elementary schools entered the School Improvement list in 2010 and have been identified as Title I schools and "comprehensive developing."

The Maryland State Department of Education
See **MSA ELEMENTARY**, Page A4

Two Harford elementary schools fall short

MSA ELEMENTARY, from Page A1

tion, or MSDE, created two "pathways" for Maryland schools, the comprehensive needs one, which is in line with the No Child Left Behind pathway, and the focused needs pathway. Being placed in comprehensive shows the schools have a "wider pattern of student subgroup failures," according to Maryland Report Card and focused needs are failures in one or two subgroups in the same subject, out of mathematics or reading.

Then, schools are identified as developing or priority, depending on how long they have been on the School Improvement list.

Because they are starting their second consecutive year as comprehensive developing, without hitting any Adequate Yearly Progress, or AYP, goals, Magnolia and William Paca are required to offer parents transfer choices to other schools, as well as Supplement Educational Services. Those services are offered as after-school tutoring by the MSDE to eligible Title I students.

A school release did show, however, there was some progress at those two schools,

including a 17-percentage point increase in proficiency for special education students and a 5 percent increase for all remaining students.

For any schools to be removed from the list, according to school system Manager of Communications Teri Kranefeld, they need to meet AYP for two consecutive years.

The MSDE also identified advanced and proficient MSA results for the county overall based on each grade level. In 2011, this amounted to reading proficiency of 87.3 percent of third graders, 92 percent of fourth graders and 92.6 percent of fifth graders, compared to 2010 results of 86.5 and 89.5 where there was an increase.

Reading proficiency in 2010 was at 93.3 percent for fifth graders, higher than the 2011 rating.

For math proficiency or better in 2011 there were 88.2 percent of third graders, 92.5 percent of fourth graders and 86.4 percent of fifth graders. This is a partial increase from 2010, when 86.4 percent of third grade and 92 percent of fourth grade scored as proficient or better.

Math proficiency dropped in fifth graders since last year, however, when it was at 88.7 percent.

These scores are higher than state averages for reading and math proficiency in 2011. On the state level, 85.1 percent of third graders, 88.7 percent of fourth graders and 90.2 percent of fifth graders scored as proficient or advanced. On the math side, 86.3 percent of third grade, 90.3 percent of fourth grade and 82.3 percent of fifth grade students were proficient.

Overall, according to the school release, 75 percent of elementary schools met those AYP goals. Four of those schools achieved reading and math proficiency over 95 percent: Forest Hill, Fountain Green, Ring Factory and Youth's Benefit.

In addition to Magnolia and William Paca, seven other elementary schools did not meet AYP, but these were not put on the School Improvement list; they include Bakerfield, Churchville, Deerfield, Edgewood, Hall's Cross Roads, Meadowvale and Riverside.

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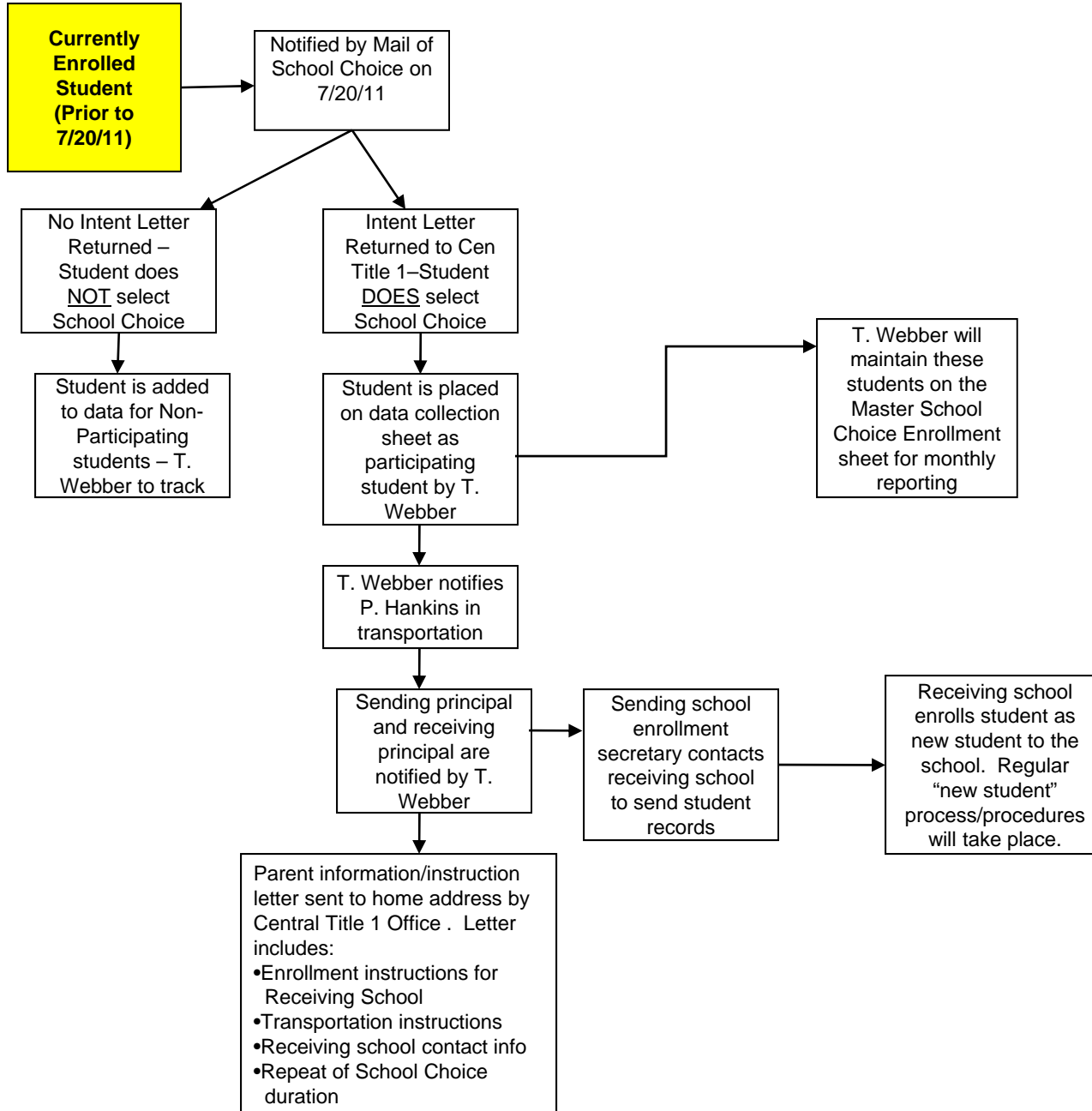
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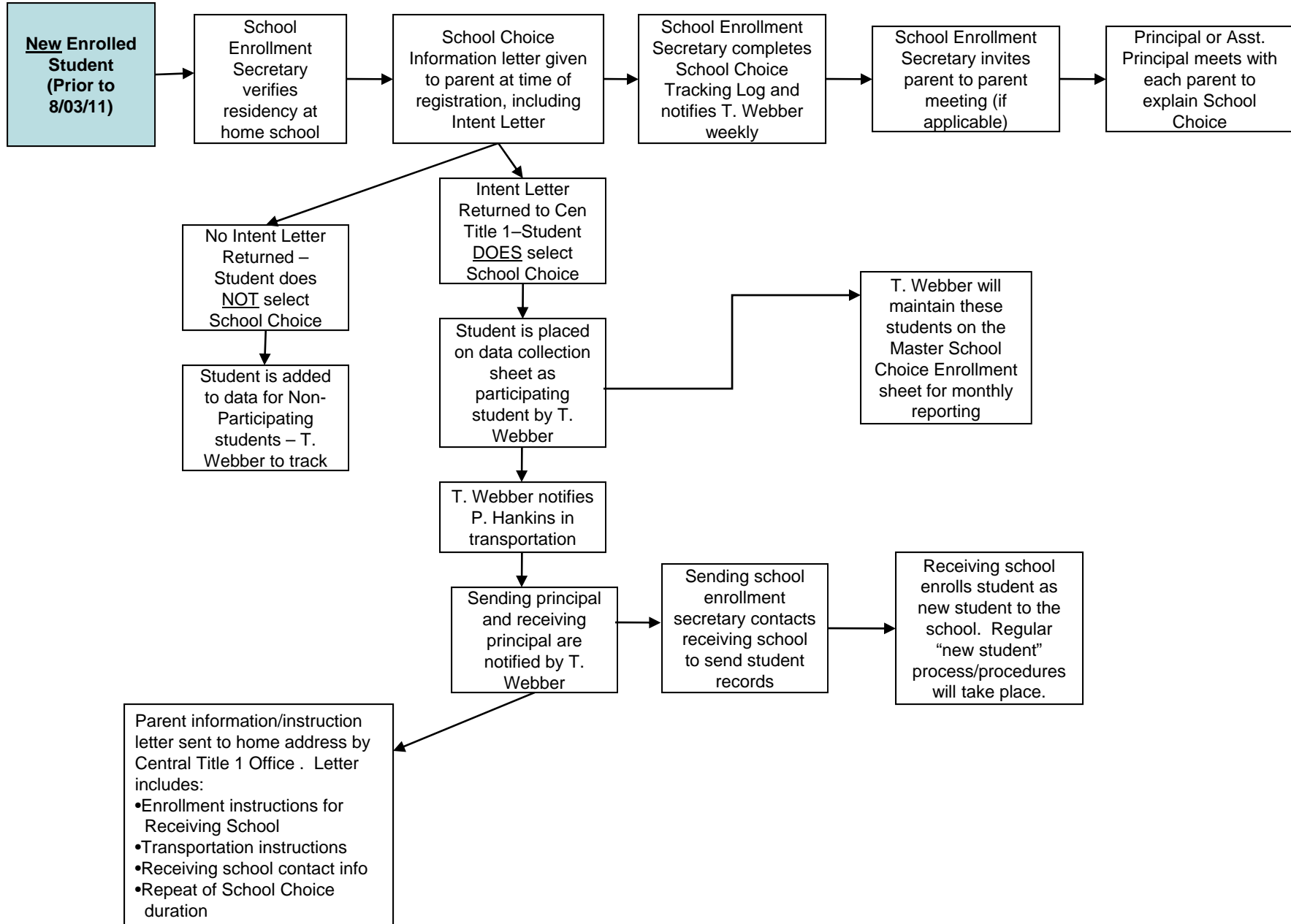
Harford County Public Schools

Flowchart for Public School Choice Student Enrollment SY 2011-2012



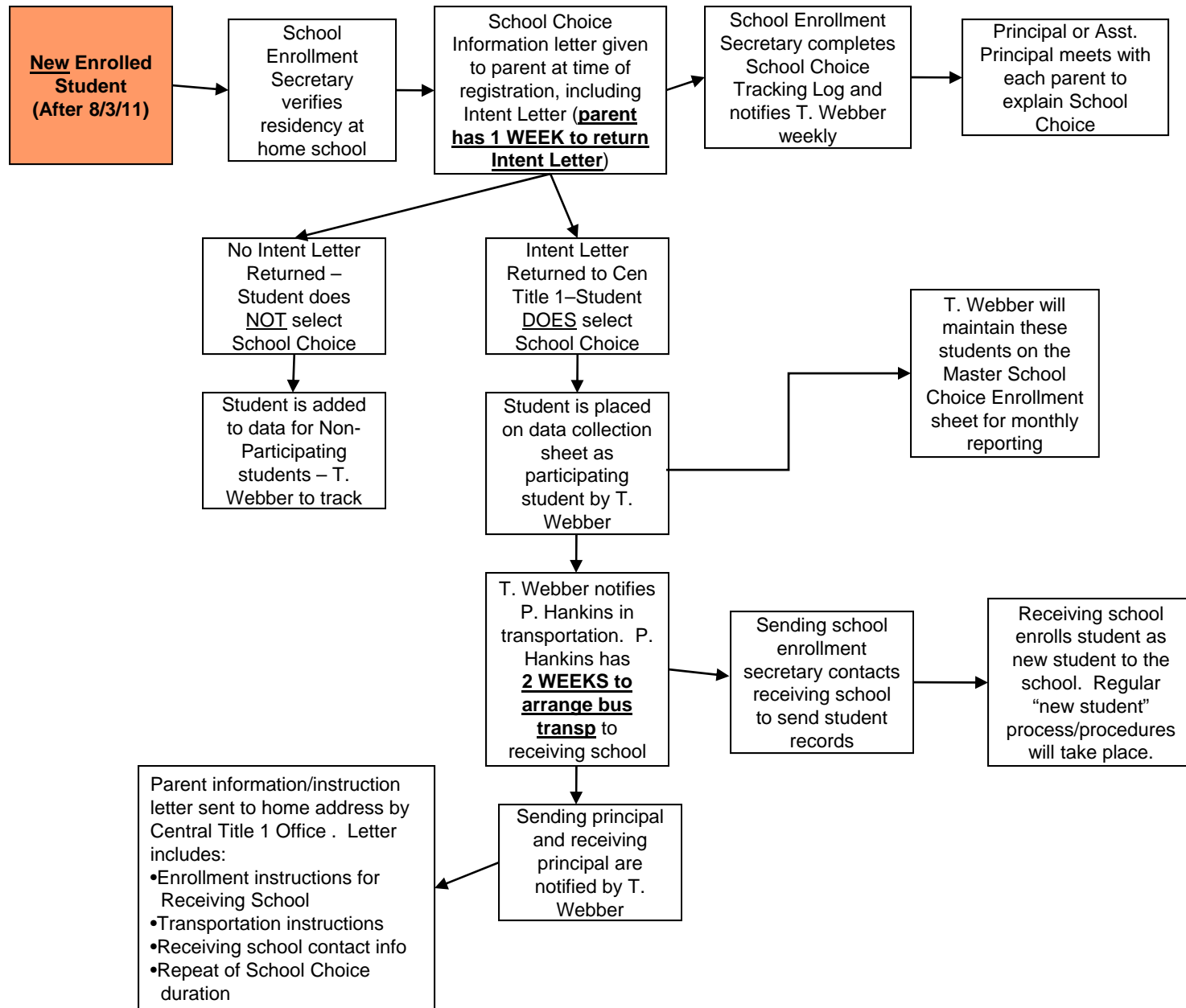
Harford County Public Schools

Flowchart for Public School Choice Student Enrollment SY 2011-2012



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BOARD OF EDUCATION OF HARFORD COUNTY

INFORMATIONAL REPORT

**UPDATE ON WILLIAM PACA/OLD POST ROAD
AND
MAGNOLIA ELEMENTARY**

March 14, 2011

Background Information:

On July 22, 2010, the Maryland State Department of Education (MSDE) reported the results of the 2010 administration of the Maryland School Assessment (MSA). Both Magnolia Elementary School and William Paca/Old Post Road Elementary School did not meet the 2010 Annual Yearly Progress (AYP) established by MSDE, as well as not meeting the AYP for the 2009 MSA. Since both Magnolia Elementary School and William Paca/Old Post Road Elementary School are Title I schools in HCPS and have not met the AYP for two consecutive years, MSDE has identified the two schools as “*Developing Comprehensive Needs Schools – NCLB Designation School Improvement I*”.

In an effort to assist Magnolia Elementary School and William Paca/Old Post Road Elementary School, Dr. Tomback created a task force led by William Lawrence and Linda Chamberlin with the responsibility to provide support and recommendations to the principals at both schools. The task force completed their responsibilities and made final recommendations to the two principals in the fall of 2010.

The administrators and staff at both Magnolia Elementary School and William Paca/Old Post Road Elementary School have been working diligently during the 2010-2011 school-year to implement the recommendations of the task force in a concerted effort to improve overall student achievement.

Discussion:

Mrs. Gail Dunlap, principal of William Paca/Old Post Road Elementary School, and Mrs. Patricia Mason, principal of Magnolia Elementary School, have progress updates on the recommendations from the HCPS task force along with current student performance data.

The following are the task force recommendations for both schools:

Task Force Recommendations – William Paca/Old Post Road Elementary School

1. Provide Professional Development
2. Community Engagement
3. Differentiation of Instruction for Students
4. Parent and Staff Satisfaction Survey
5. Maximizing Instructional Time

Task Force Recommendations – Magnolia Elementary School

1. Provide Professional Development
2. Work with the HCPS Office of Community Engagement and Cultural Diversity to Implement the Positive Behavior Interventions Supports (PBIS)
3. Maximizing Instructional Time
4. Reflect on and the Best Practices that contributed to positive gains in the area of students with disabilities
5. Central Office Support

The following Student Performance Data will be presented for both Magnolia Elementary School and William Paca/Old Post Road Elementary School:

- Benchmark Data – Language Arts
- Benchmark Data - Mathematics

Superintendent's Recommendation:

Harford County Public Schools
Action Plan for Component V – Supplemental Educational Services (SES) 2011-2012

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
1 LEA Guidance	Schools are Identified for SES	MSDE – AYP Data Thomas Webber, Title 1	Title 1 schools with two or more consecutive years in “improvement” status will be required to offer School Choice. Determination will be based on MSDE AYP officially released data (usually July of each year).	July 2011	
	Vendor Contract is created and approved by HCPS Leadership	Brad Palmer, Supervisor of Title I.	SES Vendor Contract will be created with help from Patrick Spicer, General Counsel.	June – July	Finalized July 10, 2011
	Contact Food Services		Meet with Office of Food & Nutrition to discuss plan of action to provide 2011-2012 list of eligible SES Students.	June – July	Meeting Date: June 28, 2011
	Window 2 Mailing	Brad Palmer, Supervisor of Title I.	Send SES Letters to families regarding their potential eligibility for SES services. This mailing will coincide with the 2 nd Window letter of eligibility for School Choice.	July – Aug.	Mailed July 20, 2011
	Action Plan Approved		Meet with; Dr. Robert Tomback, Superintendent of Schools, William Lawrence, Associate Superintendent Curriculum, Instruction, and Accountability, Linda Chamberlin, Executive Director of Elementary Education to discuss SES and to approve the 2012 SES Action Plan.		Met 7/8/11
	Meet with Stakeholders		Meet with various stakeholders who need to be informed about the SES Process, such as Cornell Brown, Director of Facilities, Gary Childress, Supervisor of Food and Nutrition, Wayne Boyer, Fingerprinting, Charlie Taibi, Office of Transportation.		Cornell Brown – 6/28/11 Susan Brown – 7/6/11 Wayne Boyer – 7/7/11 Leanne Schubert – 7/8/11 Charlie Taibi – 7/8/11
	Create Informational PowerPoint		Based upon Stakeholders meeting, create general information ppt that can be used with principals, teachers, staff, and HCPS leadership. This ppt will be used to provide the most common FAQs possible.		

	Meet with Principals	Brad Palmer / Thomas Webber, Title 1 Gail Dunlap, Principal William Paca ES Patricia Mason, Principal, Magnolia ES	Meet each Principal separately to discuss SES and to plan SES implementation for their School. Discuss upcoming Pre-School Teacher meetings and set a time to meet with the Teachers & Staff about SES. Have principals designate School Based site coordinator(Administrator)	Mid July	WPES - Met 7/20/11 MAES – Met 8/9/11
	Host SES Informational Meeting	Brad Palmer, Supervisor of Title I.	Host SES informational meeting for all MSDE approved vendors, who are eligible to provide services in HCPS. During meeting ask providers to fill out an “Intent to Provide Services” form, asking to view the contract. Provide a supplemental format / webinar to provide data to vendors who are unable to attend the live meeting.	TBD	Dependent upon meeting with MSDE
	Host SES Information Meeting in Supplemental Format / Webinar	Brad Palmer, Supervisor of Title I.	For those who could not attend, SES Informational Meeting: Host Webinar	TBD	Dependent upon meeting with MSDE

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
	Pre-School Teacher Meetings	Brad Palmer / Thomas Webber, Title 1 Gail Dunlap, Principal William Paca ES Patricia Mason, Principal, Magnolia ES	Meet with Teachers and staff of each school to discuss SES and provide any questions and answers (Conduct informational meetings with identified SES Schools)	Late August	
1 LEA Guidance (cont)	Back-to-School Nights	Brad Palmer / Thomas Webber, Title 1 Gail Dunlap, Principal William Paca ES Patricia Mason, Principal, Magnolia ES	Attend Back-to-School nights at identified schools to share information concerning providers. Set up a table to inform parent about SES and what it entails.	Aug. – Sept.	

	Website	Thomas Webber, Title 1	Post SES information on Title I website	Aug. – Sept.	
	Intent to Provide Services form due		The Intent to Provide Services form that was provided during the SES Informational Meeting is due.	TBD	Dependent upon meeting with MSDE
	Distribute SES Provider Contracts		Distribute SES Provider Contract to all MSDE approved SES providers who have handed in an “Intent to Provide Services Form” by TBD. Contacts due by TBD.	TBD	Dependent upon meeting with MSDE
	SES Provider Contracts Signed		As the SES Provider Contracts come in, the Office of Title I will review and send Title I approved contracts to Bill Lawrence to give to Dr. Tomback for signature and official approval. These providers will be known as HCPS Approved SES Providers.	TBD	Dependent upon meeting with MSDE

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
1 LEA Guidance (cont)	HCPS Approved SES Provider Meeting		Conduct follow-up meeting with HCPS Approved SES Providers. (Mandatory for those requesting the use of HCPS facilities) Review: <ul style="list-style-type: none"> • Ground rules • Building Use Forms • Security – Background Checks / Fingerprinting • SES Provider Site Coordinator rules. 	TBD	Dependent upon meeting with MSDE

			<p>Provider Fair Rules</p> <ul style="list-style-type: none"> • In School Cafeteria Only, • Not outside • Don't hand out applications • 3 people per provider <p>Background Checks and Fingerprints must be submitted before services can begin.</p>		
	SES Provider Background Check and Fingerprints		As SES Providers contracts are approved, notify SES Providers that Background Checks and Fingerprints must be submitted before services can begin.	Aug. – Sept.	
	Provider Fair Letter		Letter and application (pink) will be mailed home to all students K-5 in eligible Title I Schools, informing parents of SES and SES Provider Fair. (Reference July Letter). Provider Fair will occur the week of October 17 (TBD)	Late Sept. Early Oct	
	Provider Fair Flyer		Flyer to be sent home with students to parents about Provider Fair.	Week of Oct 10	
	Provider Fairs		<p>Conduct provider fairs at all eligible schools.</p> <ul style="list-style-type: none"> • Bring Green Provider Guide sheet for parents • Hand out additional Pink SES Request Forms (3 choices) 	Week of Oct 17	
	Parent/Student SES Applications Received		<p>As Parent/Student SES Applications are received, Confirmation or Denial Letters will be sent out.</p> <p>Providers will be notified students are interested in their services.</p>	Week of Oct 24	
	SES School Based Coordinator Consultation Meeting	SES School Based Coordinator	The Providers, in consultation with the School Coordinator & Parents, will develop the Student Work Plan. Providers will meet with the parents to allow input into the work plan. Parents must sign off on the student work plan once it is approved by the Title I Office. Services cannot begin until the Provider provides a parent signature.	Week of Oct 31	

	Title I Work Plan Sign-Off	Title I office	<p>Title I review work plan and submit approval or revisions.</p> <p>Title I Office will review work plan for design for delivery of services, must include; capacity, frequency, location, duration, and time. Send to schools for review and signatures.</p> <p>Once the Title I Office approves the Work Plan, the Work Plan will be sent to the school for the school designee signature. The provider will then be required to have the parents must sign off on the final document. Provider cannot provide services until all signatures and approvals are granted.</p>	Ongoing	
	Develop and Release "Record of Attendance" form	Title I Office	Develop and Release Record of Attendance form to all participating providers	Week of Oct 24 th	
	Monitoring Visits	Title I Office	Conduct monitoring visits of all providers, either in home, at schools, or off-site.	Ongoing	
	Unsatisfactory Reports	Title I Office	Inform, in writing, within 30 days of unsatisfactory service.	Ongoing	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date / Notes
2 Budget	Determine PPA	Title I Office	Determine PPA based upon Title I Allocation	TBD	Dependent upon meeting with MSDE
	Payment of Providers	Title I Office	Provide Payment within 30 days of receipt of an accurate and complete invoice with original receipts for satisfactory service.	Ongoing	

**Supplemental Educational Services
HCPS Title I SY 2011-2012
Summary Information for HCPS Leadership – Frequently Asked Questions**

What is Supplemental Educational Services (SES)?

The term SES refers to extra academic help (tutoring) in subjects, such as reading and mathematics, which is provided to eligible Title I students who are enrolled at a Title I school that is in the second year of School Improvement. The tutoring is provided by private vendors, otherwise known as SES providers (e.g., Sylvan Learning, Catapult Learning, etc.). SES is offered during after-school hours and may take place at the school, in a home, or at another location. The Maryland State Department of Education (MSDE) maintains a list of approved SES providers who provide these services.

Who is eligible to receive SES?

Eligible K-5 students during the 2011-2012 school year are those who:

- 1) Are enrolled in William Paca/Old Post Road ES or Magnolia ES for the 2011-2012 school year

AND

- 2) Qualify to receive free or reduced priced meals

Who are the Title I SES providers for HCPS?

The approved SES Providers are currently identified on the MSDE Website. HCPS is in the process of contracting with these MSDE approved SES providers. HCPS will provide an updated list of HCPS approved SES providers in the Fall of 2011.

How are Public School Choice and SES related?

Parents/guardians of eligible children who attend William Paca/Old Post Road ES or Magnolia ES have the option of either transferring their child to another school through *Public School Choice* or remaining in their home school and receiving free tutoring services through SES. Both programs are required under the *No Child Left Behind Act (NCLB)* for Title I schools in year two of School Improvement.

How do children receive SES?

1. SES Vendor Fair is held. (3 times a year)
2. Parents select SES Provider (1st, 2nd, 3rd Choice)
3. Eligible students are notified by HCPS of provider selection.
4. Provider meets with student and conducts Pre-Assessment
5. Provider and Parent create student work plan
6. Title I Office and School Designee approve Student Work Plan
7. Parent signs off on Student Work Plan
8. Services begin. (Estimated start time for SES services is December 2011)

Where do children receive SES?

- 1) At School
- 2) At Home or other public location (e.g., Library)
- 3) Online

Special Note: HCPS does not provide transportation for SES to students participating in the SES program.

What is the Time and Frequency of SES?

Time: December 2011 – June 2012

Frequency: Based upon providers' student work plan. (2-3 times per week)

Range of Service Time: Immediately after school until 5:45 pm

Will SES Interrupt School-based After School Programs?

The School-Based SES Coordinator will work to identify days and times in which the SES provider can utilize the building to provide SES. If an after-school program and a SES program occur on the same night, the parent will need to decide on which program to join.

What are the costs of SES?

- 20% of the FY '12 Title I Budget is set-aside to fund the SES Program and School Choice.
- A SES per pupil allocation is determined (TBD)
- SES Providers are paid at the per pupil allocation rate for each student served.
- Parents do not pay for SES.

How long will SES be provided?

- When a Title I school enters year two of School Improvement, the school must offer SES.
- A Title I school must pass AYP for two consecutive years in order to exit School Improvement.
- Once the Title I school exits School Improvement, School Choice and SES are no longer offered.

Further Questions?

Contact the HCPS Office of Title I at **410-588-5278**

Title I Peer Review - October 26, 2010

"Transparent Interconnectedness"

Activities to Ensure that students having difficulty receive additional instruction

★ Edgewood Elementary
★ George D. Lisby Elementary
★ Havre de Grace Elementary
★ William Paca / Old Post Road Elementary

★ Halls Cross Roads Elementary
★ Magnolia Elementary

Wicked!

Warm-up

Defying Gravity

Celebrate: Successful Summer Camp

Wow!
All 6
Together!

Associate the MSA Results for Title I Schools With the SIPs for 2010-2011

AVP in all Subgroups Without Safe Harbor: 1 School

AVP in all Subgroups With Safe Harbor: 3 Schools

School Improvement: 2 Schools

The Mission of Title I in Harford County Public Schools is to ensure academic achievement for at-risk students attending schools in high poverty areas.

We believe in:
Implementing research-based instructional practices utilizing additional resources in instruction involving parents and community.

How To Score a Perfect 10

LSS should:

1. Provide training on the 10 components.
2. Expect the 10 components to be transparent within the SIP.
3. Allow schools to embed the 10 components within the SIP.
4. Review all SIP's for the 10 components **AND** establish a process and timeline for re-submission.
5. Provide ongoing guidance and monitoring to ensure implementation of the 10 components.
6. LSS should set the expectation for scoring a "Perfect 10."

How To Score a Perfect 10

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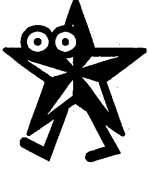
Each School Should:

- Expect the 10 components to be transparent within the SIP.
- All faculty members must be informed of MSA results and the SIP for 2010-2011.
- Monthly SIT meetings must review current data and needs of students.
- SIP is a living document.
- Use PDSA/CFIP


School Improvement Plans Must Intentionally Address Needs Identified By the Data

- Process for collection and analysis is clearly explained.

DATA




Must do's





- All 10 NCLB Components (+10 School Improvement Components for two schools) **must be in the SIP**. Evidence of all required components must be kept in a school binder/bin.
- Minutes from ILT, FIT and SIT **must be sent to the Title 1 office** after the meetings.
- **Monthly** SIT meeting
- Grade level data meetings
- FIT meeting scheduled at least 4 times/year
- Entire SIP needs to be on the school website/process for parents to comment on SIP

NCLB Components of



Components of the School Improvement Plan

- Core academic subjects
- Measurable goals and objectives
- Research based instructional strategies
- Sustained professional development
- Teaching/coaching/mentoring
- Parent involvement
- Extended learning time


1. Comprehensive Needs Assessment

- All types of data must be included such as: attendance, climate, parent involvement.
- The needs assessment must provide a connection between data and the plan by including a comprehensive summary of the data used in the needs assessment. This must include multiple data sources, not just MSA.

data ↔ plan

Comprehensive Needs Assessment -continued

- The written summary of the needs assessment indicates that a variety of quantitative and qualitative data has been used.
- The goals stated in the plan reflect the strengths and weaknesses determined from the needs assessment.
- The needs of all students are reflected in measurable goals, with benchmarks for progress and timelines for outcome expectations. (This is in our current template.)



2. Schoolwide Reform Strategies


Scientifically Based Research

- Are goals and strategies aligned with curriculum? (PLC's, EDM)
- Do existing or new materials (programs) align with State standards and assessments?
- Does the plan increase the quality and quantity of learning time?
- Does the strategy or program support consistency across grade levels?
- Does it address the needs of all students in the school?

SC ↔


3. Instruction by Highly Qualified Teachers

- All teachers of core academic subjects and instructional paraprofessionals meet the requirements of section 1119.
 - Can we certify that all teachers are highly qualified?
 - What types of certificates are held by teachers?
 - Are all paraprofessionals qualified?
- Does the plan contain tools that help the teacher teach effectively (common planning time, co-teaching, peer-coaching, collaboration, coaching/mentoring)




4. Strategies to Attract Highly Qualified, High Quality Teachers

- Professional development school (PDS), aligned to Maryland's Professional Development Standards
- Budgets for Title 1 Professional Development funds
- Must show evidence that funds support Professional Development




Strategies to Attract Highly Qualified, High Quality Teachers *(continued)*

- Mentor support
- Co-Teaching opportunities
- Common planning time
- Collaboration
- USDE loan cancellation and deferment forgiveness <http://studentaid.ed.gov>




5. High Quality and Ongoing Professional Development

- Professional Development should be correlated to the needs assessment.
- Professional Development should be extended, as appropriate, to those who partner with teachers such as principals, paraprofessionals, and parents.
- Professional Development calendar must be attached to the SIP.
- All professional development activities must be aligned with the MD Professional Development Standards.




6. Strategies to Increase Parent Involvement

- Parents must be involved in the development/evaluation of the school wide plan
 - Surveys, parent participation on SIT, Parent Involvement committee, Parent/School Compacts
- Parent Involvement Plans and Compacts must be attached to the SIP, i.e. appendix.
- Family Involvement Plans and Compacts are jointly developed with parents.




Strategies to Increase Parent Involvement *(continued)*

- Strategies to involve parents in the home teaching aspect of education
 - Family Liaison
 - Workshops on book selection, specific reading strategies, vocabulary, math strategies, etc.
- Strategies to involve parents in the decision making process of schools
 - Surveys, Parent Involvement Committee, etc.




7. Plans for Assisting Preschool Children Transitioning Into Elementary School

- Strategies that integrate early childhood programs into the school creating a seamless educational program for at-risk students
 - Full day pre-school
 - Inclusion of pre-K into daily workings of the school as far as possible
 - Articulation between pre-K and K
 - Articulation between other pre-K providers and the school
 - Gradual entry
 - Transition from elementary to middle




8. Measures to Include Teachers in Decisions Regarding Use of Academic Assessments

- Teacher Specialists conduct data meetings. Master Schedules reflect time spent on data process with teachers as decision makers.
- Strategies for developing teacher leaders
- Teachers identified as person responsible for multiple benchmarks in the plan
- Teachers included in the development of the plan
- Teachers conducting professional development
- Title I schools need to provide evidence that they have had parents/teachers utilizing data to drive decisions about instruction/school success.




9. Providing Additional Assistance to Struggling Students

- Additional learning time to meet standards
 - Before and after school academic programs
 - Summer school
 - Extended school year
 - Mentoring programs
 - Intervention programs
 - Student Intervention Plan/Schedules
 - Individual Education Plans
- Evidence is documented in SIT, FIT, IIT
- Student intervention plan and schedules
- Process monitoring/identification of academic student needs



10. Maximizes the Impact of Federal/State/Local Resources

- Universal breakfast program
- Purchase of additional materials to support academic programs using Title I funds
- Conferences attended by teachers in schools funded by Title I
- Klein's, Lowe's, Staples – any business providing funding to schools
- Coordinating events with the library, sheriff's office, and other community departments
- All school/business partnerships, both as monetary and human resources



School Improvement Components




School Improvement Components
 Related to Component #1 (Schoolwide Reform Strategies) of the NCLB Schoolwide Program

1. Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement.
2. Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the State's proficient level of achievement on the State academic assessment.
9. Incorporate extended learning activities before/after-school, summer and during any extension of the school year.


School Improvement Components
 Related to Component #4 (High Quality and Ongoing Professional Development) of the NCLB Schoolwide Program

3. Provide an assurance that the school will spend not less than 10% of the funds made available to the school for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that directly addresses the academic achievement problem that caused the school to be identified for improvement, meets the requirements for professional development, and is provided in a manner that affords increased opportunity for participation.




School Improvement Components
 Related to Component #5 (Strategies to Attract High-quality Highly Qualified Teachers to "High-need" Schools) of the NCLB Schoolwide Program

10. Incorporate a teacher mentoring program.




School Improvement Components
 Related to Component #6 (Strategies to Increase Parent Involvement) of the NCLB Schoolwide Program

6. Describe how the school will provide written notice about the identification to parents of each student enrolled.
8. Include strategies to promote effective parental involvement in the school.




School Improvement Components
 Related to Component #9 (Activities to Ensure that Students Having Difficulty Mastering Proficient or Advanced Levels of Academic Achievement Standards Are Provided timely Additional Assistance) of the NCLB Schoolwide Program

9. Incorporate extended learning activities before/after-school, summer and during any extension of the school year.




School Improvement Components
 Not Related to a Component of the NCLB Schoolwide Program

4. Specify how the funds will be used to remove the school from school improvement status.




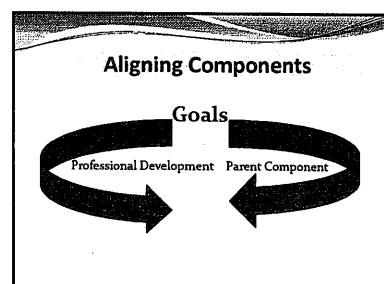
School Improvement Components
 Not Related to a Component of the NCLB Schoolwide Program

5. Establish specific annual, measurable objectives for continuous and substantial progress by each group of students including: economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency, that will ensure all student groups will meet the State's proficient level of achievement.



School Improvement Components
 Not Related to a Component of the NCLB Schoolwide Program

7. Specify the responsibilities of the school, the LEA, and the State, including technical assistance to be provided by the LEA.





Directions for Peer-Review

- Utilize the NCLB Title I Schoolwide Program and/or School Improvement Components checklist.
- SIT Facilitator will move to the school that is reviewing their plan to conduct a brief overview of the school's plan.
- The paired school will then begin to review the School Improvement Plan using the checklist.
- Identify the location of each component by page number on the Rubric.
- What "out of the box thinking" did you identify?
- What steps does your partner school need to include in order to score a perfect 10?


Peer Review Schools

- Edgewood and Havre de Grace
- Wm Paca/OPR and Magnolia
- Halls Cross Roads and George D. Lisby at Hillsdale




How Close Was the Plan To a Perfect 10?

- Peer review partner schools will share with one another.
- Teachers from each group will share with the total group two examples of "out of the box" instructional strategies.



If you had a magic wand, what else would you do to increase the level student achievement?

(Think about root causes.)




Closure

How has working as a team helped your school change for the better?

Create a team symbol to represent that change.

Think "outside the box."



- ☆ Edgewood Elementary
- ☆ Halls Cross Roads Elementary
- ☆ George D. Lisby Elementary

Wicked!

- ☆ Havre de Grace Elementary
- ☆ Magnolia Elementary
- ☆ William Paca / Old Post Road Elementary

Schoolwide Program Plan Components Checklist
 [Schoolwide Components NCLB Section 1114 (b)(1)(A-J)]

All schoolwide program plans must be developed with the involvement of **parents**, and other members of the community to be served and individuals who will carry out the plan, including teachers, principals and administrators. Each school operating a schoolwide program must include all ten components in their plan.

Ten Components of a Schoolwide Program	Plan Pages	Ten Components of a Schoolwide Program	Plan Pages
<p>1. A comprehensive needs assessment of the entire school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards, as well as from multiple data sources.</p> <p><i>Designing Schoolwide Programs pp. 40-48.</i></p>		<p>6. Strategies to Increase Parent Involvement Such as family literacy services. Specific strategies to increase parent involvement based upon results of the needs assessment are identified and implemented. Community collaboration. Parents are included as decision makers.</p> <p><i>Designing Schoolwide Programs p. 51</i></p>	
<p>2. Schoolwide Reform Strategies that - Provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement; Use effective methods and instructional strategies that are based on scientifically based research that...</p> <ul style="list-style-type: none"> ➤ strengthen the core academic program ➤ increases the amount and quality of learning time (before/after-school, summer programs, extended school year) ➤ include strategies to address the needs of all children, but particularly the needs of low-achieving students and those at risk of not meeting state standards; <p>Address how the school will determine if such needs have been met. <i>Designing Schoolwide Programs pp. 33 & 40.</i></p>		<p>7. Plans for Assisting Preschool Children in the Transition from Early Childhood Programs to Elementary School Programs. (Such as Head Start, Early Reading First, Even Start, or a State-run preschool program) Collaboration is evident between the elementary school and preschool programs.</p> <p><i>*May also include assistance in the transition from elementary to middle school.</i></p> <p><i>Designing Schoolwide Programs p. 52</i></p>	
<p>3. Instruction by Highly Qualified Teachers (Teachers and paraprofessionals meet the highly qualified requirements; parents are aware of the highly qualified status of all teachers. All teachers are assigned to the areas in which they are certified to teach. <i>Designing Schoolwide Programs p. 50</i></p>		<p>8. Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments In order to provide information on, and to improve, the achievement of individual students and the overall instructional program. <i>Designing Schoolwide Programs p. 52</i></p>	
<p>4. High Quality and Ongoing Professional Development for...</p> <ul style="list-style-type: none"> ➤ Teachers ➤ Principals ➤ Paraprofessionals <p>(All staff is trained to meet individual needs of all students, but particularly the lowest achieving students of any program that is included in the schoolwide program. All staff receives ongoing and sustained professional development that is aligned with the goals of the school improvement plan. <i>Designing Schoolwide Programs p. 50</i></p>		<p>9. Activities to Ensure that Students Having Difficulty Mastering Proficient or Advanced Levels of Academic Achievement Standards Are Provided Timely Additional Assistance Shall include measures to ensure that students’ difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.</p> <p><i>Designing Schoolwide Programs p. 53</i></p>	
<p>5. Strategies to Attract High-Quality Highly Qualified Teachers to “High-Need” Schools (The school is allowed to provide incentives for highly qualified teachers to teach in high need schools. Only teachers who are highly qualified should be assigned to low achieving students and this is the policy throughout the district. <i>Designing Schoolwide Programs p. 51</i></p>		<p>10. Coordination and Integration of Federal, State, and local services and programs. <i>*See New Guidance as of May 2006 pp. 47-55</i> www.ed.gov/programs/titleiparta/fiscalguid.pdf</p> <p><i>Designing Schoolwide Programs p. 53</i></p>	

School Improvement Plan Requirements Checklist

[School Improvement Plan NCLB Section 1116(b)(3)(A)(i-x)]

*All schoolwide programs in **improvement** must develop or revise a school plan to cover a 2-year period, in consultation with parents, school staff, the LEA, and outside experts not later than 3 months after being identified. The plan must include the following ten requirements for schoolwide programs in improvement:*

Ten Requirements of a School Improvement Plan	Plan Pages	Ten Requirements of a School Improvement Plan	Plan Pages
1. Incorporate strategies based on scientifically based research that will strengthen the core academic subjects in the school and address the specific academic issues that caused the school to be identified for school improvement.		6. Describe how the school will provide written notice about the identification to parents of each student enrolled.	
2. Adopt policies and practices concerning the school's core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the State's proficient level of achievement on the State academic assessment.		7. Specify the responsibilities of the school, the LEA, and the State, including technical assistance to be provided by the LEA.	
3. Provide an assurance that the school will spend not less than 10% of the funds made available to the school for each fiscal year that the school is in school improvement status, for the purpose of providing to the school's teachers and principal high-quality professional development that: directly addresses the academic achievement problem that caused the school to be identified for improvement, meets the requirements for professional development , and is provided in a manner that affords increased opportunity for participation.		8. Include strategies to promote effective parental involvement in the school.	
4. Specify how the funds will be used to remove the school from school improvement status. <i>*See page 22 of <i>Designing Schoolwide Programs-a plan should contain a budget that identifies resources.</i></i>		9. Incorporate extended learning activities before/after-school, summer and during any extension of the school year.	
5. Establish specific annual, measurable objectives for continuous and substantial progress by each group of students <ul style="list-style-type: none"> • economically disadvantaged • major racial and ethnic groups • students with disabilities, and • students with limited English proficiency that will ensure that all such groups of students will meet the State's proficient level of achievement on the State academic assessment not later than 12 years after the end of the 2001-2002 school year.		10. Incorporate a teacher mentoring program .	

**Harford County Public Schools
Office of Curriculum & Instruction
School Improvement Plan Feedback
SY 2010-2011**

School:
Principal:
SIT Facilitator:

In order to promote consistency and alignment toward the Harford County Public School System goals, the feedback below has been designed to promote continuous improvement. In addition to the general requirements for school improvement teams, the plan has been reviewed upon the following areas:

- Needs Assessment and Data Analysis
 - Rationale for selected areas of focus
 - SMART objectives for identified areas of focus
 - Appropriate measurements
 - Aligned activities and strategies
- Plan Approved
 Plan Approved with Stipulations
 Plan Rejected

Goal #1: All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas

Required Operational Objective 1: Increase student achievement in all areas and for all students as measured by an increase in formative and summative assessment scores

Actions, objectives, and strategies are:

- Aligned with the HCPS Strategic Plan
- Reflective of and responsive to the Needs Assessment and School Data
- SMART
- Supported with appropriate quarterly measurements (identified for data collection)
- Outlined in a format to allow classroom teachers to implement, critically reflect upon, and monitor progress towards achievement
- Reflective of the use of multiple data sources including, but not exclusive to:
 - ✓ Observation and evaluation process
 - ✓ Performance Matters
 - ✓ EdLine
 - ✓ Pentamation
 - ✓ 2009 Maryland Administrator Technology Inventory
 - ✓ Maryland Teacher Technology Inventory
 - ✓ PLCs and CFIP
 - ✓ Gifted and Talented Levels of Service Implementation Rubric (elementary only)
- Reflective of a data informed instructional decision making model
- Linked to professional development activities

Goal #1 Feedback:

Suggested Adjustment(s):

Goal #2: Ensure that all students are educated in school environments that are safe, drug free, and conducive to learning

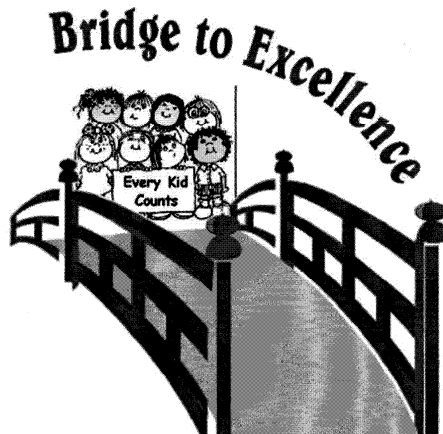
Actions, objectives, and strategies are:

- Aligned with the HCPS Strategic Plan
- Reflective of and responsive to the Needs Assessment and School Data
- SMART
- Supported with appropriate quarterly measurements (identified for data collection)
- Outlined in a format to allow classroom teachers to implement, critically reflect upon, and monitor progress towards achievement
- Reflective of the use of multiple data sources including, but not exclusive to:
 - ✓ Compliance with the Wellness Policy – no food as reward, recess for all children daily, etc.
 - ✓ Fitnessgram data – percent of students in the healthy zone in all areas
 - ✓ Behavioral data – referrals, suspensions, drug use, bullying and harassment, violence, etc
- Reflective of a data informed instructional decision making model
- Linked to professional development activities

Goal #2 Feedback:

Suggested Adjustment(s):

Harford County Public Schools School Improvement Plan: 2010-2011



Magnolia Elementary School

School Improvement Plans are created annually, reviewed quarterly and revised as needed. As part of the review and revision process, School Improvement Teams evaluate the implementation of strategies to determine the effect on student performance and classroom instruction.

School Improvement Teams are directed to complete this School Improvement Plan to guide activities during the 2010-2011 school year. The School Improvement Plan should be electronically submitted to the Executive Director of Elementary/Secondary Education by close of day **August 13, 2010**.

Updated June 13, 2011

Legend:

Highlighted in: **yellow**-strategy that is ongoing, **green**-strategy that is completed, no highlight-strategy that has not yet started

Blue text: **change**

Strike out: ~~deleted text~~

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Harford County Public Schools
School Name
VISION AND MISSION

A school defines its destination through its vision and mission. The school's destination falls under the umbrella of the system vision and mission. Schools can determine how effective a vision and mission is being implemented through data collection and by revisiting the following questions:

Question: Why do we exist?

Mission Statement:

Our mission at Magnolia Elementary School is to empower our students to set high expectations and reach their potential in all aspects of their lives through continuous improvement and collaboration.

Question: What kind of school do we want to become?

Vision Statement:

Magnolia Elementary seeks to be recognized as a collaborative school community that motivates and inspires students to be productive thinkers and high achievers that utilize best practices which includes technology to enhance their learning.

Needs Assessment – Who Are We? (NCLB Component 1)

Continuous school improvement planning begins with asking questions that can be answered with demographic data. Specifically – *Who are the students? Who are the faculty and staff? Who is the community?* It is important to understand how student and community populations have changed over time, as these changes are indicators of student needs for the future. Staff longevity within the system and plans for retirement might lead to establishing different types of school improvement plans, as would staff experiences, certification, and levels of education. Demographic changes can also help to explain results.

Significant changes in demographics, funding, staffing, and/or the school community that will affect the school in 2010-2011

<i>Magnolia Elementary School</i>		
Changes in demographics, funding, staffing, and/or school community		
Type of Change	Describe the nature of the change, if one has occurred	Describe how the change is being addressed in the 2010-2011 School Improvement Plan
a. Increases or decreases in student enrollment or class size	~ Decreased Grade 1 classes to 4 ~ Increased Grade 2 classes to 5	~Packet of information and tour of school for new families (NCLB Component 6) ~ “On Time by Nine” Attendance Incentive (NCLB Component 2)
b. Increases or decreases in student demographics (FaRMS, English language learners, special education, 504, attendance, mobility, etc.)	~Continued significant mobility changes ~Slight increase in FaRMS enrollment	~Continue Breakfast in the classroom. (NCLB Component 10) ~Behavior Intervention Clinic (NCLB Component 9)
c. Staffing (transfers, levels of experience, new staff, reductions)	~1 Intermediate Teacher resigned ~Primary Teacher moved to Intermediate position. ~ Will hire new teacher for Primary position. ~ New Speech Language Therapist ~ New itinerant Art Teacher ~ New Teacher Mentor (SI Component 10) ~New Chief Custodian ~ 100% Highly Qualified (NCLB Component 3) ~ Additional Mental Health Therapists ~Reduce number of Paraprofessionals ~ Additional Title I Teacher Specialist	~Intentional additional professional development provided to special educators and support personnel. (NCLB Component 4) See PD Calendar in Appendix ~Professional Development will be based on needs and will include the following topics: *Impact of poverty * Brain based operating systems *Data analysis/Performance Matters *Formative assessments *CFIP *HCPS Integrated Language Arts

		<p>Framework</p> <ul style="list-style-type: none"> *Everyday Math *Management/Organizational Strategies *Curriculum Implementation *Technology *State Curriculum * Behavior Intervention Resource Room <p>~ Classroom teachers and paraeducators will collaborate and plan word work instruction.</p> <p>~Additional planning time for grade level teams to collaborate and plan reading instruction.</p>
<p>d. School Community (business openings/closings, new housing, mobility, community initiatives)</p>	<p>~ Received grant from Northrop Grummond to support math and science instruction.</p> <p>~ Received financial support from <i>Sovereign Grace Church</i></p> <p>~ Ben Carson reading room.</p>	<p>~Continue to provide families opportunities to become involved in school decision making through FIT (NCLB Component 6)</p> <p>~Family/Community Nights</p> <p>~Inviting community members to speak at school functions (NCLB Component 6)</p>
<p>e. Student Attitudes/Perceptions/ Discipline</p>	<p>~ Classroom referrals increased.</p> <p>~ MSA AYP for attendance decreased.</p>	<p>~ Implementation of PBIS.</p> <p>~ Behavior Clinic/Learning Lab</p> <p>~ On Time By Nine and MVP attendance incentives for students with less than 94% attendance rate.</p>
<p>f. Magnolia Elementary School is in Stage 1 of School Improvement</p>	<p>~Magnolia students did not make AYP in math in the areas of FaRMs and SE and did not make ATP in reading in the areas of All Students, African American, FaRMs and SE</p>	<p>~School choice must be offered to parents. (SI Component 6)</p> <p>~Ten Requirements of School Improvement (SI Component 7)</p> <p>~ Plan must be implemented</p> <p>~LEA Task Force observations and recommendations (SI Component 7)</p> <p>~Review of implementation of components by MSDE (SI Component 7)</p>

Magnolia Elementary School, A Proud Title I School
Needs Assessment
2010-2011

(SI Component 5)

Sub Groups	Mathematics Data 2009-2010 AMO = 84.5%			Conclusions:	Strategies:
	'08-'09 % Proficient	'09-'10	'09-'10 % Proficient		
All Students Grades 3-5	73.63	158/214	73.83	56/214 of all students are basic (26% of all students).	<ul style="list-style-type: none"> • Provide additional math learning opportunities during the intervention block p.14 • Provide approved math intervention (Success Maker) p.14 • Use EDM indicator analysis, Performance Series and SMI to monitor student progress and differentiate instruction p.14 • Create profile folders for the at-risk students (FaRMS, and Special Ed.) p.14 • Conduct instructional meetings focused on the identified sub-groups at weekly grade level meetings and monthly data meetings p.15 • After School Programs p.14 • Regroup during math instruction for accelerated students p.13 • Vertical articulation prior to the beginning of the 2010-2011 SY p.15 • Family Involvement Team Meetings and PTA meetings focused on how parents can assist students at home p.20
African American	68.36	116/157	73.9	41/157 of the African American students are basic (26% of the students).	
Caucasians	93.16	30/37	81.10	7/37 students are basic (19% of the students).	
FaRMS	72.73	126/177	71.2	51/177 of the FaRMS students are basic (29% of the students). 1 additional student at proficient was needed to reach the '09-'10 AMO.	
Hispanics	62.85	12/15	80.00	3/15 students are basic (20% of the students).	
Special Ed.	47.43	19/35	54.3	16/35 of the Special Ed. students are basic (46% of the students). 3 additional students at proficient were needed to reach the '09-'10 AMO.	

Focus: Through the use of ILT Meetings, SIT Meetings, and Grade Level Data Meetings, Magnolia Elementary School is dedicated to reviewing data (EDM Assessments (Grades 1-5), SNAP (Grade K), Scantron testing (Grades 3-5) Success Maker (1-5) to make decisions on the appropriate interventions to provide students.)

Magnolia Elementary School, A Proud Title I School
Needs Assessment
2010-2011

(SI Component 5)

Sub Groups	Reading Data 2009-2010 AMO = 79.4%			Conclusions:	Strategies:
	'08-'09 % Proficient	'09-'10	'09-'10 % Proficient		
All Students Grades 3-5	72.7	149/214	69.6	65/214 of all students are basic (30% of the students). 10 additional students at proficient were needed to reach the '09-'10 AMO.	<ul style="list-style-type: none"> • Provide approved reading interventions (LAUNCH, SIPPS, Fundations, Wilson, Imagination Station, Read About) p.10 • Use Reading Quartile Reporting Table and formative assessments to monitor student progress and differentiate instruction p.9 • Create profile folders for all students p.11 • Conduct instructional meetings focused on the identified sub-groups at weekly grade level meetings and monthly data meetings p.9 • After School Programs p.10 • Implement multi-level reading instruction for all grades p.11 • Vertical articulation prior to the beginning of the 2010-2011 SY p.11 • Build background knowledge for all students p.12 • Family Involvement Team Meetings and PTA meetings focused on how parents can assist students at home p.20
African American	69.56	104/157	66.2	53/157 students are basic (34% of the students). 11 additional students at proficient were needed to reach the '09-'10 AMO.	
Caucasians	87.23	30/37	81.10	7/37 students are basic (19% of the students).	
FaRMS	72.16	119/177	67.23	58/177 students are basic (33% of the students). 11 additional students at proficient were needed to reach the '09-'10 AMO.	
Hispanics	72.85	12/15	80.00	3/15 students are basic (20% of the students).	
Special Ed.	36.43	19/35	54.3	16/35 students are basic (46% of the students). 4 additional students at proficient were needed to reach the '09-'10 AMO .	

Focus: Through the use of ILT Meetings, SIT Meetings and Grade Level Data Meetings, Magnolia Elementary School is dedicated to reviewing data (Running Records (Grades 1-3), TPRI (Grade K), Performance Series testing (Grades 3-5) to make decisions on the appropriate interventions to provide students.)

2010-2011 SCHOOL IMPROVEMENT PLAN
Magnolia Elementary School

Quality planning supports the school and the Harford County Public School system vision and mission. A School Improvement Plan consisting of goals and operational objectives should be created to implement and achieve the vision and mission, eliminate the gaps and evaluate the continuous improvement of the school.

The School Improvement Team is asked to consider the following questions when reviewing instructional practices data. These questions are intended to focus the discussions of the School Improvement Team and do not require written response statements:

- What trends in performance for all students and for sub-groups do you observe? Consider total score and sub-scores.
- What strategies were implemented to improve performance for all students? What impact did the strategies have?
- What strategies were implemented to improve performance for lower performing students/subgroups? What impact did the strategies have?
- What additional/new strategies could be/will be implemented to improve performance for all students? What is the implementation plan for CFIP for SY 2010-2011?
- What does the review of the previous year's instructional practices data indicate?
- How were Maryland Professional Development Standards utilized?
- How were the Maryland Technology Standards utilized in the planning and delivery of instruction?
- How did the Instructional Leadership Team and the School Improvement Team plan to align professional development with the instructional practices strategies outlined for addressing student needs?
- Is there an alignment between the work of your PLC's, your professional development, and the strategies outlined in your school improvement plan?
- How will you review, study and update the School Improvement Plan on a quarterly basis?
- What process was used to monitor individual student progress? How will Performance Matters be utilized as a tool to support this process?
- How was the Harford County Public Schools Board of Education Strategic Plan considered?

Complete the School Improvement Plan after reviewing the data and reflecting on the questions.

Goal # 1: All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas

Required Operational Objective 1: Increase student achievement in all areas and for all students as measured by an increase in formative and summative assessment scores. All 3rd, 4th, & 5th grade students in each subgroup will demonstrate increased proficiency in reading by meeting the AMO in reading (3rd – 83.64 ; 4th - 88.45; 5th – 85.68) on MSA in March of 2011.

Required ILT/SIT Action 1: Develop a list of every student and subgroup performing below proficiency, identify student and subgroup strengths and challenges, identify specific strategies to address the identified challenges, and strategically monitor achievement

Indicate any/all subgroup performing below the [2010 AMO](#). It is required that this subgroup(s) be addressed within the identified strategies:

- All students
- American Indian/ Alaskan Native
- Asian/Pacific Islander
- African American
- White
- Hispanic
- Two or More Races
- Free/Reduced Meals
- Special Education
- Limited English Proficient

Methods for Measuring Progress

Measurable data should be recorded on a quarterly basis

Data to support changes in student behavior and skill		Strategy	Implementation Plan	Personnel Responsible	Professional Development																																																				
<p>Baseline Data: Baseline Data gathered from TPRI, RR, Scantron, MSA</p> <table border="1"> <thead> <tr> <th>Gr.</th> <th>Total</th> <th colspan="2">Below</th> <th colspan="2">On</th> <th colspan="2">Above</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>78</td> <td>18</td> <td>23%</td> <td>32</td> <td>41%</td> <td>28</td> <td>36%</td> </tr> <tr> <td>2</td> <td>99</td> <td>45</td> <td>45%</td> <td>29</td> <td>29%</td> <td>25</td> <td>25%</td> </tr> <tr> <td>3</td> <td>72</td> <td>24</td> <td>33%</td> <td>35</td> <td>49%</td> <td>12</td> <td>17%</td> </tr> <tr> <td>4</td> <td>75</td> <td>21</td> <td>28%</td> <td>39</td> <td>52%</td> <td>15</td> <td>20%</td> </tr> <tr> <td>5</td> <td>81</td> <td>31</td> <td>38%</td> <td>36</td> <td>44%</td> <td>14</td> <td>17%</td> </tr> </tbody> </table>		Gr.	Total	Below		On		Above		1	78	18	23%	32	41%	28	36%	2	99	45	45%	29	29%	25	25%	3	72	24	33%	35	49%	12	17%	4	75	21	28%	39	52%	15	20%	5	81	31	38%	36	44%	14	17%	<p>Utilize Reading Quartile Reporting Table to track individual student progress for each reading skill and strategy taught using Harcourt's scope and sequence for each grade level. (NCLB Component 8)</p>	<p>~ Utilize CFIP Protocol during grade level planning, early dismissal days, and before/after school planning time to provide grade level teams opportunities to analyze the effectiveness of instructional strategies and differentiate instruction to meet the needs of students. (NCLB Component 8)</p> <p>~ Identify students in Quartile 1 and 2 using Reading Quartile Reporting Table, formative assessments and ILA Benchmarks. (NCLB Component 9)</p>	<p>CAT/IST, Classroom Teachers, SE, GT, Title I Teacher Specialist, ILT</p>	<p>(NCLB Component 4) ~Data analysis/Performance Matters</p>				
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Methods for Measuring Progress

Measurable data should be recorded on a quarterly basis

Data to support changes in student behavior and skill		Strategy		Implementation Plan		Personnel Responsible		Professional Development																																																					
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Methods for Measuring Progress				
Measurable data should be recorded on a quarterly basis				
Data to support changes in student behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
		(NCLB Component 6) (SI Component 8)		
	Develop, update and utilize student profile sheets in order to monitor student progress. (NCLB Component 9) (SI Component 2)	~Teachers will update profile sheets on a quarterly basis.		
	Classroom multilevel reading instruction for grades 1-5. (NCLB Component 9)	~Grade level teams utilize the CFIP to increase student progress. Collaborate with the reading specialist to differentiate. ~ Additional CSI planning time for grade level teams facilitated by administrators and specialists to develop multileveled CSI lessons. (NCLB Component 4) (SI Component 2)	~Classroom Teachers ~Classroom Teachers, SE, GT, Grade Level Facilitators, Mentor Teacher (SI Component 10)	~Facilitated planning time for new teachers and/or grade level changes
	Vertical articulation will occur at QIT, SIT, and CSI Facilitator planning meetings. (NCLB Component 2)	~QIT will meet bi-monthly, SIT will meet monthly, CSI Facilitators and Grade Level Teachers will meet weekly. (NCLB Component 2) (SI Component 2)		

Methods for Measuring Progress				
Measurable data should be recorded on a quarterly basis				
Data to support changes in student behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
	<p>Use data from formative reading assessments to monitor student progress to glean instructional implications to differentiate instructional needs. (NCLB Component 8)</p>	<p>~SSR conferencing will be used to monitor individual student progress and determine whether reading skills/concepts taught need to be retaught, reinforced or extended during reading instruction.</p> <p>~African American, FARMS and SE students will be intentionally scheduled first for SSR conferences. (NCLB Component 9)</p> <p>~Utilize Running Record strategy strand checklist to determine instructional implications</p>	<p>~Classroom Teachers, QIT, SIT, and CSI facilitators (SI Component 10)</p> <p>~Classroom Teachers, Reading Specialists, Title I Teacher Specialist</p>	<p>~SSR Block for new teachers</p> <p>~ Provide teachers with additional training on the proper use of the Running Record strategy strand checklist as a tool to drive reading instruction.</p>
	<p>Build background knowledge for all students specifically, African American students, FARMS students, and SE students, by increasing opportunities for students to read informational text. (SI Component 2)</p>	<p>~Utilize content literacy resources, state curriculum lesson seeds and Performance Series resources. (SI Component 2)</p> <p>~Increase the use of nonfiction text during reading instruction at all grade levels. (SI Component 2)</p> <p>~Utilize reading strategies to read nonfiction in content</p>	<p>~Classroom Teachers</p>	<p>~Webquest</p>

Methods for Measuring Progress				
Measurable data should be recorded on a quarterly basis				
Data to support changes in student behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
	<p>~Provide professional development in arts integration with an emphasis on reading. (NCLB Component 4) (SI Component 1)</p>	<p>areas. (SI Component 2)</p> <p>~The Young Audiences staff and teachers who attended Arts Integration Professional Conference in August 2010 will present background on how to integrate arts into the classroom.</p> <p>~An Arts Integration Leadership Team will be developed with teachers from William Paca/Old Post Road Elementary and Magnolia Elementary.</p> <p>~The Arts Integration Leadership Team will create an Arts Integration Curriculum Guide aligned with the SC and County Curriculum expectations.</p> <p>~An artist-in-residence will work with students to create a mosaic.</p> <p>~The Young Audiences team will model, co-teach, and co-plan lessons with teachers during the second semester of school.</p>	<p>Young Audiences Staff, Teachers, Administration, Specialists</p>	<p>Modeling, co-teaching, co-planning, faculty meetings</p>

Methods for Measuring Progress				
Measurable data should be recorded on a quarterly basis				
Data to support changes in student behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
		~Utilize quarterly benchmark data to identify focus strategies/skills to develop lessons in reading. (NCLB Component 9)		

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<p>Operational Objective 2: Increase student achievement in all areas and for all students as measured by an increase in formative and summative assessment scores. All 3rd, 4th, & 5th grade students in each subgroup will demonstrate increased proficiency in math by meeting the AMO in math (3rd – 85.65 ; 4th - 85.57; 5th – 82.38) on MSA in March of 2011.</p> <p>ILT/SIT Action 1: Required ILT/SIT Action 1: Develop a list of every student and subgroup performing below proficiency, identify student and subgroup strengths and challenges, identify specific strategies to address the identified challenges, and strategically monitor achievement</p> <p>Indicate any/all subgroup performing below the 2010 AMO. It is required that this subgroup(s) be addressed within the identified strategies:</p> <ul style="list-style-type: none"> <input type="checkbox"/> All students <input type="checkbox"/> American Indian/ Alaskan Native <input type="checkbox"/> Asian/Pacific Islander <input type="checkbox"/> African American <input type="checkbox"/> White <input type="checkbox"/> Hispanic <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Free/Reduced Meals <input checked="" type="checkbox"/> Special Education <input type="checkbox"/> Limited English Proficient 																																																																																				
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Gr.	Total	Below		On		Above																																																																														
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Data to support changes in student behavior and skill				Strategy		Implementation Plan		Personnel Responsible	Professional Development			
3	56	15	27%	28	50%	13	23%	Provide GT support during math instruction for accelerated students. (NCLB Component 9)	~Acquire additional resources for working with the accelerated math students by applying for the Klein's ShopRite Foundation Grant to purchase resources to support initiative. (NCLB Component 10)	~Math Specialist Coach, HCPS Grant Coordinator		
4	59	27	46%	23	39%	9	15%					
5	65	17	26%	36	55%	12	18%					
Quarter 2 Data:												
Gr.	Total	Below		On		Above						
K	78	20	25%	41	53%	17	22%					
1	57	10	17%	38	67%	9	16%					
2	85	24	28%	47	55%	14	16%					
3	55	11	20%	40	73%	4	7%					
4	59	22	37%	27	46%	10	17%					
5	64	15	23%	33	52%	16	25%					
Quarter 3 Data:												
Gr.	Total	Below		On		Above						
K	80	17	21%	44	55%	19	24%					
1	53	12	23%	28	53%	13	24%					
2	82	19	23%	44	54%	19	23%					
3	54	9	17%	38	70%	7	13%					
4	57	23	40%	23	40%	11	20%					
5	64	15	23%	36	56%	13	20%					
Quarter 4 Data:												
Gr.	Total	Below		On		Above						
K	80	17	21%	44	55%	19	24%					
1	53	12	23%	28	53%	13	24%					
2	82	19	23%	44	54%	19	23%					
3	54	9	17%	38	70%	7	13%					
4	57	23	40%	23	40%	11	20%					
5	64	15	23%	36	56%	13	20%					
Provide approved mathematics interventions for all students, specifically FARMS and SE students. (NCLB Component 9)												
Use student profile sheets, Everyday Mathematics indicator analysis, Performance Series (fall data) and SMI to monitor student progress and differentiate												
~Identify programs based on student need from student profiles, such as: <ul style="list-style-type: none"> • Extended day format • Extended year • Success Maker • Dreambox (NCLB Component 1) (SI Component 9)												
~Implement 30 minute intervention block for all grade levels at least two times per week daily. (NCLB Component 9)												
~Collect and submit pre-assessment data to the math specialist coach and use formative assessments, such as exit tickets and indicator analysis sheets, for secure												
Administration, After School Teachers, Math Specialist Coach, Classroom Teachers												
~Data analysis/Performance Matters ~Success Maker, Problem Solver Curriculum ~Formative assessments ~Everyday Math												

Methods for Measuring Progress				
Measurable data should be recorded on a quarterly basis				
Data to support changes in student behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
	<p>instruction to meet student needs, specifically FARMS and SE students. (NCLB Component 8)</p> <p>Implement learning opportunities at all grade levels to increase student achievement in regards to processes of mathematics. (SI Component 2)</p> <p>Identify differentiated instruction based on grade level trends. (SI Component 2)</p> <p>~ Implement the basic facts incentive program (Fabulous Fact Friday) during the intervention block. (NCLB Component 9) (SI Component 2)</p>	<p>math skills in each unit to plan and implement instruction. (NCLB Component 8)</p> <p>~Utilize the Problem Solvers curriculum and supplemental materials with the GT teacher and during the intervention block and/or flex days. (SI Component 2)</p> <p>~Utilize CFIP model to increase student progress of identified strands. Collaborate with the math specialist coach to differentiate. (NCLB Component 8)</p> <p>~ Family/community volunteers and intermediate student helpers will support primary students with counting and basic facts. (NCLB Component 6) (SI Component 8)</p> <p>~ Teachers will assess students' ability to recall basic facts with automaticity. (NCLB Component 9) (SI Component 2)</p>	<p>~Classroom teachers, Math Specialist coach, GT, SE</p> <p>~Classroom Teachers, Grade Level Facilitators, Title I Teacher Specialists</p> <p>~Classroom Teachers, Math Specialist Coach, GT, SE, students, family/community volunteers</p> <p>~Classroom Teachers, Students, Math Coach</p>	<p>~Problem Solvers</p> <p>~CFIP model and/or math strand</p> <p>~Incentive Program</p>

Methods for Measuring Progress				
Measurable data should be recorded on a quarterly basis				
Data to support changes in student behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
	<p>Use existing data to identify needs and strengths of new grade level students to facilitate immediate differentiation. (NCLB Component 8)</p> <p>~Provide professional development in arts integration with an emphasis on math. (NCLB Component 4) (SI Component 1)</p>	<p>~Students and/or teachers will track student progress with basic facts recognition. (NCLB Component 9) (SI Component 2)</p> <p>~Provide time for grade levels to analyze data and prioritize needs for incoming students, specifically FARMS and SE students. Teams collaborate with math specialist coach as needed. The Add + Vantage MR assessment (K-1) and SMI testing (2-5) can be used to help determine the student's present level of performance. (NCLB Component 8)</p> <p>~The Young Audiences staff and teachers who attended Arts Integration Professional Conference in August 2010 will present background on how to integrate arts into the classroom.</p> <p>~An Arts Integration Leadership Team will be developed with teachers from William Paca/Old Post Road Elementary and Magnolia Elementary.</p>	<p>~Classroom Teachers, Math Specialist Coach, GT, SE, Title I Teacher Specialist</p> <p>Young Audiences Staff, Teachers, Administration, Specialists, Arts Integration Leadership Team</p>	<p>Modeling, co-teaching, co-planning, faculty meetings</p>

Methods for Measuring Progress				
Measurable data should be recorded on a quarterly basis				
Data to support changes in student behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
		<p>~The Arts Integration Leadership Team will create an Arts Integration Curriculum Guide aligned with the SC and County Curriculum expectations.</p> <p>~An artist-in-residence will work with students to create a mosaic.</p> <p>~The Young Audiences team will model, co-teach, and co-plan lessons with teachers during the second semester of school.</p> <p>~Utilize quarterly benchmark data to identify focus strategies/skills to develop lessons in math. (NCLB Component 9)</p>		

Methods for Measuring Progress					
Measurable data should be recorded on a quarterly basis					
Data to support changes in student behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development	
Goal # 2: Ensure that all students are educated in school environments that are safe, drug free, and conducive to learning					
Operational Objective 1: Decrease behavior referrals for disrespect as measured by a 10% decrease per quarter.					
ILT/SIT Action 1: Decrease behavior referrals for disrespect by continuing use of the Learning Lab/Behavior Clinic and implementation of PBIS.					
Methods for Measuring Progress					
Measurable data should be recorded on a quarterly basis					
Data to support changes in student behavior and skill	Data to support changes in teacher behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
Baseline Data: Total In-School Referrals for 2009-2010 SY is 493. Physical Aggression: 143 Classroom Disruption: 118 Disrespect: 118 Other: 113	Baseline Data: Areas of concern gathered from the Title I Teacher/Parent Survey and Behavior Referral Data from 2009-2010. (NCLB Component 1) *All survey data will be monitored by the Intervention Specialist and shared with the SIT at monthly meetings. All PBIS ticket and IDS data will be monitored by the PBIS team and shared with SIT at monthly meetings.	Implement PBIS to increase positive behavior for all students. (NCLB Component 2) (SI Component 1) Continue use of the learning lab as a behavior resource room to redirect inappropriate student behaviors. (NCLB Component 2)	~Monitor individual student referral data to track progress. (NCLB Component 8) ~Acknowledge students at monthly Good News Assembly who consistently follow behavioral expectations. (SI Component 2) ~Display behavior expectations in the classrooms, hallway, and special areas. (SI Component 2) ~Clarify processes and procedures for accessing learning lab. (NCLB Component 2) ~Clarify documentation procedures for students assigned to learning lab.	~PBIS Team, All Staff ~Psychologist, Mental Health Specialist ~PBIS Team	(NCLB Component 4) ~PBIS
Quarter 1 Data: Total In-School Referrals: 48	Quarter 1 Data: PBIS Tickets: 126,258				

Methods for Measuring Progress					
Measurable data should be recorded on a quarterly basis					
Data to support changes in student behavior and skill		Strategy	Implementation Plan	Personnel Responsible	Professional Development
Physical Aggression: 23	IDS: 180	Provide support to identified students in need. (NCLB Component 9)	(NCLB Component 2) ~Conduct student conferences to ensure that expectations are clear and understood. (NCLB Component 2)	~Guidance Counselors, Mental Health Therapists	
Classroom Disruption: 13			~Evaluate learning lab effectiveness i.e. survey of staff, parents		
Disrespect: 19			~Inform parents about the purpose of the learning lab. (NCLB Component 6)		
Quarter 2 Data:	Quarter 2 Data:	Collaborate with community agencies to provide education on gang activity. (NCLB Component 10)	~Reestablish goals of a mentoring program. (SI Component 1)	~ 5 th Grade Teachers, School Counselor, Administrators	~Determine areas for professional development for classroom teachers.
Total In-School Referrals: 63	PBIS Tickets: 69,174		~Pair students with specific behavioral, academic or emotional needs with a staff member or outside agency personnel . (SI Component 2)		
Physical Aggression: 28	IDS: 154				
Classroom Disruption: 12					
Disrespect: 16					
Quarter 3 Data:	Quarter 3 Data:				
Total In-School Referrals: 77	PBIS Tickets: 78,505		~Collaborate with the PTA to schedule an informational meeting on gang activity. (NCLB Component 6)		
Physical Aggression: 32	IDS: 164		~Volunteer Deputy from local law enforcement to provide education on gang		
Classroom Disruption: 15					
Disrespect: 30					
Kids with 3 or more: 3 - 1st graders					

Methods for Measuring Progress					
Measurable data should be recorded on a quarterly basis					
Data to support changes in student behavior and skill		Strategy	Implementation Plan	Personnel Responsible	Professional Development
1 – Kindergartener 1 – 2nd Grader			activity through the Gang Resistance Education and Training (G.R.E.A.T.) program. (NCLB Component 4)		
Quarter 4 Data:	Quarter 4 Data:	Continue use of the behavior clinic to support teachers in managing student behaviors. (NCLB Component 5)	~Review processes and procedures accessing behavior clinic with staff. (NCLB Component 4)	~Intervention Specialist, School counselor, Team consultants, Administrators, Teachers, School Psychologist, Mental Health Specialists	

Operational Objective 2: Magnolia students will be in attendance at least 94% of 180 days by the end of the 2010 – 2011 SY.

ILT/SIT Action 1: Develop a list of every student absent more than 5 days per quarter based on attendance data and identify specific strategies to increase student attendance.

Methods for Measuring Progress					
Measurable data should be recorded on a quarterly basis					
Data to support changes in student behavior and skill		Strategy	Implementation Plan	Personnel Responsible	Professional Development
Baseline Data: Based on 541 total students: ~184 students missed more than 10 days. ~66 of those 184 students missed more than 20 days.		Continue “On Time by Nine” Attendance Incentive and communicate the purpose via school newsletter, Back to School Night and FIT meetings to increase student attendance. (NCLB Component 6)	~Monitor and adjust the attendance incentive program based on data to positively impact student achievement. (NCLB Component 2)	~ Family Involvement Team, Community Collaborations Team & Teachers Assessment Team	~ Inform teachers of attendance program at preschool meetings

Methods for Measuring Progress																																	
Measurable data should be recorded on a quarterly basis																																	
Data to support changes in student behavior and skill		Strategy	Implementation Plan	Personnel Responsible	Professional Development																												
<p>Quarter 1 Data: *Missing more than 3 days out of 46 is not meeting the 94% attendance mark for 1st quarter.</p> <p>Based on 407 total students:</p> <table border="1"> <thead> <tr> <th>Gr.</th> <th>Total</th> <th colspan="2">Students absent for 3 or more days</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>80</td> <td>20</td> <td>25%</td> </tr> <tr> <td>1</td> <td>63</td> <td>15</td> <td>24%</td> </tr> <tr> <td>2</td> <td>88</td> <td>24</td> <td>27%</td> </tr> <tr> <td>3</td> <td>56</td> <td>18</td> <td>32%</td> </tr> <tr> <td>4</td> <td>58</td> <td>20</td> <td>34%</td> </tr> <tr> <td>5</td> <td>62</td> <td>18</td> <td>29%</td> </tr> </tbody> </table>		Gr.	Total	Students absent for 3 or more days		K	80	20	25%	1	63	15	24%	2	88	24	27%	3	56	18	32%	4	58	20	34%	5	62	18	29%	<p>Implement MVP attendance intervention for students with attendance concerns.</p>	<p>~Calls will be generated by the classroom teacher after 3 absences. (SI Component 2)</p> <p>~Calls will be made by the family liaison on a daily basis to students who are absent. (SI Component 2)</p> <p>~Begin MVP program at the beginning of the school year with students who missed more than 20 days during the 2009-2010 SY. (SI Component 2)</p> <p>~Monitor attendance concerns by reviewing the data monthly. (NCLB Component 8)</p> <p>~Provide classroom teachers with a list of students to monitor attendance. (SI Component 2)</p> <p>~Provide teachers with notes home to get absences excused.</p>	<p>~Community Collaborations Team</p>	
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2	86	31	36%																														
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4	60	25	41%																														
5	64	16	25%																														
<p>Quarter 3 Data:</p> <table border="1"> <thead> <tr> <th>Gr.</th> <th>Total</th> <th colspan="2">Students absent for 3 or more days</th> </tr> </thead> <tbody> <tr> <td>K</td> <td>77</td> <td>35</td> <td>45%</td> </tr> <tr> <td>1</td> <td>53</td> <td>4</td> <td>7%</td> </tr> <tr> <td>2</td> <td>82</td> <td>14</td> <td>17%</td> </tr> <tr> <td>3</td> <td>54</td> <td>7</td> <td>13%</td> </tr> </tbody> </table>		Gr.	Total	Students absent for 3 or more days		K	77	35	45%	1	53	4	7%	2	82	14	17%	3	54	7	13%												
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Methods for Measuring Progress							
Measurable data should be recorded on a quarterly basis							
Data to support changes in student behavior and skill		Strategy	Implementation Plan	Personnel Responsible	Professional Development		
4	57	10	18%	Implement PBIS to increase attendance for all.	~Communicate attendance expectations with families via back to school night and/or informational packet. (NCLB Component 6) (SI Component 8)	~Classroom teachers, PBIS Team	
5	64	12	19%				
Quarter 4 Data:							
Gr.	Total	Students absent for 3 or more days					
K							
1							
2							
3							
4							
5							
Operational Objective 3: Increase parent and community involvement as measured by a 5% increase in participation at: FIT meetings, parent/teacher conferences, family events and/or other volunteer activities per quarter.							
ILT/SIT Action 1: Provide parent and community supports (see School-Family-Student Agreement and the Title I Parent Involvement Plan in the Appendix) to ensure that all Magnolia Elementary School students achieve at high levels.							
Methods for Measuring Progress							
Measurable data should be recorded on a quarterly basis							
Data to support changes in student behavior and skill		Strategy	Implementation Plan	Personnel Responsible	Professional Development		
Baseline Data: Number of families attending FIT meetings for the 2009-2010 SY: 6		Provide new families with information and tour of the school to build positive relationships. (NCLB Component 6)	~Coordinate tour schedule with parents. (NCLB Component 6)	~Family Liaison, Administrators & Administrative Assistants			
Quarter 1 Data:							
September 16 th Meeting: 12 families November 11 th Meeting: 12 families		Provide intervention orientation/information for all families to increase awareness of school programs. (NCLB Component 6) (SI Component 8)	~ Provide parents with resources to use at home for school readiness, reading, math, etc. (NCLB Component 6)	~Administrators, Teachers, Special Educators, Specialists			
Quarter 2 Data:							
January 13 th Meeting: 7 families							

Methods for Measuring Progress				
Measurable data should be recorded on a quarterly basis				
Data to support changes in student behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
Quarter 3 Data: ** No meeting during 3rd quarter.**	Provide families with resources to enable involvement in parent/teacher conferences. (NCLB Component 6) (SI Component 8)	~ Provide transportation to and from conferences. (SI Component 2)	~Administrators, Family Liason, Teachers, Title I Teacher Specialist	
Quarter 4 Data: May 19th Meeting: 8 families	Provide opportunities for articulation between teachers and parents to build understanding of expectations as students move through grade levels. (NCLB Component 7)	~Conduct family meeting providing information on active participation during parent/teacher conferences. (NCLB Component 6) (SI Component 8) ~ Provide conferences reminders via alert now, agendas and/or confirmation notes. (NCLB Component 6) (SI Component 8) ~Parent meeting with middle school principal. (NCLB Component 7) ~Coordinate in school orientation for 5 th grade students. (NCLB Component 7) ~Publicize Middle School orientation meeting for 5 th grade students and parents. (NCLB Component 7) ~Provide informational meeting for incoming kindergarten students in the spring. (NCLB Component 7)	~Administrators, Pre-K, K and 5 th Grade Teachers, Family Liaison, Parents	

Methods for Measuring Progress				
Measurable data should be recorded on a quarterly basis				
Data to support changes in student behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
	<p>Inform parents of the highly qualified status of teachers. (NCLB Component 3)</p> <p>Provide high quality professional development to professional staff to increase awareness of the specialized needs of families in poverty. (NCLB Component 4)</p> <p>Provide summer camp for newly hired Title I teachers to develop an understanding of working with families in poverty. (NCLB Component 5)</p> <p>Provide families of Magnolia students without a high school diploma the opportunity to earn their GED. (NCLB Component 10)</p>	<p>~ Distribute Parent Right to Know letter to parents for any teacher not highly qualified. (NCLB Component 6)</p> <p>~Professional Development on teaching students living in high poverty areas. (NCLB Component 4)</p> <p>~ Participate in HCPS required professional/staff development: new teacher induction program. (NCLB Component 4)</p> <p>~Continue partnership with HCC, in offering Title I families the opportunity to earn their GED by attending classes at Magnolia Elementary School in preparation for the GED assessment. Transportation, breakfast and daycare will be provided. (NCLB Component 10)</p>	<p>Teachers, Administrators, Paraeducators</p> <p>~Instructional Facilitators in Title I Schools, Title I teacher specialist</p> <p>~Title I teacher specialist, HCC, Administration, Families, Supervisor of State Compensatory Education</p> <p>~Administrators, Windsor Valley Community Center, Title I Teacher Specialist, Supervisor of State Compensatory Education, HCC</p>	

Methods for Measuring Progress				
Measurable data should be recorded on a quarterly basis				
Data to support changes in student behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
	~Collaborate with the Windsor Valley Community Center to provide students with a safe place to go after school. (NCLB Component 10)	~Provide transportation to the Windsor Valley Community Center to enable students to participate in the homework support after school program. (NCLB Component 10)	~Community Collaborations Team, Windsor Valley Community Center, Administration	

Appendix

Acronyms/Definition of Terms

Acronym/Definition of Terms	Meaning
CFIP	Classroom Focused Improvement Plan
CSI	Comprehension Strategy Instruction
ELL	English Language Learners
FaRMS	Free and Reduced Meal Students
FIT	Family Involvement Team
GED	General Education Diploma
G.R.E.A.T.	Gang Resistance Education and Training
GT	Gifted and Talented
HCPS	Harford County Public Schools
ILA	Integrated Language Arts
ILT	Instructional Leadership Team (Membership includes: Principal, Assistant Principal & Full Time Instructional Facilitator, Full Time Mentor Teacher, 2 Full Time Reading Specialists, Full Time Math Specialist, Title I Teacher Specialist & Teacher-In-Charge)
INFORM	a System-wide data base
KPA	Kindergarten Performance Assessment
LAUNCH	Kindergarten Literacy Intervention
MSA	Maryland School Assessment
MSDE	Maryland State Department of Education
NCLB	No Child Left Behind
OLT	Organizational Leadership Team (Members include: QIT Facilitators)
PBIS	Positive Behavior Intervention System
PLC	Professional Learning Community
QIT	Quality Improvement Teams (Teams are vertical and Facilitators are teacher leaders)
RR	Running Record
SC	State Curriculum
SE	Special Education
SIPPS	Systematic Instruction in Phoneme Awareness, Phonics and Sight Words
SMI	Scholastic Mathematics Inventory
SST	Student Services Team

SI	School Improvement
SIT	School Improvement Team
TELL	Teaching Empowering Leading and Learning Survey
TPRI	Texas Primary Reading Inventory

Magnolia Elementary --- A Proud Title I School
School-Family-Student Agreement for Improving Student Achievement 2010-2011

This agreement is a commitment to work together to share responsibility for student learning, high achievement, and student success in school and in life. Also, this compact is aligned with the School Improvement Plan, grade level outcomes, and the policies of Harford County Public Schools.

Magnolia Elementary School faculty, staff and administrators will...	Magnolia Elementary School's parents/guardians will...	Magnolia Elementary School's Mustangs will...
➤ Apply Strategies to Improve Reading Comprehension		
Provide opportunities for students and parents to participate in varied reading activities throughout the school day and at home.	Engage in varied reading activities with an emphasis on reading to and with my child/children each day.	Choose to become a better reader by selecting reading as a free time activity.
Immerse students in instruction that emphasizes researched based practices using a variety of texts to enforce best practices.	Provide a variety of reading games and materials at home (library books, newspapers, magazines, catalogs, etc.)	Read for fun and learning while applying information to both in school and daily living applications.
Use data to identify student needs in order to deliver a rigorous reading curriculum, and use parent surveys to welcome parent input.	Attend parent-teacher conferences, parent workshops, Family Reading Nights and other events that support reading.	Become a better reader by practicing at home and participating in classroom Comprehension Strategy Instruction, Sustained Silent Reading, Word Work and Writing.
➤ Apply Strategies to Improve Math Problem Solving		
Provide opportunities for students to participate in the problem solving process.	Utilize a variety of materials and manipulatives to help my child solve math problems.	Use a variety of hands-on materials to problem solve, see the language of patterns in math and learn to have fun with math.
Provide opportunities for students to listen, read, and respond to word problems and to improve math computation.	Use flash cards and math games to practice math facts daily.	Practice math facts daily using my flash cards, E-games, math incentive program, etc.
Provide for parent workshops and training events to increase awareness of Everyday Mathematics.	Attend training sessions at school in order to utilize Everyday Mathematics information at home with my child.	Make connections to Everyday Mathematics, complete homework, and set goals.
➤ Apply Strategies to Improve Student Attendance		
Maintain contact with families to encourage daily attendance through e-mails, phone calls, agenda notes and open door policy between home and school.	Review school agenda, newsletters, notices, and other informational handouts for awareness of school calendar events and programs.	Try my best to come prepared for school, be enthusiastic about learning, complete my agenda, and set goals...daily, weekly, and monthly.
Reward perfect attendance with monthly incentives paired with notices and announcements sent to parents.	Make sure my child gets to school on time each day, that he/she is able to attend, prepared and ready to learn.	Try my best to come to school every day on time, motivated to learn, and with my homework completed.
➤ Apply Strategies to Ensure a Safe, Welcoming and Accessible Learning Environment		
Establish firm and fair behavior expectations while communicating student successes and concerns with parents.	Encourage my child to follow school and classroom rules and expectations.	Be respectful, responsible, and follow the "Safety First" expectation of school behavior.

Reward good behavior with regular student incentives following the Character Education program and good news post cards sent home to families.	Praise and support my child for their effort and good work at school and volunteer or visit school when possible during the school year.	Follow school and classroom rules, The "Mustangs with Character" educational goals and invite my parents to school to watch me learn.
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➤ **Apply Strategies To Encourage Effective Communication**

Review parent notes, calls, and agenda communications and respond promptly.	Review all school notes, newsletters and correspondence and respond in a timely manner.	Give my parent/guardian all school notes and newsletters.
Provide information about the curriculum and school events.	Sign my child's agenda planner each night and write in it any needed notes.	Bring my planner back and forth each day.
Provide parent/teacher conferences.	Attend November parent/teacher conference and set-up other school appointments as needed.	Ask my parent/guardian to sign my agenda each day, along with tests or papers.
Remind students to take home communication from school in a timely manner and develop a system to indicate the level of urgency.	Consider opportunities for volunteering and working on decision-making committees such as the School Improvement and Family Involvement Teams.	Encourage my parents/guardians to participate in school events and activities.

Teacher/Administrator/Support Staff
Date: _____

Parent/Guardian
Date: _____

Student :
Date: _____

TITLE I PARENT INVOLVEMENT PLAN 2010-2011

Part I. General Expectations

As a Title I school, **Magnolia Elementary School** agrees to have programs, activities and procedures for the involvement of parents that are consistent with Title I, Part A Section 1118 of the Elementary and Secondary Education Act (ESEA) and the Harford County Public Schools Parent Involvement Policy/Plan.

Magnolia Elementary School defines parent involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- (A) that parents play an integral role in assisting their child's learning;
- (B) that parents are encouraged to be actively involved in their child's education at school;
- (C) that parents are full partners in their child's education and are included, as appropriate in decision-making and on advisory committees to assist in the education of their child.

Magnolia Elementary School accepts the Harford County Public Schools Parent Involvement Policy/Plan and has aligned its school-level Parent Involvement Policy/Plan accordingly.

Part II. Components

Title I Requirements	Activities/Actions/Initiatives	Date of Activities	Who Should You Contact for more Information?	Parent Involvement Type
<p>Shared Decision Making (A-D) - Any parent organization requiring a membership fee may prevent some families of participating Title I parents from being able to participate in parental involvement activities as required by Section 1118. Therefore, parent input on the school level plan, school-parent compact, and Title I budget may not occur during a parent organization meeting.</p> <p><i>A. Parent Involvement Plan is developed with input from parents.</i></p>	<p>The Family Involvement Team will meet six times. There will be no fee required for attending the team meetings and membership in the team is always open to all parents/guardians. Parent input on the school level plan, school-parent compact, and Title I budget will occur during those meetings.</p> <p>Parents evaluated the Family Involvement Plan at the last Family Involvement Team meeting for 2009-2010 school year and identified activities that should be ongoing or developed for 2010-2011.</p> <p>Parents will have the opportunity to work with administrators, faculty and staff to revise the School Improvement Plan. After the School Improvement Plan for 2010/11 is completed, the Parent Involvement Plan draft will be revised. The Parent Involvement Plan will support the</p>	<p>September 16, 2010 November 11, 2010, January 13, 2011, January 19, 2011 (joint activity with PTA) February 10, 2011, April 14, 2011</p> <p>June 3, 2010</p> <p>August/September 2010</p>	<p>Administrators Title I Teacher Specialist Family Liaison</p> <p>Patricia Mason Instructional Facilitator Jennifer Gasdia Sandra Lloyd Barbara Haller</p>	<p>3-Volunteering 5-Decision Making</p> <p>5-Decision Making 6-Collaborating with Community</p>

	School Improvement Plan as parents and teachers and staff work as partners. All parents will be invited to revise the Parent Involvement Plan at the first Family Involvement Team meeting in September.			
<p>Shared Decision Making (cont.)</p> <p><i>B. This plan is distributed to all parents.</i></p>	<p>The purpose of the Family Involvement Plan will be discussed at Back-to-school night and an “At a Glance” School Improvement Plan document will be provided to all parents. The School Improvement Plan will be included in its entirety on the Magnolia Elementary website and a hardcopy will be made available to all parents. The components of the plan as they relate to the Parent Involvement Standards and the Parent Involvement opportunities at Magnolia Elementary will be included in each student’s agenda book for reference all year by parents and guardians.</p> <p>Parents will sign that they had an opportunity to see the plan and make comments as necessary.</p>	<p>September 2010</p> <p>November 2010</p>	<p>Patricia Mason</p> <p>Mark Warfield</p>	<p>2-Communicating</p>
<p><i>C. Parents are involved in the decisions regarding the spending of the parent involvement funds.</i></p>	<p>Parents will be surveyed to prioritize activities, actions, and/or initiatives that involve spending allotted family involvement funds.</p> <p>Family Involvement Team decisions requiring funding will be noted in the Family Involvement minutes and brought to the attention of the administrators. Parents will debrief parent nights and workshops and make recommendations for</p>	<p>September 2010</p> <p>May 2011</p> <p>Monthly</p> <p>September 2010-May 2011</p>	<p>Administrators</p> <p>Title I Teacher Specialist</p> <p>Community Collaboration Team</p> <p>Family Liaison</p>	<p>2-Communicating</p> <p>5-Decision Making</p>

	improvement.			
<i>D. Develop with parents a written School-Parent Compact supporting instruction.</i>	<p>The compact for 2010/2011 was written/revised at the March 9, 2010 Family Involvement Team meeting. Parents decided to include another category titled “Communication.” The document was printed in the student agenda books for 2010/2011 and will be signed by administrators, teachers, parents, and students for the 2010-2011 school year.</p> <p>The content of the compact will be reviewed at the November parent conference.</p>	<p>August 2010</p> <p>November 2010</p>	<p>Administrators Title I Teacher Specialist Family Liaison</p>	<p>2-Communicating 5-Decision Making</p>
<i>E. Review the effectiveness of the school parental involvement activities.</i>	<p>Family Involvement Team meetings will always be a forum to evaluate the progress of the execution of the plan. In addition, parents attending events scheduled in the plan will have reflection/evaluation opportunities.</p>	<p>September 16, 2010 November 11, 2010, January 13, January 19, 2011 (joint activity with PTA) February 10, 2011, April 14, 2011</p>	<p>Administrators Community/Collaboration Team Title I Teacher Specialist Family Liaison</p>	<p>2-Communicating 6-Collaborating with the Community</p>

<p>Annual Meeting <i>Schools convene parent meetings at least annually to inform parents of the school's role in implementing Title I, the parents' rights, and ways the school will provide for parental involvement</i></p>	<p>Back-to-school night agenda will include information about the Magnolia Elementary role in implementing Title I, including parental rights and ways the school will provide for parental involvement. The Annual Title I Parent Conference event will include information about Title I and the NCLB legislation.</p>	<p>September (2011) April 28, 2011</p>	<p>Supervisor of Compensatory Education School Administrators Title I Teacher Specialists Family Liaisons</p>	<p>1-Parenting 2-Communicating 6-Collaborating with the Community</p>
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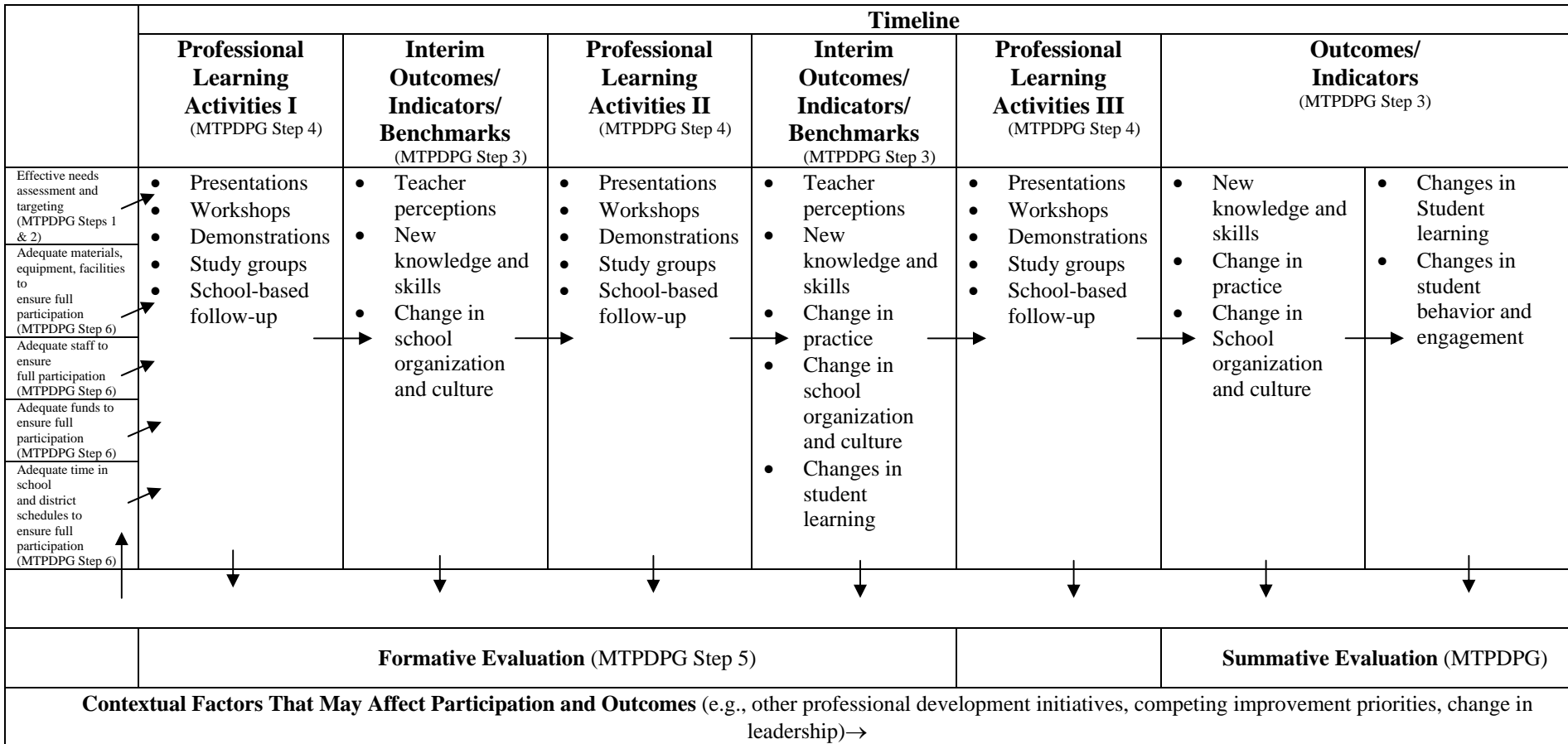
Title I Requirements	Activities/Actions/Initiatives	Date of Activities	Who Should You Contact for more Information?	Parent Involvement Type
<p>Building Parental Capacity (1-6) <i>1. Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments, and the requirements of Title I.</i></p>	<p>An explanation of the State Curriculum and how to access that curriculum will occur during Family MSA night</p>	<p>December 9, 2010</p>	<p>Administrators Title I Teacher Specialist QuEST Assessment Team</p>	<p>1-Parenting 2-Communicating 3-Learning at Home</p>
<p><i>2. Provide materials and parent training/workshops to help parents improve their children's academic achievement.</i></p>	<p>Parents were surveyed to prioritize topics for training/workshops. The top survey results were as follows:</p> <ul style="list-style-type: none"> • Bullying • Knowledge of academic 	<p>Fall 2010 to Spring 2011</p>	<p>Administrators including Supervisor of State Compensatory Education Teachers Teacher Specialists Family Liaison</p>	<p>1-Parenting 2-Communicating 4-Learning at Home</p>

	<p>areas</p> <ul style="list-style-type: none"> • Understanding grading and reporting • Gang awareness • Internet Safety <p>Family MSA Night Family Reading Family Math Night Show What You Know</p> <p>The Family Liaison, a paraeducator for parents/guardians, will provide parents with further information.</p>	<p>December 9, 2010 October 7, 2010 Winter 2011 Spring 2011</p>		
<p><i>3. Educate instructional staff, <u>with parental assistance</u>, in the value and utility of contributions of parents, how to reach out to and communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and school.</i></p>	<p>Teachers and staff will participate in professional/staff development about the importance of having parents as partners in the educational process and the purpose of the Family Involvement Team. Parents will assist in the presentation.</p> <p>The Parent Involvement Plan will be explained to teachers and staff with the assistance of parent volunteers.</p> <p>The Parent Involvement Plan will be available electronically to all</p>	<p>Fall 2010 and throughout the 2010-2011 schoolyear</p>	<p>Administrators Title I Teacher Specialist Parent Volunteers from the Family Involvement Team</p>	<p>3-Volunteering 5-Decision Making 6-Collaborating with the Community</p>

	<p>teachers and staff.</p> <p>Parents will participate on the School Improvement Team, and the Community/Collaboration Team, and</p> <p>Parents will present with teachers at family reading, mathematics, and MSA nights.</p>	<p>Reading Night October 7, 2010 MSA Night, December 9, 2010</p>		
<p><i>4. Coordinate and integrate programs purposed to increase parent involvement such as the Judy Center, and other community resources like the Health Dept., Library. Etc.</i></p>	<p>Community Resource vendors will participate at the Title I parent conference.</p> <p>Community Resources, in a variety of forms, will be available at all family events, including back-to-school night and content area family nights.</p> <p>The Family Involvement Team will have input in requesting community resources be available at the school.</p>	<p>Fall 2010- Spring 2011</p>	<p>Administrators</p>	<p>1-Parenting 6-Collaborating with the Community</p>

Title I Requirements	Activities/Actions/Initiatives	Date of Activities	Who Should You Contact for more Information?	Parent Involvement Type
<p>Building Parental Capacity (cont.) <i>5. Ensure information is presented in a format parents can understand and additional languages.</i></p>	<p>Survey number of parents that need access to communication in their native language. Provide assistance to those parents as requested.</p>	<p>Fall 2010-Spring 2011</p>	<p>Administrators ELL teacher Family Liaison</p>	<p>2-Communicating</p>
<p><i>6. Provide full opportunities for participation of parents of students from diverse backgrounds.</i></p>	<p>We surveyed parent needs. We'll plan workshops at different times and different days of the week. Survey results indicated that we continue workshops 8:00-9:00 a.m. and schedule some at 6:00-7:00 p.m.</p> <p>All parents will be invited to participate in workshops, family nights, and the Title I Parent Conference. Invitations will be made available in other languages as needed.</p>	<p>Fall 2010-Spring 2011</p>	<p>Administrators Teachers Title I Teacher Specialist Family Liaison</p>	<p>1-Parenting 2-Communicating 3-Volunteering 6-Collaborating with the Community</p>
<p>Accessibility <i>To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information in a format, and to the extent practicable, in a language such parents understand.</i></p>	<p>All parents will have access to resources that meet their needs and the needs of their children.</p> <p>Provide multiple opportunities for parents to confidentially access accommodations.</p>	<p>Fall 2010-Spring 2011</p>	<p>ELL teacher Special Education Teachers Administrators Family Liaison Title I Teacher Specialist</p>	<p>1-Parenting 2-Communicating 3-Volunteering 5-Decision Making 6-Collaborating with the Community</p>
<p>Parent Information Resource Center (PIRC) <i>School will inform parents about the existence of the Maryland Parent Information Resource Center.</i></p>	<p>Information about PIRC will be shared at Back-To-School Night. A brochure will be maintained in the Magnolia Parent Resource Center.</p> <p>Parents will have workshop opportunities to utilize the school's computer lab to access PIRC website</p>	<p>September 2010 November 2010-Spring 2011</p>	<p>Title I Teacher Specialist Family Liaison</p>	<p>1-Parenting 2-Communicating 3-Volunteering 5-Decision Making 6-Collaborating with the Community</p>

Teacher Professional Development Logic Model



Maryland Teacher Professional Development Planning Form

Magnolia Elementary

2010- 2011

Title of the activity or program: Differentiation Instruction

Beginning and end dates: August 2010 – June 2011

Estimated costs (as they appear in the budget included in Section of the plan)

Direct costs: n/a

In-Kind Costs: n/a

Total Costs: n/a

Budget source of code (for Direct Costs only)

Contact person(s): Patty Mason

Position/Title: Principal, MES

Telephone: 410-612-1553

Email: Patricia.Mason@hcps.org

Fax: 410-612-1576

Mailing address: 901 Trimble Road, Joppatowne, MD 21085

Members of the planning team (list with contact information):

- Patty Mason, Principal Magnolia Elementary School
- Debbie Freels, Instructional Facilitator
- Jennifer Gasdia, co-School Improvement Facilitator
- Sarah Mannion, co-School Improvement Facilitator
- Sandy Lloyd, Title I Teacher Specialist
- Kathleen Hobbs, Title I Teacher Specialist

Plan Summary

Use this space to provide a brief (not to exceed 200 words) description of the professional development. Note the intended outcomes of the professional development, who will participate (by grade level and subject area), and the kinds of professional learning activities that will take place.

School-based and job embedded professional development opportunities including faculty meetings, weekly and quarterly planning times, PLC groups, study groups, and the observation and evaluation process, will provide teachers with the skills and strategies to enhance instruction by increasing opportunities for differentiation. Teachers will:

- Review the professional development “Innovative Teaching for the 21st Century” which was attended by 22 staff members
- Identify specific strategies and activities to implement at each grade level and in each special area class

- Utilize Performance Matters when implementing the CFIP Process to analyze student data during collaborative planning sessions to designed differentiated instruction for specific subgroups
- Utilize co-teaching strategies to provide differentiated instruction
- Implement Tier I and Tier II Interventions in all classrooms kindergarten through grade five
- Reflect on the impact of professional development on providing differentiated instruction and how it has impacted student achievement.

See attached Professional Development calendar for dates, topics and participants.

Section 1: Need

Briefly describe (1) the student learning needs that were identified, (2) the professional knowledge and skills that teachers need to master to effectively address the student learning needs, and (3) the research base and/or evidence from successful practice that indicates that the professional knowledge and skills are appropriate. Be sure to describe the data reviewed to identify the student learning needs.

- 1) **Student Learning Needs/ Data:** 2010 MSA data and county-wide benchmark assessments indicate high needs in 3rd, 4th and 5th grades in the following subgroups:
 - Reading: All students, African American, Free/Reduced Meals, Special Education
 - Math: Free/Reduced Meals, Special Education

Behavior referral, attendance and Teacher/Parent survey data indicate the need for a school-wide behavior program which includes an attendance incentive.

- 2) **Professional Knowledge and skills needed:**
 - Highly effective differentiated instruction strategies
 - Classroom Focused Improvement Process utilizing Performance Matters
 - **Positive Behavioral Interventions and Supports**
- 3) **Research based evidence to indicate the professional knowledge and skills are appropriate:**

Innovative Teaching for the 21st Century
Learning Smarter, The New Science of Teaching, Eric Jensen and Michael Dabney
Teaching with Poverty in Mind, Eric Jensen
The Culturally Proficient School, Randall Lindsey, Laraine M. Roberts, Franklin CambellJones
Do-Able Differentiation, Michael Opitz and Michael P. Ford

- a. Teacher teams can identify specific patterns of need when analyzing assessments (begin September, 2010)
 - b. Teacher teams plan and conduct instruction based upon patterns of need (begin September, 2010)
 - c. Teacher teams create and maintain lists of specific student needs and the interventions and enrichments applied (begin October, 2010)
- 3. Integrate the arts into daily instruction engaging students in a creative process which connects an art form with another subject meeting objectives in both areas.** This outcome directly supports the school’s goal of providing differentiated instruction to increase student achievement and to eliminate the achievement gap. **Indicators:**
- a. Teachers will design/implement lessons that reinforce (begin January, 2011):
 - i. Critical thinking and problem solving: Research, analysis, Synthesis, Project Management
 - ii. Creativity and Innovation: New Knowledge Creation, “Best Fit” Design Solutions, Artful Storytelling
 - iii. Collaboration, Teamwork and Leadership: Cooperation, Compromise, Consensus, Community building
 - iv. Cross-cultural Understanding: Across Diverse Ethnic, Knowledge and Organizational Cultures
 - b. Teachers will evaluate the implementation of Arts Integration activities and will share successes and challenges with colleagues (begin May, 2011)
- 4. Implement Positive Behavioral Interventions and Supports.** This outcome supports the school’s goal of increasing student attendance and decreasing behavioral referral for disrespect. **Indicators:**
- a. Teachers will implement PBIS (August, 2010)
 - b. Teacher teams will evaluate the effectiveness of PBIS by reviewing referral data (January and May, 2011)

Section 4: Professional Learning Activities and Follow-Up

Use this space to describe the learning activities and follow-up that will be included in the professional development and how they are expected to result in participants achieving the intended outcomes. This section of the plan should also describe (1) the strategies to ensure full participation in all of the activities, (2) the role that school principals and other school leaders will play and how they will be prepared for this role, and (3) how the professional development is related to other professional development in which the intended participants may be involved.

Follow-up activities:

- 1. Performance Matters ongoing training**
 - a. As needed or required (beginning before the first EDM unit assessment), the Performance Matters Liaison will conduct grade-by-grade training on entering EDM tests.
 - b. Instructional leadership team members will use/reference *Performance Matters* during classroom focused improvement process meetings and data dialogs.
- 2. Classroom Focused Improvement Process**
 - a. Title I Teacher Specialists and ILT grade level facilitators will support grade level teams monthly in utilizing CFIP to analyze data weekly for formative assessments and monthly for summative assessments.
 - b. Teams will identify how the data supports progress towards the identified goals for students in the aggregate and the identified sub-groups during weekly PLC meetings.
- 3. Innovative Teaching for the 21st Century**
 - a. The Arts Integration team will develop a timeline for implementation and will share suggested strategies at monthly faculty meetings beginning in October.
 - b. Grade level and special area teams will share successful strategies implemented and data to support increased engagement and/or student achievement at monthly faculty meetings beginning in January, 2011.
- 4. Positive Behavioral Interventions and Supports**
 - a. The PBIS team will provide monthly updates regarding ticket distribution and referral data at faculty meetings.

- b. The PBIS team will serve as a resource for teachers and staff as needed.

Strategies to ensure full participation:

- Provide job-embedded professional development opportunities:
 - faculty meetings
 - PLC time
 - peer visitation/ review
 - book studies
 - common weekly planning time as indicated in the master schedule
 - and the observation and evaluation process.

Leadership role:

- Instructional Leadership Team members will use and reference *Performance Matters* during CFIP meetings and data dialogs
- Instructional Leadership Team members will facilitate grade level CSI planning meetings to assist teams in identifying appropriate differentiated instruction.

Relationship to other Professional Development:

- Performance Matters and CFIP training relates to Goal 1: Operational Objective 1, ILT/SIT Action 1 and Operational Objective 2, ILT/SIT Action 1: *Develop a list of every student and subgroup performing below proficiency, identify student and subgroup strengths and challenges, identify specific strategies to address the identified challenges and strategically monitor achievement in both reading and math.*
- Innovative Teaching for the 21st Century relates to Goal 1: Operational Objective 1, Operational Objective 2: *Increase student achievement in all areas and for all students as measured by an increase in formative and summative assessment scores (in reading and math).*
- Positive Behavioral Interventions and Supports related to Goal 2: Operational Objective 1: *Decrease behavior referrals for disrespect as measured by a 10% decrease per quarter.*

Section 5: Evaluation Plan

Use this space to describe the evaluation plan, including the key evaluation questions to be addressed and plans for collecting data on each of the outcomes and indicators included that plan. Be sure to indicate who will conduct the evaluation, when the evaluation report will be completed, and who will receive the report.

1. Evaluation Plan:
 - a. Create survey of evaluation questions below on SharePoint mid-year (January) and end of year (May/June)
 - b. Administer survey on SharePoint mid-year (January) and end of year (May/ June)
 - c. Share survey results/ data with staff and SIT for future action determination
2. Informal/formal observations will identify specific strategies that address “Innovative Teaching for the 21st Century.”
3. During ILT meetings, ILT grade level f facilitators will share the following reports:
 - a. Students achieving desired goals, supports and/or enrichment provided
 - b. Targeted sub-group progress, including profiles of students not making progress
 - c. Intervention programs data reports.

4. ILT will review/analyze updated data reports to make decisions regarding future professional development needs, intervention program options and scheduling/staffing needs and supports.

Section 6: Budget

Use the template in the planning form to prepare the budget necessary to support the learning activities, follow-up and evaluation. Direct Costs are those costs for which you are requesting funding. In-Kind Costs are those which are available from other sources or which you are requesting funding. In-Kind Costs are those which are available from other sources or which may be included as part of matching requirement. Not every budget will include line items in each of the six categories and some budgets may not include In-Kind Costs. A sample budget is available at www.marylandpublicschools.org and click on Maryland Teacher Professional Development link under the Highlights section.

Budget Category	Direct Costs	In-Kind Costs
I. Personnel		
A. Staff (e.g., PD coordinator, principal, curriculum resource teacher)	n/a	n/a
B. Consultants (e.g., presenters, facilitators, evaluator)	n/a	n/a
II. Stipends/substitutes (for participants)	n/a	n/a
III. Travel		
A. Personnel Travel	n/a	n/a
B. Consultant Travel	n/a	n/a
IV. Facilities, Equipment, Materials	n/a	n/a
V. Communications	n/a	n/a
VI. Other Costs	n/a	n/a
Total Costs	n/a	

**Magnolia Elementary School
Teacher Professional Development Calendar
2010 - 2011**

<i>Professional Development Activity</i>	<i>Date Time</i>	<i>Audience</i>	<i>Presenter(s)</i>	<i>Funding Source</i>	<i>Outcome linked to Needs Assessment/School Improvement Plan</i>
PBIS Introduction	8/25/10 8 – 11 am	All Teachers All Para-educators	PBIS QI Team	N/A	Goal # 2 Operational Obj. 1 Needs: All, Behavior targeted students
Share SIP	8/27/10 8-11 am	Instructional Staff	School Improvement Team	N/A	Goals # 1 and # 2 Needs: All subgroups, Behavior and Attendance targeted students
Administrative Faculty Mtg. Observation Procedures	8/31/10 7:40-8:20 am	All Teachers	Patty Mason	N/A	Goal # 1 Needs: All subgroups
<i>September</i>					
Grade level data meeting	TBA	Grade level teams assigned special educator	Sandy Lloyd	N/A	Goal # 1 Operational Objectives 1 & 2 Needs: All, FaRMs, African Am., Students with Disabilities
Administrative Faculty Meeting	9/21/10 7:40-8:20 am	Teachers	Patty Mason Mark Warfield	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Update student profile sheets	9/24/10 Rotations	9:00-10:00 Grade 2 10:10 – 11:10 Grade 1 11:30 – 12:30 Grade Kdg.	ILT Grade Level Facilitator	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Arts Integration	9/28/10 7:40-8:20 am	All Teachers	Arts Integration Team	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
<i>October</i>					
Administrative Faculty Meeting	10/5/10 7:40-8:20 am	Teachers	Patty Mason Mark Warfield	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Grade level teams data meeting	TBA	Grade level teams assigned special educator	Sandy Lloyd	N/A	Goal # 1 Operational Objectives 1 and 2 Needs: All, FaRMs, African Am., Students with Disabilities
Quality Improvement Team Meetings	10/12/10 7:40-8:20 am	Teachers Para-ed's welcome	QIT leaders	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Quality Improvement Team	10/19/10	Teachers	QIT leaders	N/A	Goals # 1 and # 2

Meetings	7:40-8:20 am	Para-ed's welcome			Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Arts Integration	10/26/10 7:40-8:20 am	All Teachers	Arts Integration Team	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Update student profile sheets	10/29/10 Rotations	9:00-10:00 Grade 3 10:10 – 11:10 Grade 4 11:30 – 12:30 Grade 5	ILT Grade Level Facilitator	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
<i>November</i>					
Title I: Ron Clark Presentation	11/8/10 8:30-10:30 am	Teachers Para-educators Administrators	Ron Clark		Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
CFIP	11/8/10 12:30-3:30 pm	Teachers	ILT Grade Level Facilitators	N/A	Goal # 1 Operational Objectives 1 and 2 Needs: All, FaRMs, African Am., Students with Disabilities
Administrative Faculty Meeting	11/9/10 7:40-8:20 am	Teachers	Patty Mason Mark Warfield	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Grade level team data meeting	TBA	Grade level teams assigned special educator	Sandy Lloyd	N/A	Goal # 1 Operational Objectives 1 and 2 Needs: All, FaRMs, African Am., Students with Disabilities
Quality Improvement Team Meetings	11/16/10 7:40-8:20 am	Teachers Para-ed's welcome	QIT leaders	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Update student profile sheets	11/19/10 rotations	9:00-10:00 Grade 2 10:10 – 11:10 Grade 1 11:30 – 12:30 Grade Kdg.	ILT Grade Level Facilitator	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Quality Improvement Team Meetings	11/23/10 7:40-8:20 am	Teachers Para-ed's welcome	QIT leaders	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Arts Integration	11/30/10 7:40-8:20 am	All Teachers	Arts Integration Team	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
<i>December</i>					
Administrative Faculty Meeting	12/7/10 7:40-8:20 am	Teachers	Patty Mason Mark Warfield	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Grade level data meeting	TBA	Grade level teams assigned special	Sandy Lloyd	N/A	Goal # 1 Operational Objectives 1 and 2 Needs: All, FaRMs, African Am., Students with Disabilities

		educator			
Quality Improvement Team Meetings	12/14/10 7:40-8:20 am	Teachers Para-ed's welcome	QIT leaders	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Quality Improvement Team Meetings	12/21/10 7:40-8:20 am	Teachers Para-ed's welcome	QIT leaders	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Update student profile sheets	12/23/10 rotations	9:00-10:00 Grade 3 10:10 – 11:10 Grade 4 11:30 – 12:30 Grade 5	ILT Grade Level Facilitator	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
<i>January</i>					
Administrative Faculty Meeting	1/4/11 7:40-8:20 am	Teachers	Patty Mason Mark Warfield	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Grade level team data meeting	TBA	Grade level teams assigned special educator	Sandy Lloyd	N/A	Goal # 1 Operational Objectives 1 and 2 Needs: All, FaRMs, African Am., Students with Disabilities
Quality Improvement Team Meetings	1/11/11 7:40-8:20 am	Teachers Para-ed's welcome	QIT leaders	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Quality Improvement Team Meetings	1/18/11 7:40-8:20 am	Teachers Para-ed's welcome	QIT leaders	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Update student profile sheets	1/21/11 rotations	9:00-10:00 Grade 2 10:10 – 11:10 Grade 1 11:30 – 12:30 Grade Kdg.	ILT Grade Level Facilitator	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Arts Integration	1/25/11 8 – 11 am	All Teachers All Para-educators	Arts Integration Team	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
CFIP	1/25/11 12:30-3:30 pm	All Teachers	ILT Grade Level Facilitator	N/A	Goal # 1 Operational Objectives 1 and 2 Needs: All, FaRMs, African Am., Students with Disabilities
<i>February</i>					
Administrative Faculty Meeting	2/1/11 7:40-8:20 am	Teachers	Patty Mason Mark Warfield	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Grade level team data meeting	TBA	Grade level teams assigned special educator	Sandy Lloyd	N/A	Goal # 1 Operational Objectives 1 and 2 Needs: All, FaRMs, African Am., Students with Disabilities

Quality Improvement Team Meetings	2/8/11 7:40-8:20 am	Teachers Para-ed's welcome	QIT leaders	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Quality Improvement Team Meetings	2/15/11 7:40-8:20 am	Teachers Para-ed's welcome	QIT leaders	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Update student profile sheets	2/18/11 Rotations	9:00-10:00 Grade 3 10:10 – 11:10 Grade 4 11:30 – 12:30 Grade 5	ILT Grade Level Facilitator	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Differentiated Instruction	2/22/11 7:40-8:20 am	All Teachers	ILT	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
<i>March</i>					
Administrative Faculty Meeting	3/1/11 7:40-8:20 am	Teachers	Patty Mason Mark Warfield	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Update student profile sheets	3/4/11 rotating	9:00-10:00 Grade 2 10:10 – 11:10 Grade 1 11:30 – 12:30 Grade Kdg.	ILT Grade Level Facilitator	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Grade level team data meeting	TBA	Grade level teams assigned special educator	Sandy Lloyd	N/A	Goal # 1 Operational Objectives 1 and 2 Needs: All, FaRMs, African Am., Students with Disabilities
Quality Improvement Team Meetings	3/8/11 7:40-8:20 am	Teachers Para-ed's welcome	QIT leaders	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Quality Improvement Team Meetings	3/15/11 7:40-8:20 am	Teachers Para-ed's welcome	QIT leaders	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Differentiated Instruction	3/22/11 7:40-8:20 am	All Teachers	ILT	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Quality Improvement Team Meetings	3/29/11 7:40-8:20 am	Teachers Para-ed's welcome	QIT leaders	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Update student profile sheets	3/31/11 rotations	9:00-10:00 Grade 3 10:10 – 11:10 Grade 4 11:30 – 12:30 Grade 5	ILT Grade Level Facilitator	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
<i>April</i>					
Differentiated Instruction	4/1/11	Teachers	ILT	N/A	Goals # 1 and # 2

	12:30 – 3:30 pm				Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Administrative Faculty Meeting	4/5/11 7:40-8:20 am	Teachers	Patty Mason Mark Warfield	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Grade level team data meeting	TBA	Grade level teams assigned special educator	Sandy Lloyd	N/A	Goal # 1 Operational Objectives 1 and 2 Needs: All, FaRMs, African Am., Students with Disabilities
Quality Improvement Team Meetings	4/12/11 7:40-8:20 am	Teachers Para-ed's welcome	QIT leaders	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Quality Improvement Team Meetings	4/19/11 7:40-8:20 am	Teachers Para-ed's welcome	QIT leaders	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Differentiated Instruction	4/26/11 7:40-8:20 am	All Teachers	ILT	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
<i>May</i>					
Administrative Faculty Meeting	5/3/11 7:40-8:20 am	Teachers	Patty Mason Mark Warfield	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Grade level team data meeting	TBA	Grade level teams assigned special educator	Sandy Lloyd	N/A	Goal # 1 Operational Objectives 1 and 2 Needs: All, FaRMs, African Am., Students with Disabilities
Quality Improvement Team Meetings	5/10/11 7:40-8:20 am	Teachers Para-ed's welcome	QIT leaders	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Update student profile sheets	5/13/11 rotating	9:00-10:00 Grade 2 10:10 – 11:10 Grade 1 11:30 – 12:30 Grade Kdg.	ILT Grade Level Facilitator	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Quality Improvement Team Meetings	5/17/11 7:40-8:20 am	Teachers Para-ed's welcome	QIT leaders	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Articulation	5/20/11 am/pm	Teachers	ILT Facilitators	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Differentiated Instruction	5/24/11 7:40-8:20 am	All Teachers	ILT	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students

Quality Improvement Team Meetings	5/31/11 7:40 – 8:20 am	Teachers Para-ed's welcome	QIT leaders	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
<i>June</i>					
Update student profile sheets	6/3/11 rotating	9:00-10:00 Grade 3 10:10 – 11:10 Grade 4 11:30 – 12:30 Grade 5	ILT Grade Level Facilitator	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students
Administrative Faculty Meeting	6//7/11 7:40 a.m.	Teachers	Patty Mason Mark Warfield	N/A	Goals # 1 and # 2 Needs: All, FaRMs, African Am., Students with Disabilities, Behavior and Attendance targeted students

Magnolia Elementary
A Proud Title I School
Paraeducator Staff Development Calendar
2010-2011

Staff Development	Date/Time	Audience	Presenter(s)	Funding Source	Outcome Linked to Needs Assessment/School Improvement Plan
-Log Documentation: Questions and Answers -Innovative Teaching for the 21st Century- Dance/Reading	September 24, 2010	Title I and SE Paraeducators Inclusion Helpers	Sandra Lloyd Kathleen Hobbs	Title I	Goal # 1: All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas. (Reading) Needs: All, FaRMs, African Am., Students with Disabilities
-PBIS -Innovative Teaching for the 21st Century- Music/Reading	October 29, 2010	Title I and SE Paraeducators Inclusion Helpers	Sandra Lloyd Kathleen Hobbs	Title I	Goal # 2: Ensure that all students are educated in school environments that are safe, drug free, and conducive to learning Needs: Behavior and attendance targeted students Goal # 1: All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas. (Reading) Needs: All, FaRMs, African Am., Students with Disabilities
Innovative Teaching for the 21st Century- Theater/Reading and Writing	November 19, 2010	Title I and SE Paraeducators Inclusion Helpers	Sandra Lloyd Kathleen Hobbs	Title I	Goal # 1: All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas. (Reading) Needs: All, FaRMs, African Am., Students with Disabilities
Innovative Teaching for the 21st Century-Visual Arts/Mathematics	January 21, 2011	Title I and SE Paraeducators Inclusion Helpers	Sandra Lloyd Kathleen Hobbs	Title I	Goal # 1: All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas.(Mathematics) Needs: Farms and Students With Disabilities
Mathematics -What's in a number? -What did we learn from rangefinding? -Using calculators	February 18, 2011	Title I and SE Paraeducators Inclusion Helpers	Sandra Lloyd Kathleen Hobbs	Title I	Goal # 1: All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas.(Mathematics) Needs: Farms and Students With Disabilities
Mathematics Vocabulary	March 4, 2011	Title I and SE Paraeducators Inclusion Helpers	Sandra Lloyd Kathleen Hobbs	Title I	Goal # 1: All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas.(Mathematics) Needs: Farms and Students With Disabilities

Supporting Students as Readers	April 1, 2011	Title I and SE Paraeducators Inclusion Helpers	Sandra Lloyd Kathleen Hobbs	Title I	Goal # 1: All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas. (Reading) Needs: All, FaRMs, African Am., Students with Disabilities
Being Resourceful	May 13, 2011	Title I and SE Paraeducators Inclusion Helpers	Sandra Lloyd Kathleen Hobbs	Title I	Goal # 2: Ensure that all students are educated in school environments that are safe, drug free, and conducive to learning Needs: Behavior and attendance targeted students
Log Documentation	June 3, 2011	Title I and SE Paraeducators Inclusion Helpers	Sandra Lloyd Kathleen Hobbs	Title I	Goal # 1: All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas. (Reading) Needs: All, FaRMs, African Am., Students with Disabilities

S.Lloyd, September 2010

NCLB-Ten Components of a School-wide Program

Component	Description
1	A comprehensive needs assessment of the entire school based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards, as well as, from multiple data sources.
2	School-wide Reform Strategies that provide opportunities for all children to meet the State’s proficient and advanced levels of student academic achievement and use effective methods and instructional strategies that are scientifically based.
3	Instruction by Highly Qualified Teachers
4	High Quality and Ongoing Professional Development for teachers, principals, paraprofessionals
5	Strategies to Attract High-Quality Highly Qualified Teachers to “High-need” Schools
6	Strategies to Increase Parent Involvement
7	Plans for Assisting Preschool Children in the Transition from Early Childhood Programs to Elementary School Programs.
8	Measures to Include Teachers in Decisions Regarding the Use of Academic Assessments
9	Activities to Ensure that Students Having Difficulty Mastering Proficient or Advanced Levels of Academic Achievement Standards Are Provided timely Additional Assistance
10	Coordination and Integration of Federal, State, and Local Services and Programs

Title I School Improvement Components

Component	Description
1	Incorporate Strategies Based on Scientifically Based Research that strengthen the core academic subjects in the school and address the specific issues that caused the school to be identified for school improvement.
2	Adopt Policies and Practices concerning the school’s core academic subjects that have the greatest likelihood of ensuring that all groups of students will meet the State’s proficient level of achievement on the State academic assessment.
3	Provide an assurance e that the school will spend not less than 10% of the funds made available to the school for each fiscal year that the school is in school improvement status, for the purpose of providing to the school’s teachers and principal high-quality professional development that: directly addresses the academic achievement problem that caused the school to be identified for improvement, meets the requirements for professional development, and is provided in a manner that affords increased opportunity for participation.
4	Specify how funds will be used to remove the school from school improvement status.
5	Establish specific annual, measurable objectives for continuous and substantial progress for each group of students, (economically disadvantaged, major racial and ethnic groups, students with disabilities, and students with limited English proficiency), that will ensure that all such groups of students will meet the State’s proficient level of achievement on the State academic assessment not later than 12 years after the end of the 2001-2002 school year.
6	Describe How the School Will Provide Written Notice About the identification to parents of each student enrolled.
7	Specify the responsibilities of the school, the LEA and State, including technical assistance to be provided by the LEA
8	Include strategies to promote effective parental involvement in the school.
9	Incorporate extended learning activities before/after school, summer and during any extension of the school year.
10	Incorporate a Teacher Mentoring Program

Six Types of Parent/Family Involvement

Type 1	Parenting- Parenting skills are promoted and supported.
Type 2	Communicating- Communication between home and school is regular, two-way, and meaningful.
Type 3	Volunteering- Parents are welcome in the school, and their support and assistance are sought.
Type 4	Learning At Home- Parents play an integral role in assisting student learning.
Type 5	Decision Making- Parents are full partners in the decisions that affect children and families.
Type 6	Collaborating With the Community- Community resources are used to strengthen schools, families, and student learning.

School, Family, and Community Partnerships by J. L. Epstein et al., 2002 Corwin Press, Inc

**Running Record School Summary Report
Spring 2010 Administration
Magnolia Elementary**

Grade	Current Status Unknown	Not Met Current	Met Current	Met End of Year		Total Students	Percent Not Met	Percent Met
01	3	43	0	54		100	46%	54%
02	4	23	0	44		71	38%	62%
03	2	27	0	46		75	39%	61%
School Summary	9	93	0	144		246	41%	59%

NCLB Component #1

Magnolia Elementary ~ A Proud Title I School
Data Analysis of Performance Series Reading 2010/2011
Grade Level or Above

Group	Grade 4		Grade 5	
	Spring 2010		Fall 2010	
All	39/79	49%	31/63	49%
Students With disabilities	1/15	7%	2/15	13%
African Am.	26/58	45%	23/43	53%
White (Not of Hispanic Origin)	9/13	70%	3/7	43%
Hispanic	3/5	60%	3/7	43%
LEP	1/2	50%	n/a	n/a

Group	Grade 3		Grade 4	
	Spring 2010		Fall 2010	
All	27/75	36%	23/59	39%
Students With disabilities	1/11	9%	1/8	13%
African Am.	20/57	35%	10/43	23%
White (Not of Hispanic Origin)	6/13	46%	4/6	67%
Hispanic	0/3	0%	1/5	20%
LEP	n/a	n/a	n/a	n/a

September 2010

The two charts above compare reading achievement of students from spring to fall using Performance series Reading results. The numbers of students in each group have changed significantly because of School Choice.

Students going from third to fourth grade made gains in the following groups: All, Students With Disabilities, White, Hispanic

Students going from fourth to fifth grade made gains in the following groups: Students With Disabilities, African American

Subgroups performing below the 2010 AMO: All Students, African American, Free/Reduced Meals, Special Education

Magnolia Elementary ~ A Proud Title I School
 Data Analysis of Performance Series Math 2010/2011

Grade Level or Above

Group	Grade 3		Grade 4	
	Spring 2010		Fall 2010	
All	32/75	43%	27/60	45%
Students With disabilities	0/11	0%	4/10	40%
African Am.	24/57	42%	20/45	44%
White (Not of Hispanic Origin)	7/13	54%	3/6	50%
Hispanic	0/3	0%	1/5	20%
LEP	n/a	n/a	n/a	n/a

Group	Grade 4		Grade 5	
	Spring 2010		Fall 2010	
All	41/79	52%	43/62	69%
Students With disabilities	1/15	7%	7/15	47%
African Am.	30/58	52%	28/43	65%
White (Not of Hispanic Origin)	6/13	46%	6/7	86%
Hispanic	3/5	60%	5/7	71%
LEP	1/2	50%	n/a	n/a

September 2010

The two charts above compare the math achievement of students from spring to fall using Performance Series Math results. The numbers of students in each group have changed significantly because of School Choice.

Students going from third to fourth grade made gains in the following groups: All, Students With Disabilities, African American, Hispanic.

Students going from fourth to fifth grade made gains in the following groups: All, Students With Disabilities, African American, White, Hispanic

Subgroups performing below the 2010 AMO: Free/Reduced Meals and Special Education

**Performance Series
Mathematics
Fall 2010**

**Grade 3
Placement Indicators**

At Risk	Grade Level (Within Interquartile Range)	Advanced
<2080	2081-2292	2421
Magnolia-All 3rd Grade Students		
18/58	40/58	0/58
31%	69%	0%
Magnolia-Students With Disabilities		
2/7	5/7	0/7
29%	71%	0%
African American Students		
15/40	25/40	0/40
38%	63%	0%
White (Not of Hispanic Origin)		
0/4	4/4	0/4
0%	100%	0%
Hispanic		
1/7	6/7	0/7
14%	86%	0%
More Than One Race		
2/7	5/7	0/7
29%	71%	0%
Limited English Proficient		
0/1	1/1	0/1
0%	100%	0/5

**Performance Series
Mathematics
Fall 2010**

**Grade 4
Placement Indicators**

At Risk	Grade Level (Within Interquartile Range)	Advanced
<2230	2231-2442	2544
Magnolia-All 4th Grade Students		
33/60	27/60	0/60
55%	45%	0%
Magnolia-Students With Disabilities		
6/10	4/10	0/10
60%	40%	0%
African American Students		
25/45	20/45	0/45
56%	44%	0%
White (Not of Hispanic Origin)		
3/6	3/6	0/6
50%	50%	0%
Hispanic		
4/5	1/5	0/5
80%	20%	0%
More Than One Race		
1/4	3/4	0/4
25%	75%	0%
Limited English Proficient		
	n/a	

NCLB Component #1

Performance Series
Mathematics
Fall 2010

Grade 5
Placement Indicators

At Risk	Grade Level (Within Interquartile Range)	Advanced
<2322	2323-2535	2680
All 5th Grade Students		
19/62	41/62	2/62
31%	66%	3%
Students With Disabilities		
8/15	7/15	0/15
53%	47%	0%
African American Students		
15/43	27/43	1/43
35%	63%	2%
White (Not of Hispanic Origin)		
1/7	5/7	1/7
14%	71%	14%
Hispanic		
2/7	5/7	0/7
29%	71%	0%
More Than One Race		
1/5	4/5	0/5
20%	80%	0%
Limited English Proficient		
	n/a	

Magnolia Elementary
A Proud Title I School

Performance Series
Reading
Fall 2010

Grade 3
Placement Indicators

At Risk	Grade Level (Within Interquartile Range)	Advanced
<2049	2050-2516	2748
Magnolia-All 3rd Grade Students		
22/57	35/57	0/57
39%	61%	0%
Magnolia-Students With Disabilities		
4/7	3/7	0/7
57%	43%	0%
African American Students		
16/40	24/40	0/40
40%	60%	0%
White (Not of Hispanic Origin)		
2/4	2/4	0/4
50%	50%	0%
Hispanic		
1/6	5/6	0/6
20%	83%	0%
More Than One Race		
3/7	4/7	0/7
43%	57%	0%
Limited English Proficient		
1/1	0/1	0/1
100%	0%	0%

NCLB Component #1

Performance Series
 Reading
 Fall 2010

Grade 4
 Placement Indicators

At Risk	Grade Level (Within Interquartile Range)	Advanced
<2285	2286-2719	2940
Magnolia-All 4th Grade Students		
36/59	22/59	1/59
61%	37%	2%
Magnolia-Students With Disabilities		
7/8	1/8	0/8
88%	13%	0%
African American Students		
33/43	10/43	0/43
77%	23%	0%
White (Not of Hispanic Origin)		
2/6	3/6	1/6
33%	50%	17%
Hispanic		
4/5	1/5	0/5
80%	20%	0%
More Than One Race		
3/4	1/4	0/4
75%	25%	0%
Limited English Proficient		
n/a	n/a	n/a

Performance Series
Reading
Fall 2010

NCLB Component #1

Grade 5
Placement Indicators

At Risk	Grade Level (Within Interquartile Range)	Advanced
<2456	2457-2844	3016
All 5th Grade Students		
32/63	31/63	0/63
51%	49%	0%
Students With Disabilities		
13/15	2/15	0/15
87%	13%	0%
African American Students		
20/43	23/43	0/43
47%	53%	0%
White (Not of Hispanic Origin)		
4/7	3/7	0/7
57%	43%	0%
Hispanic		
4/7	3/7	0/7
57%	43%	0%
More Than One Race		
3/5	2/5	0/5
33%	40%	0%
Limited English Proficient		
	n/a	

NCLB Component #1

Magnolia Elementary ~ A Proud Title I School
Running Record Data Review ~ Nov. 2010

Grade	Total Students	% Benchmark Not Met	% Benchmark Met
1	61	36%	64%
2	87	69%	31%
3	55	36%	64%
Summary	203	50%	50%

Challenges Identified On Winter 2010 Running Records			
	Decoding	Comprehension During	Comprehension After
Grade 1	34% sight words 64% final sounds 64% medial sounds 56% word parts	25% context 38% nonsense self-correct	20% refer back 20% key words
Grade 2	49% medial sounds 43% final sounds	43% nonsense self-correct 34% context 28% return to blank	11% refer back 9% reread to clarify 11% key words
Grade 3	27% medial sounds 13% word parts, pals, chunks 27% final sounds	25% nonsense self correct 9% return to blank skip	16% refer back 24% key words 11% reread to clarify

RR Comprehension Errors-Winter 2010			# Students	Fall 2010	Fall 2010
	Explicit (3 ques.)	Implicit (4 ques.)	Fall 2010	Explicit (3 ques.)	Implicit (4 ques.)
Grade 1	31	105	61	(25)14%	(67)27%
Grade 2	30	70	87	(35)13%	(97)28%
Grade 3	46	60	55	(48)29%	(60)27%

**Students Meeting Running Record Benchmark
 (Comparing same group of students from previous year)**

2008-2009	2009-2010	2010-2011
1 st grade 54%	2 nd Grade 65%	3 rd Grade 64%
2 nd grade 35%	3 rd Grade 51%	

Analysis of the Fall 2010 Harford County Public School Running Record Benchmark:

- One half of Magnolia’s students in grades 1-3 are not able to read and comprehend grade level text as this time.
- Specific decoding difficulties noted above for 1st and 2nd grade students indicate that the Foundations intervention Tier 1 for all students and Tier 2 for some students is warranted. Kindergarten, first, and second grade teachers are currently being trained and implementation will occur after Thanksgiving.
- Read About is the intervention in place for 3rd grade students having difficulty in reading.
- Istation in place for kindergarten students and for some identified students in grades 1-3.

NCLB Component #1



**Magnolia Elementary
A Proud Title I School
2010-2011 Data Summary Table
Percent Meeting End-of-Year Expectations**

Grade	Running Records Grades 1,2,3 % Passing Benchmark			ILA Benchmark % Proficient				Scholastic Math Inventory End-of-year Expectations			Everyday Math 70% or above		
	Tri I	Tri II	Tri III	Qtr I	Qtr 2	Qtr 3	Qtr 4	Tri I	Tri II	Tri III	Unit 1	Unit 2	Unit 3
K								n/a					
1	64%			85%				n/a			79%	73%	
2	31%			11%				37%			62%	66%	
3	64%			21%				16%			95%	89%	
4	n/a			15%				42%			58%	59%	
5	n/a			11%				51%			63%	68%	

November 23, 2010

The Trimester I or Quarter I data show the need for focused interventions in both reading and mathematics to meet the needs of students. Specific needs of students are not only identified by district assessments but also by teachers' formative assessments. "In addition to" interventions are provided to students four days/week in both reading and mathematics. Teachers are provided time before school two days/month to plan for interventions. All students working below, on, or above grade level participate in those interventions. Levels of student success in meeting specific objectives are identified using Performance Matters within the CFIP process.

SCHOOL IMPROVEMENT PLANNING TIPS AND CONSIDERATIONS

Goals

- The SIP Goals have been established by the Office of Curriculum and Instruction, the Executive Directors of Education and the Harford County Board of Education Strategic Plan and have been incorporated into the template.
- The two required goals must be included within the SIP. However, schools may choose to add an additional goal if a strategic area of focus does not fit within the HCPS identified goals.

Operational Objectives and ILT/SIT Actions

- Operational objectives and ILT/SIT actions should be school specific and speak to the precise actions that need to occur in order for the school to address an area of focus related to the achievement of the overarching goal. Therefore, these objectives and actions should be anchored in the thorough analysis of school data completed within the needs assessment. Objectives should be written in a “SMART” format:

Specific and Strategic

- Is the objective specific to the school, teachers, and student population?
- What are the specific requirements and constraints of achieving the objective?
- What data supports the need for this objective?

Measurable

- How will we measure and demonstrate that the objective is met?
- What is the end target?
- What are the benchmarks?

Achievable

- Is the objective realistic yet challenging?
- Is this objective reasonable to achieve in the given time frame?

Realistic and Relevant

- Is the objective relevant and realistic?
- Is the objective stated positively?
- Does this objective fit with all other objectives within this goal and with the bigger picture of the SIP?

Time Sensitive

- Does the objective contain a start and an end date?

Methods for Measuring Progress

- The Methods for Measuring Progress allow the SIT to assess if a given objective/action is achieving the desired results. In essence, is what the SIT identified within the SIP working? When initially developed, the SIT should define a target for the given objective/action. HCPS targets have also been identified. For example, in June what will success look like? Success can be defined in multiple ways, but the SIT should have a clear definition of what success is and then identify clear data points to measure if the identified strategies are leading towards success.
- Data measures do not need to be identified for changes in both student and teacher behavior. The SIT should work to clearly identify yearly targets in order to define if measures are needed for teachers and/or students.

- Once the SIT determines the end target, and the measure(s) that will be used to monitor implementation (benchmark assessments, SRI, midterms, referral data, survey results, etc.), the team should note the baseline data - where are you now? This may then lead to the team setting incremental benchmark targets for the school year. If, for a given objective, baseline data does not currently exist, the SIT may choose to use Q1 data as the baseline.
- The Quarter 1 – Quarter 4 structure is provided as a suggestion. The expectation is that the SIT monitors the SIP on a regular and ongoing basis. This monitoring should occur a minimum of four times per year. However, a school may choose to adjust this monitoring “schedule” to best meet the individual needs of the school. However, it is the expectation that real time data is inserted into the SIP indicating progress towards achieving (or not achieving) the identified objectives. In some cases, if the data is too large to fit into the working SIP, the data may be tracked in a separate document.
- Identified data measures can be reflective of effort data (did we conduct the PD event, did we distribute the survey, etc.) or impact data (what was the increase in achievement on the midterm assessment for SWD’s, what was the % of decline of office referrals).
- It is not appropriate to include student level data (by name) within the SIP.

Strategies, Implementation Plan and Personnel Responsible

- Strategies *can* be categorized as new and continuing strategies *if* this helps the SIT to better monitor the successful implementation of the SIP.
- Strategies should support the objective and action and speak to the specific steps needed to be taken to achieve the desired result.
- Strategies may be managerial in nature (adjust Team B schedule to ensure that our special education students do not have lunch during the mathematics block) or pedagogical in nature (integrate *Tune Into Reading* into our before school math interventions program targeting....)
- Many times, an objective will require multiple strategies.
- Quite often, strategies will be adjusted, refined, eliminated or expanded upon. These changes are reflective of the careful monitoring of the SIP.
- The implementation plan should flesh out how the strategies will be rolled out within the school during the school year. This could include the format for implementation (via PLCs, math department meetings, faculty meetings, etc) as well as the timeline for implementation and monitoring.
- The personnel column should clearly identify who is responsible for implementing the identified strategies. In addition, the SIP should identify personnel responsible for collecting data, submitting data (and to whom the data is submitted), and those folks responsible for data analysis.

Professional Development

- For each identified objective/action, brainstorm the implications for professional development. This is simply an opportunity to jot down ideas for professional development needed to achieve the stated objective. Formal professional development planning does not need to be included within the SIP.
- When identifying professional development related to the objective, be sure to consider multiple professional development formats (i.e. face to face professional development sessions, PLCs, faculty meetings, etc.)

Coordination of Funding Sources – Title 1 Activities
School Name: Magnolia Elementary School FY 2010 - 2011

Directions: Identify the “Activity” at your school and place an X under each Funding Source that applies to the identified activity. Keep this document in your Program Review – School-wide folder/binder.

Activity (use specific name)	Title 1 Regular Funds**	Title 1 ARRA Funds **	Local Funds (operating budget)	21 st Century Grant	Local Intervention Funds (Susan Brown)	Even Start	School Improvement Grants	Other Funding Sources (identify by name- ex.PTA, private donation)
Success Maker	X	X			X			
Dream Box					X			
I- Station	X	X			X			
Bus Transportation for extended day		X			X			
SIPPS	X		X					

Read About	X	X						
Fundations			X					
Breakfast Program								Free and Reduced Meals Program

Activity (use specific name)	Title 1 Funds**	Title 1 ARRA Funds **	Local Funds (operating budget)	21 st Century Grant	Local Intervention Funds (Susan Brown)	Even Start	School Improvement Grants	Other Funding Sources (identify by name- ex.PTA, private donation)
Specialist	X		X					
Parent Involvement	X							
Boys & Girls Club								Grant Funded

** Note: Title 1 funds are used to “supplement” all other funding sources, once those funding sources have been exhausted.

**Sample school activities are as follows:

- After school programs - Math
- Professional Development- SIPPS
- Parent involvement-Parent Conference Day
- Instructional program-Success Maker

Principal's Signature

Date

Magnolia Elementary
A Proud Title I School
Assessment Team
Timeline for Data Review
September 2010-June 2011

Date/Time	Team	Action
September 20, 2010	SIT	Determine the monitoring responsibilities of each QIT, including that of the Assessment Team
September 21, 2010	QIT	Develop a timeline for data review
September 28, 2010	QIT	Review and analyze data from Performance Series
October 11, 2010	SIT	Draw conclusions from Performance Series data
October 19, 2010	QIT	Review and analyze writing portfolio conference sheets completed by teachers
November 16, 2010	QIT	Review the format of sharing MSA data with parents at Family MSA Night
November 22, 2010	SIT	Data review and analysis of running records, benchmarks, CMI, attendance behavior, and parent involvement
December 14, 2010	QIT	Analyze parent and student participation at MSA Family Night
December 20, 2010	SIT	Review and analysis of reading and mathematics data by SIT ad hoc groups
January 11, 2011, 7:40-8:30	QIT	Determine a plan for a longitudinal study of the Classroom Behavior Checklist (Kindergarten) as a predictor of social and academic success for kindergarten and beyond
January 18, 2011, 7:40-8:30	QIT	Review of math data analysis sheets for the Everyday Math Units and draw conclusions; preparation for MSA testing
January 8:30-11:30	SIT	Analyze data from interventions
February 8	QIT	Review and analysis of reading Benchmark assessments
February 15	QIT	Review and analysis of running records (winter)
February (TBD) 8:30-11:30	SIT	Finalize preparation for MSA
March 8, 2011 7:40-8:30	QIT	Review and analyze running record results (Grades 1-3) and reading Benchmarks (Grades 1-5)

March 15, 2011 7:40-8:30	QIT	Review and analyze SMI results (Grades 2-5)
March (TBD) 8:30-11:30	SIT	Analyze data from interventions and HCPS winter assessments
April 12, 2011	QIT	Review writing portfolio implementation expectations
April 19, 2011	QIT	Schedule and plan for Show What You Know/Portfolio Celebration
April (TBD)	SIT	Share longitudinal study of the Classroom Behavior Checklist
May 10, 2011	QIT	Review and analyze SRI (5 th grade) results
May 17, 2011	QIT	Review and analyze student success as a result of Fabulous Fact Fridays
May (TBD)	SIT	Review and analyze SMI (Grades 2-5), Running Records (Grades 1-3) ,reading Benchmarks (Grades 1-5), TPRI (K), and SNAP (K) in preparation for writing the 2011-2012 SIP
June 14, 2011	QIT	Analyze our use of data in differentiating instruction
June 2011	SIT	Use data to develop SIP for 2011-2012

**Magnolia Elementary School-Proud To Be Title I
NCLB Components In SIP By Page Number**

Component	Pages
#1 Comprehensive Needs Assessment	4, 13, 14, 54-65
#2 School-wide Reform Strategies	4, 11, 16, 17, 19,
#3 Instruction by Highly Qualified Teachers	22
#4 High Quality & Ongoing Professional Development	4, 9, 11, 13-16, 18, 23, 37-51
#5 Strategies to Attract Highly Qualified Teachers	18, 23
#6 Strategies to Increase Parent Involvement	4, 15, 18, 19, 20, 21, 22, 29-36,
#7 Plans for Assisting Children with School Transitions	5, 22,
#8 Measures to Include Teachers in Decisions	9, 11, 15, 16, 20
#9 Activities for Providing Students Additional Assistance	4, 9, 10, 11, 12, 13, 14, 15, 17
#10 Coordinate and Integrate Services and Programs	4, 14, 18, 23,

Title I School Improvement Components In SIP By Page Number

Component	Pages
#1 Incorporate Strategies Based on Scientifically Based Research	10, 11, 13, 16, 17, 18
#2 Adopt Policies and Practices that have the greatest likelihood of ensuring students will meet the State's proficient level of achievement.	11, 12, 13, 15, 16, 17, 20, 21
#3 Provide an assurance that the school will spend not less than 10% of the funds made available to the school for each fiscal year that the school is in school improvement.	72-74
#4 Specify how funds will be used to remove the school from school improvement status.	67, 68, 69, 70
#5 Establish specific annual, measurable objectives for continuous and substantial progress for each group of students.	6, 7
#6 Provide Written Notice About the identification to parents	5
#7 Specify the responsibilities of the school, the LEA and State, including technical assistance to be provided by the LEA.	5
#8 Promote effective parental involvement.	10, 15, 20, 21, 22
#9 Incorporate extended learning activities.	10, 14
#10 Incorporate a Teacher Mentoring Program	11,

Location of Title I Components in SIP by Page Number (2010-2011)

SIP Pages	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	Appendix	
Component # 1 Comprehensive Needs Assessment						X	X	X	X																
Component # 2 School-wide Reform Strategies				X	X									X		X						X	X	X	Wm Paca Meeting Calendar Integrated Arts Action Plan
Component # 3 Instruction by Highly Qualified Teachers					X																				"It's Good to Be a Title I School"
Component # 4 High Quality & Ongoing Prof. Development					X								X			X	X						X		Professional Development Calendar
Component # 5 Strategies to Attract Highly Qualified Teachers													X			X	X								
Component # 6 Strategies to Increase Parent Involvement					X								X												Compact FIP Family Involvement Dates
Component # 7 Plans for Assisting Children w/ School Transitions																									
Component # 8 Measures to Include Tchrs in Decisions						X	X	X	X		X	X		X		X	X								
Component # 9 Activities for Providing Students Add'l Assistance				X	X	X	X	X	X	X	X	X	X	X		X	X			X		X			RTI Explanation/Rationale
Component # 10 Coordinate & Integrate services & programs																							X		ELC Profile Coordination of Funds
Component #11 ARRA																									Coordination of Funding (Under Construction)

Harford County Public Schools School Improvement Plan:



2010-2011

William Paca/Old Post Road Elementary School
"A Proud Title One School!"

William Paca/Old Post Road Elementary School is in Stage 1 of School Improvement and Year 1 of School Choice

Color-coded Revisions: **September 8, 2010**, October 4, 2010, **October 8, 2010**, **October 26, 2010**, November 12, 2010, **December 17, 2010**, January 7, 2011

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V.	Baseline Reading Data Data Analysis & Conclusions Tiered Interventions	p. 9 - 10
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VIII.	Goal 2: Environments that are: safe, drug free, and conducive to learning	p. 20 - 22
IX.	2010-2011 Mid-Year Data	p. 23 - 30
X.	Appendix (Alphabetically by Document Title) Coordination of Funding Sources – Title 1 Activities -2011 Descriptions of Interventions and Enrichments Family Involvement Dates Family Involvement Plan Integrated Arts Action Plan It’s Good to be a Title 1 School PBIS (Positive Behavior Interventions and Supports) Plan Professional Development Plan: Faculty Meetings Professional Development Plan: Paraeducators Professional Development Plan: Old Post Road Professional Development Plan: William Paca Response to Intervention Explanation/Rationale Response to Intervention: William Paca/Old Post Road Elementary Model Teacher Professional Development Logic Model Title 1 Parent/Teacher/Student Compact	p. 31 - 54
XI.	Glossary of Acronyms and Terms	p. 55 - 56

William Paca/Old Post Road Elementary School VISION AND MISSION

A school defines its destination through its vision and mission. The school's destination falls under the umbrella of the system vision and mission. Schools can determine how effective a vision and mission is being implemented through data collection and by revisiting the following questions:

Mission Statement: Learning: Every Student, Every Day!

Vision Statement: Our school will work collaboratively with students, families, and business partners to develop life-long learners who will become successful members in society. We will hold all members of our school community to the highest expectations and continue to raise academic achievement.

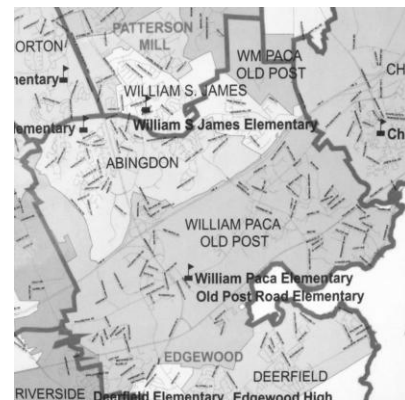
William Paca/Old Post Road Elementary School: A Biography

William Paca/Old Post Road Elementary School is a two-building elementary school, with grades Pre K-2 in the Old Post Road building, and grades 3-5 in the William Paca building. We were the largest Title 1 School in the state of Maryland. Over 60% of our student population qualify for free and reduced meals. Our school district is not only substantial in size, but it is diverse economically and geographically. 28 buses transport our students to school daily.

Since we are located on Philadelphia Road/Route 7, we do not have any students who walk to school. These among many other factors make our school unique.

As a result of low MSA scores, William Paca/Old Post Road Elementary School is now in Year 1 of School Improvement. William Paca/Old Post Road Elementary is offering School Choice. This has affected our population. We have gone from over 1,000 students to approximately 800 students.

Our school community is comprised of dedicated and tireless students, community members, and faculty. Unfortunately, we have had to overcome significant hardships. On the second day of school in September of 2006, our school community was faced with the untimely death of a memorable principal. Our faculty, community, and students rally to empower all students, and provide an appreciation for diversity, and a focus on student achievement. Under the leadership of Ms. Gail Dunlap, Mr. Benjamin Richardson, Ms. Pamela Terry, and Mrs. Jennifer Drumgoole, William Paca/Old Post Road Elementary School is focused on the achievement of all students. Our mission is truly focused on Learning: Every Student, Every Day!



Needs Assessment – Who Are We?

Type of Change	Describe the nature of the change	Describe how the change is being addressed in the 2010-2011 School Improvement Plan
<p>a. Increases or decreases in student enrollment or class size</p>	<ul style="list-style-type: none"> Decrease in staffing (1 Kindergarten teacher, 1 teacher- grade 2, 1 teacher grade 3). Nine second-grade classes feeding into seven third grade classrooms Eight fourth-grade classes feeding into six fifth-grade classes Approximately 170 students chose School Choice and went to Deerfield Elementary or William S. James Elementary. Average Class Sizes: K-18; 1st - 21; 2nd - 22; 3rd - 23; 4th - 23; 5th - 23 	<ul style="list-style-type: none"> Common planning for teachers with similar reading levels {NCLB 2, SI 1} Differentiation through station teaching using support staff {NCLB 2, SI 1} Paca Special Area teachers are able to plug into classrooms to provide academic support 1-2 times per week. {NCLB 9, SI 1} Decreased enrollment in every grade. Regrouping across the grade level for CSI and Word Work in grades K, 1, 2, and 3 {NCLB 9, SI 2} Regrouping within sub teams for CSI and Word Work in grade 4 {NCLB 9, SI 2} Regrouping across the grade level for CSI, Word Work, SSR, Math, and Science in grade 5 {NCLB 9, SI 2} Daily Intervention Enrichment Blocks incorporated into the master schedule for math and reading for grades 3-5 {NCLB 9, SI 2} Daily Reading Intervention/Enrichment Blocks for all students in reading in grade 1 and 2 {NCLB 9, SI 2} Daily Math Intervention Blocks for targeted students in grades 1 and 2 {NCLB 9, SI 2}
<p>b. Increases or decreases in student demographics (FaRMS, English language learners, special education, 504, attendance, mobility, etc.)</p>	<ul style="list-style-type: none"> Increase in number of identified students with special needs A number of students continue to be chronic attendance concerns Percentage of FaRMS increased from 57% to 64% ELL population has increased. 	<ul style="list-style-type: none"> Special educators are assigned to multiple grade levels based on the needs of the students {NCLB 9, SI 2} School-wide attendance initiatives; daily phone calls home, monthly attendance meetings, incentives {NCLB 2} Data meeting focusing on attendance procedures {NCLB 8, 9, SI 2} Updated FaRMS: 67.22% Approximately 50 ELL students (including those dismissed within the past two years).
<p>c. Staffing (transfers, levels of experience, new staff, reductions)</p>	<ul style="list-style-type: none"> 100% of all teachers and paraprofessionals achieved highly qualified status 2 first year teachers 3 special education teachers new to HCPS 1 new speech therapist 7 non tenured teachers (2 of 7 are special educators) 5 Addition of 1 Title I Teacher Specialist 	<ul style="list-style-type: none"> Continue to provide all staff information on maintaining Highly Qualified status. {NCLB 3} Parents receive “Right to Know” letter informing stakeholders of teacher qualification {NCLB 3, 6} Demonstration lesson visits {NCLB 4} Individual and team planning with mentor teacher, reading specialist, and math specialist {NCLB 4} Peer visitations {NCLB 4} Co-teaching between general educators and special educators {NCLB 4} On-going professional development sessions to build teacher capacity in reading, math and behavior management(2 hour rotation days, early dismissal days, 20 minute informational sessions {OPR}) {NCLB 4, SI 1}

Type of Change	Describe the nature of the change	Describe how the change is being addressed in the 2010-2011 School Improvement Plan
<p>d. School Community (business openings/closings, new housing, mobility, community initiatives)</p>	<ul style="list-style-type: none"> • New housing developments continue to be built in our attendance area • Brand new PTA Board • Increase in multi-family living arrangements 	<ul style="list-style-type: none"> • Alignment of SIP and Family Involvement Plan {NCLB 6, SI 1} • Continue to provide families opportunities to become involved in school decision making through FIT {NCLB 6} • Implementation of Watch DOGS program to increase male participation in schools {NCLB 6, SI 8} • Grade Level Visitations for parents/guardian to view data and instruction {NCLB 6, SI 8}
<p>e. Student Attitudes/Perceptions/ Discipline</p>	<ul style="list-style-type: none"> • Decrease in office referrals • Slight decrease in bus referrals from 2008-2009 to 2009-2010. • PBIS data showing lack of student buy-in of school oath. 	<ul style="list-style-type: none"> • Incentive from the assistant principal in the Paca building to reward decreased referrals • Bullying assemblies for parents and students {NCLB 6, SI 8} • Emphasis on UNITY and teamwork by providing student spirit wear. • Continue PBIS initiatives and incentives {NCLB 2} • Student creation of differentiated school oaths for each building {NCLB 2, SI 2}
<p>f. William Paca/Old Post Road Elementary School is in Stage 1 of School Improvement</p>	<ul style="list-style-type: none"> • William Paca/Old Post Road Elementary School students did not make AYP or Safe Harbor 	<ul style="list-style-type: none"> • School Choice process must be explained to and offered to parents. • (School Choice Information Session for Parents held in July, 2010). {SI 6} • Ten Requirements of School Improvement incorporated in SIP. {SI 7} • SIP must be implemented. • LEA Task Force observations and recommendations. {SI 7} • Implementation of LEA Task Force recommendations through paid academies. (Title 1 Funds). {SI 7} • Technology Academies offered in December 2010. {SI 7}

Baseline Data

Baseline Data Trend Summary

The data show most subgroups struggle in Reading. This is evident on both MSA and Performance Series Benchmark data. FARMS and Special Education subgroups consistently show evidence of struggling in Math. Over the past three years the school's MSA growth hasn't been consistent. In 2009, William Paca's "Reading All" and "Math All" scores decreased from 2008, yet both scores increased during the 2010 school year. William Paca's scores are not able to keep up with the AMO yearly increases. The behavior data identifies a lack of student engagement and motivation to learn and be successful. These behavior incidents reflect students being out of the classroom and missing meaningful instruction which negatively impacts student achievement.

Mathematics Baseline Data {NCLB 1}

MSA Summary - Math

In 2010, William Paca / Old Post Road ES, did not make AYP in Math. Overall, 2 subgroups missed AYP: FARMS and Special Education. In 2009, William Paca / Old Post Road ES, did not make AYP in Math. Overall, 2 subgroups missed AYP: FARMS and Special Education. In 2008, William Paca / Old Post Road ES, did make AYP in Math. Special Education subgroup made AYP due to Safe Harbor. Particular areas of concern are the FARMS and Special Education subgroups that have missed the Math AYP two years in a row. In 2010, the FARMS subgroup missed the Math AYP by 8.2% and the Special Education subgroup missed the Math AYP by 28.1%.

Performance Series Benchmark - Math

In 2010, in the area of Math, 52% of students in grades 3-5 (205 students), fell in the below average and low average range (bottom two quartiles). In 2009 in the area of Math, 60% of students in grades 3-5 (237 students), fell in the below average and low average range (bottom two quartiles).

Student Group	MSA Mathematics											
	Grade 3 2009		Grade 3 2010		Grade 4 2009		Grade 4 2010		Grade 5 2009		Grade 5 2010	
	% Proficient	AMO Met (Y/N)	% Proficient	AMO Met (Y/N)	% Proficient	AMO Met (Y/N)	% Proficient	AMO Met (Y/N)	% Proficient	AMO Met (Y/N)	% Proficient	AMO Met (Y/N)
All Students	66.0	N	72.9	N	79.1	Y	86.0	Y	65.7	N	71.8	N
American Indian/Alaskan Native	100.0	Y			100.0	Y	N/A		100.0	Y	N/A	
Asian/Pacific Islander	71.4	N	85.7	Y	100.0	Y	85.7	Y	100.0	Y	N/A	
African-American	60.8	N	70.5	N	78.7	Y	87.7	Y	63.1	N	74.6	N
White (Not of Hispanic Origin)	70.0	N	71.9	N	77.1	Y	82.5	Y	69.6	N	64.6	N
Hispanic	75.0	N	84.6	Y	100.0	Y	N/A		28.6	N	N/A	
Free/Reduced Meals (FARMS)	53.8	N	66.7	N	72.1	N	83.0	Y	61.8	N	64.9	N
Students with Disabilities (SE)	36.8	N	46.2	N	41.2	N	57.1	N	32.0	N	33.3	N
Limited English Proficient (LEP)	83.3	Y	80.0	N	100.0	Y	N/A					

Year	Grade 3 AMO	Grade 4 AMO	Grade 5 AMO
2008	71.31	71.14	64.76
2009	76.09	75.95	70.64
2010	80.87	80.76	76.51
2011	85.65	85.57	82.38
2012	90.43	90.38	88.24

Mathematics Baseline Data (continued) {NCLB 1}

	'08-'09	% Proficient/Advanced	'09-'10	% Proficient/Advanced	Conclusions 2009-2010 AMO = 79.4% (All Students), 2010-2011 AMO = 84.5%
All Students Grade 3-5	263/377	70%	312/401	77.8%	<ul style="list-style-type: none"> • 22% or 89/401 of all students are basic • 7.8% increase in proficient students from 2008-2009 to 2009-2010 • 1.6% increase was needed to meet 2009-2010 AMO • 6.7% increase is needed to reach 2010-2011 AMO
African American		68%	163/209	78%	<ul style="list-style-type: none"> • 22% or 46/209 African American students are basic • 10% increase in proficient students from 2008-2009 to 2009-2010 • 1.4% increase was needed to meet 2009-2010 AMO • 6.5% increase is needed to reach 2010-2011 AMO
Caucasians		72%	116/154	75.3%	<ul style="list-style-type: none"> • 25% or 38/154 Caucasian students are basic • 3.3% increase in proficient Caucasian students from 2008-2009 to 2009-2010 • 4.1% increase was needed to meet 2009-2010 AMO • 9.2% increase is needed to reach 2010-2011 AMO
FaRMS		63%	183/257	71.2%	<ul style="list-style-type: none"> • 29% or 74/257 of FaRMs students are basic • 8.2% increase in proficient students from 2008-2009 to 2009-2010 • 8.2% was needed to meet 2009-2010 AMO • 13.3% increase needed to reach 2010-2011 AMO
Special Education		37%	39/76	51.3%	<ul style="list-style-type: none"> • 49% or 37/76 special education students are basic • 14.3% in proficient students from 2008-2009 to 2009-2010 • 28.1% increase was needed to meet 2009-2010 AMO • 33.2% increase is needed to reach 2010-2011 AMO

Focus: Through the use of ILT Meetings, SIT, Meetings, Grade Level CFIP Meetings, William Paca Old Post Road Elementary is dedicated to reviewing data (including but not limited to) EDM assessments (Grades 1-5), SNAP (K), Scantron testing, and Success Maker, to make decisions on the appropriate interventions for students.

Tier I Interventions	Tier II Interventions	Tier III Interventions
<ul style="list-style-type: none"> • Differentiated Instruction • Station Teaching • Co-teaching • Grouping by ability • Grouping across grade level • Grand Slam Practice Books (Grades 3-5) 	<ul style="list-style-type: none"> • Before and after school intervention programs • Successmaker • Math Recovery • Dreambox • First in Math • RTI Referrals 	<ul style="list-style-type: none"> • Math Specialist Instruction • Special Education Services • SST Referrals

Reading Baseline Data {NCLB 1}

MSA Summary - Reading

In 2010, William Paca / Old Post Road ES, did not make AYP in Reading. Overall, 5 subgroups missed AYP: All, African American, White, FARMS, and Special Education. In 2009, William Paca / Old Post Road ES, did not make AYP in Reading. Overall, 2 subgroups missed AYP: FARMS and Special Education. In 2008, William Paca / Old Post Road ES, did make AYP in Reading. Particular areas of concern are the FARMS and Special Education subgroups that have missed the Reading AYP two years in a row. In 2010, the FARMS subgroup missed the Reading AYP by 12.1% and the Special Education subgroup missed the Reading AYP by 39.9%.

Performance Series Benchmark Reading

In 2010, in the area of Reading, 63% of students in grades 3-5 (246 students), fell in the below average and low average range (bottom two quartiles). In 2009 in the area of Reading, 57% of students in grades 3-5 (269 students), fell in the below average and low average range (bottom two quartiles).

Table 1 {NCLB 1}		MSA Reading											
Student Group		Grade 3 2009		Grade 3 2010		Grade 4 2009		Grade 4 2010		Grade 5 2009		Grade 5 2010	
		% Proficient	AMO Met (Y/N)	% Proficient	AMO Met (Y/N)	% Proficient	AMO Met (Y/N)	% Proficient	AMO Met (Y/N)	% Proficient	AMO Met (Y/N)	% Proficient	AMO Met (Y/N)
All Students		64.5	N	69.1	N	70.4	N	72.5	N	85.1	Y	85.1	Y
American Indian/Alaskan Native		100.0	Y	N/A		100.0	Y	N/A		100.0	Y	N/A	Y
Asian/Pacific Islander		71.4	N	71.4	N	66.7	N	85.7	Y	100.0	Y	N/A	Y
African-American		60.8	N	66.7	N	73.8	N	70.4	N	84.6	Y	88.1	Y
White (Not of Hispanic Origin)		66.0	N	64.9	N	64.6	N	73.2	N	83.9	Y	70.8	Y
Hispanic		75.0	Y	100.0	Y	100.0	Y	N/A		85.7	Y	N/A	Y
Free/Reduced Meals (FARMS)		56.4	N	63.7	N	64.7	N	67.7	N	82.9	Y	81.8	Y
Students with Disabilities (SE)		36.8	N	26.9	N	35.3	N	35.0	N	72.0	N	38.1	N
Limited English Proficient (LEP)		83.3	Y	100.0	Y	100.0	Y	N/A		33.3	N	N/A	
Year	Grade 3 AMO	Grade 4 AMO	Grade 5 AMO										
2008	67.27	76.90	71.36										
2009	72.73	80.75	76.14										
2010	78.18	84.60	80.91										
2011	83.64	88.45	85.68										
2012	89.10	92.30	90.45										

Reading Baseline Data (continued) {NCLB 1}

	'08-'09	'08-'09 % Proficient / Advanced	'09-'10	% Proficient/ Advanced	Conclusions 2009-2010 AMO = 81.2% (All Students), 2010-2011 AMO = 85.9%
All Students Grade 3-5	263/377	72.1%	297/400	74.3%	<ul style="list-style-type: none"> • 26% or 103/400 students are basic • 2.2% increase in proficient students from 2008-2009 to 2009-2010 • 6.93% increase was needed to meet 2009-2010 AMO • 11.6% increase is needed to reach 2010-2011 AMO
African American		73%	154/209	73.7%	<ul style="list-style-type: none"> • 26% or 55/209 African American students are basic in reading • 0.7% increase in proficient students from 2008-2009 to 2009-2010 • 7.5% increase was needed to meet 2009-2010 AO • 12.2% increase is needed to reach 2010-2011 AMO
Caucasians		71.5%	110/153	71.9%	<ul style="list-style-type: none"> • 28% or 43/153 Caucasian students are basic • 0.4% increase in proficient students from 2008-2009 to 2009-2010 • 9.33% increase was needed to meet 2009-2010 AMO • 14% increase is needed to reach the 2010-2011 AMO
FaRMS		68%	177/256	69.1%	<ul style="list-style-type: none"> • 31% or 79/256 of FaRMS students are basic • 1.1% increase of proficient students from 2008-2009 to 2009-2010 • 12.13% increase was needed to meet 2009-2020 AMO • 16.8% increase is needed to reach 2010-2011 AMO
Special Education		48%	31/75	41.3%	<ul style="list-style-type: none"> • 59% or 44/75 Special Education students are basic • 6.7% decrease in the percentage of proficient students from 2008-2009 to 2009-2010 • 40% increase was needed to meet 2009-2010 AMO • 44.6% increase is needed to reach 2010-2011 AMO

Focus: Through the use of ILT Meetings, SIT, Meetings, Grade Level CFIP Meetings, William Paca Old Post Road Elementary is dedicated to reviewing data (including but not limited to) EDM assessments (Grades 1-5), SNAP (K), Scantron testing, and Success Maker, to make decisions on the appropriate interventions for students.

Tier I Interventions	Tier II Interventions	Tier III Interventions
<ul style="list-style-type: none"> • Differentiated Instruction • Station Teaching • Co-teaching • Grouping by ability • Grouping across grade levels • Comprehension Toolkit • Grand Slam/CARS Practice Books 	<ul style="list-style-type: none"> • Before and after school intervention programs • Istation • Readabout • Foundations • RTI Referral 	<ul style="list-style-type: none"> • Reading Specialist Instruction • Special Education Services • SST Referrals

Behavior Baseline Data {NCLB 2, 6, 9, SI 2}

Student Behavior Data

According to student incident behavior data, from Harford County Public Schools (HCPS) student data management system, over the course of the past three years, the number of student incidents at William Paca / Old Post Road ES has decreased 14%, from 703 in 2008 to 608 in 2010. In 2009 the number of student incidents spiked to 990.

Goal # 1: All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas

Required Operational Objective 1: Increase student achievement in all areas and for all students as measured by an increase in formative and summative assessment scores

Required ILT/SIT Action 1: Develop a list of every student and subgroup performing below proficiency, identify student and subgroup strengths and challenges, identify specific strategies to address the identified challenges, and strategically monitor achievement

Indicate any/all subgroup performing below the [2010 AMO](#). It is required that this subgroup(s) be addressed within the identified strategies:

- | | |
|--|---|
| <input type="checkbox"/> All students | <input type="checkbox"/> Hispanic |
| <input type="checkbox"/> American Indian/ Alaskan Native | <input type="checkbox"/> Two or More Races |
| <input type="checkbox"/> Asian/Pacific Islander | <input type="checkbox"/> Free/Reduced Meals |
| <input type="checkbox"/> African American | <input type="checkbox"/> Special Education |
| <input type="checkbox"/> White | <input type="checkbox"/> Limited English Proficient |

Methods for Measuring Progress
Measurable data should be recorded on a quarterly basis

Data to support changes in student behavior and skill	Data to support changes in teacher behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
<p>Baseline Data: SEE BASELINE DATA SECTION</p> <p>SY2010 Student Data OPR: Pre-K Assessment, SNAP, TPRI, CARS, Scantron, intervention data</p> <p>SY2010 Student Data PACA: MSA 2010, MSA Coach, Scantron, intervention data</p> <p>Quarter 1 Data: SRI, SMI, Scantron Data, Intervention Data</p> <p>Quarter 2 Data: Scantron Data (for Targeted students)</p> <p>SEE MID-YEAR DATA SECTION</p>	<p>Baseline Data: SEE BASELINE DATA SECTION</p> <p>Quarter 1- 4 Data: All Grades All teachers will modify and differentiate daily instruction and student work based on intervention data.</p> <p>All teachers will have evidence of differentiation through student work samples as well as formative assessments</p>	<ul style="list-style-type: none"> Implement a Response to Intervention Team (RTI) {NCLB 8, 9, SI 2} 	<ul style="list-style-type: none"> RTI team will monitor identified students. Identify strategies to support targeted students {NCLB 9} Monitor the impact of identified research based interventions: Success Maker, DreamBox, I-Station, Read About. RTI minutes will be sent to ILT. {NCLB9} Utilize CFIP to intentionally analyze student data, set goals and create action plans. {NCLB 8} Grade level articulation to analyze, discuss, and plan for high quality reading instruction with grade level above and grade level below. {NCLB 7}-move to differentiation SMART Goals and objectives created by each grade level after examining aligned instruction. {NCLB 8, 9, SI 5} SMART Goals are revised as needed and student progress is presented at SIT. {NCLB 8, 9, SI 5} 	<ul style="list-style-type: none"> RTI Team: administrator, math coaches, literacy leaders, title one teacher specialist, guidance counselor Classroom teacher 	<ul style="list-style-type: none"> See attached PD calendar

	SEE MID-YEAR DATA SECTION	<ul style="list-style-type: none"> Utilize Performance Matters to identify targeted students. {NCLB 8, SI 2} 	<ul style="list-style-type: none"> Literacy Leaders and Math Coaches will identify students for appropriate interventions based on the areas of need. 		
		<ul style="list-style-type: none"> Inform parents when a student is placed in reading or math intervention. {NCLB 6, SI 2, 8} Student progress in interventions will be communicated to parents via conferences and report cards. {NCLB 6, SI 2, 8} 	<ul style="list-style-type: none"> Literacy Leaders and Math Coaches will send home written communication to the parents of all students who have been identified for an intervention. Literacy Leaders and Math Coaches will give intervention reports to teachers quarterly to include in report cards. 		
		<ul style="list-style-type: none"> Offer extended day programs to targeted students. {NCLB 9, SI 9} 	<ul style="list-style-type: none"> Targeted students will be invited to attend the after school program 21st Century/Cool Zone. 		
		<ul style="list-style-type: none"> Increase student motivation and engagement 	<ul style="list-style-type: none"> Implement best practices shared by “Ron Clark” Every staff member given “The Excellent 11” by Ron Clark October, 2010. (Purchased with Title 1 Funds.) Read “The Excellent 11” in preparation for Professional Development Book Share/Jigsaw in December. Follow Through: sharing of what each grade level implemented as a result of this initiative 		
		<ul style="list-style-type: none"> Utilize “Mentor Teachers” as “Teacher Leaders” {NCLB 10} 	<ul style="list-style-type: none"> Hired by HCPS as leaders of teachers Members of the ILT Full time Mentor Teachers are unique in Maryland Assigned to work directly with students Responsible for job-embedded professional development 	Mentor Teachers	Mentor Teachers

<p>Operational Objective 2: Increase a minimum of 10% on the 2011 MSA Reading Assessment for the <i>ALL Students, African American, Caucasian, FaRMS and Students with Disabilities</i> sub-groups.</p>					
<p>ILT/SIT Action 1: Implementation of <i>explicit reading instruction and authentic</i></p>					
<p>Methods for Measuring Progress</p>					
<p>Measurable data should be recorded on a quarterly basis</p>					
<p><i>Data to support changes in student behavior and skill</i></p>	<p><i>Data to support changes in teacher behavior and skill</i></p>	<p><i>Strategy</i></p>	<p><i>Implementation Plan</i></p>	<p><i>Personnel Responsible</i></p>	<p><i>Professional Development</i></p>
<p>Baseline Data: SEE BASELINE DATA SECTION</p> <p>SY2010 Student Data OPR: Pre-K Assessment, TPRI, CARS, Scantron, intervention data</p> <p>SY2010 Student Data PACA: MSA 2010,MSA Grand Slam, Scantron, intervention data</p> <p>SEE MID-YEAR DATA SECTION</p>	<p>Baseline Data: SEE BASELINE DATA SECTION</p> <p>Quarter 1 - 4 Data: Review running record assessments, formative assessments, and CARS (Comprehensive Assessment of Reading Strategies), Running Records assessments across grade levels to identify strengths and weaknesses and create an instructional plan based on Reading state curriculum goals in order to meet individual student goals.</p> <p>SEE MID-YEAR DATA SECTION</p>	<ul style="list-style-type: none"> Differentiation of Instruction Decoding and Comprehension Strategies Focus 	<ul style="list-style-type: none"> Utilization of a variety of reading materials that scaffolds both the teaching and reading of comprehension strategies. {NCLB 9, SI 2} Utilize para-educator support during reading instruction. {NCLB 9, SI 2} Provide support during Working with Words and Comprehension Strategies Instruction Blocks as needed. {NCLB 4, SI 9} Provide model classroom “ILA” visit for first year teachers {NCLB 5} Full day co-teaching visit for first year special educators in January. Provide demonstration lessons/coaching for all teachers on comprehension strategies. {NCLB 4, 5, SI 2, 9} Created Lessons/Demonstration Lessons from “Comprehension Connections” and the “Comprehension Toolkit” {NCLB 4} Professional development and integration of philosophies and strategies described in the text “Comprehension Connections” {NCLB 4, SI 1} Professional Development (Word ID) on “Catch a Falling Reader” (gr. K-2) Ongoing Professional Development with “Performance Matters” as needed/requested. . {NCLB 4, 8} 	<p>Classroom Teachers ILT Members Literacy Leaders Special Educators Title 1 Teacher Specialists Mentor Teachers</p>	<p>See professional development calendar-attached.</p>

		<ul style="list-style-type: none"> Looking at Data to Drive Instruction Effective use of technology 	<ul style="list-style-type: none"> Winter PM update after school. {NCLB 4, 8} Utilize data management and filter capabilities to analyze and monitor data among targeted sub-groups {NCLB 8, SI 2} Grade Level Data PLC's (twice a month) to focus on current student data. {NCLB 8, 9, SI 2} Each grade level team will create, monitor, and modify SMART Goals based on data. {NCLB 2, SI 2} Create and monitor action plans for targeted students. {NCLB 9} Utilizing CFIP to intentionally analyze student data, set goals and create an action plan. {NCLB 8} Use CFIP to narrow focus during data discussions and promote effective instruction. {NCLB 8} Regroup across the entire grade level to meet The needs of all students. (grades K, 1, 2, 3 and 5) {NCLB 2, SI 2} Technology Academies (Professional Development) as a result of needs identified by School Choice Task Force. Professional Development for Docucam use and Activ Expressions. Kurzweil Professional Development for Special Educators and Literacy Leaders. 		
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Operational Objective 3: Increase a minimum of 10% on the MSA Mathematics Assessment for the FaRMS and Special Education sub-groups.

ILT/SIT Action 1: Identify and provide the necessary supports to assist with the implementation and differentiation of effective mathematics instruction and authentic, aligned assessments.

Methods for Measuring Progress

Measurable data should be recorded on a quarterly basis					
<i>Data to support changes in student behavior and skill</i>	<i>Data to support changes in teacher behavior and skill</i>	<i>Strategy</i>	<i>Implementation Plan</i>	<i>Personnel Responsible</i>	<i>Professional Development</i>
<p>Baseline Data: SEE BASELINE DATA SECTION SY2010 Student Data OPR: Pre-K Assessment, SNAP, Scantron, intervention data and SMI data for grade 2-5</p> <p>SY2010 Student Data PACA: MSA 2010, Scantron, intervention data</p>	<p>Baseline Data: SEE BASELINE DATA SECTION</p>	<ul style="list-style-type: none"> Professional Development on "Performance Matters" {NCLB 4, 8} Utilize data management and filter capabilities to analyze and monitor reading data among targeted sub-groups {NCLB 8, SI 2} 	<ul style="list-style-type: none"> Utilize para-educator support during mathematics instruction. {NCLB 9, SI 2} Engage in collaborative planning sessions with the math specialist to support differentiation in instructional delivery. {NCLB 4} Grade Level Data PLC's to focus on current student data. {NCLB 8, 9, SI 1, 2} Create, revise, and monitor SMART Goals as grade levels to increase student achievement {NCLB 8, SI 1, 2, 5} Use CFIP model to focus data discussions and promote effective instruction {NCLB 8, 9, SI 1, 2, 5} Targeted students are placed in appropriate interventions. {NCLB 9} Half day classroom visit in the fall for new teachers {NCLB 4, 5, SI 1, 2} 	Classroom Teachers ILT Members Math Coaches Special Educators Title 1 Teacher Specialists	See professional development calendar-attached.
<p>Quarter 1 Data:</p>	<p>Quarter 1 Data:</p>	<ul style="list-style-type: none"> OPR (Grade PK-2) Professional Development on: <ol style="list-style-type: none"> Exit Tickets Vocabulary Communicating in mathematics Differentiation {NCLB 4, SI 1, 2} 			
<p>Quarter 2 Data:</p> <p>SEE MID-YEAR DATA SECTION</p>	<p>Quarter 2 Data:</p> <p>SEE MID-YEAR DATA SECTION</p>	<ul style="list-style-type: none"> PACA (Gr. 3-5) Professional Development: <ol style="list-style-type: none"> Differentiation Understanding content: Number Sense Using formative assessments to drive instruction. {NCLB 4, SI 1, 2} 			
<p>Quarter 3 Data:</p>	<p>Quarter 3 Data:</p>	<ul style="list-style-type: none"> Provide professional development to classroom teachers to support incorporating 			

		State Curriculum additions to EDM units.(PACA) {NCLB 4} Provide model classroom “math visits” for new teachers {NCLB 5, 9}			
Quarter 4 Data:	Quarter 4 Data:	<ul style="list-style-type: none"> Effective use of technology 	<ul style="list-style-type: none"> Technology Academies (Professional Development) as a result of needs identified by School Choice Task Force. Professional Development for Docucam use and Activ Expressions. Kurzweil Professional Development for Special Educators and Literacy Leaders. 		See PD calendar

Operational Objective 4: Increase family engagement in the whole school process as measured by the Attendance Chart data.

ILT/SIT Action 1: Provide parents and community with opportunities, (information, resources and events) to help increase student achievement.

Methods for Measuring Progress

Measurable data should be recorded on a quarterly basis

Data to support changes in student behavior and skill	Data to support changes in teacher behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
<p>Baseline Data: SEE BASELINE DATA SECTION</p> <p>Attendance Chart Data</p> <ul style="list-style-type: none"> Title 1 Teacher Specialists and Family Liaisons will compare the attendance of specific families to identify correlations between families who attend events and increased achievement and report it to SIT. Attendance data is examined by development 	<p>Baseline Data: SEE BASELINE DATA SECTION</p> <ul style="list-style-type: none"> Title I Climate Survey FIT survey for all families Parent Attendance Data for 09-10 	<ul style="list-style-type: none"> To increase parent knowledge as it relates to student achievement. {NCLB 6, SI 8} 	<ul style="list-style-type: none"> Penguin P.U.Ps. - bi-monthly community-focused support workshop for parents of students and preschoolers for specified communities. Title I sponsored GED classes for adults {NCLB 10, SI 4} Tellin’ Stories Project /Informational Sessions(Buckets of Summer Fun, Presentations on: Gang Awareness , Bullying, Internet Safety and First Aid) Math, Reading and MSA Night (Fall Festival) PIRC Resource Room in the OPR Building 	<ul style="list-style-type: none"> Classroom Teachers Title I Teacher Specialists Family Liaisons FIT members Literacy Leaders Math Coaches School Community 	See Family Involvement Plan in appendix (NCBL 6)

<p>(neighborhoods/communities) so that development(s) with low involvement may be targeted for increased involvement</p> <ul style="list-style-type: none"> Does parent involvement correlate to bus referral and/or behavior referral data? 			<p>{NCLB 6, 10, SI 8}</p> <ul style="list-style-type: none"> Community Resource tables will be set up during both Back to School Nights {NCLB 6, 10, SI 8} Notification of student participation in interventions will be sent home “First in Math “ subscriptions will be purchased for students to use at home with parents in grades 2-5 First in Math passwords and a program overview will be sent home. Each student in grades Pre K-5 will be given “Learning Tool Bags” which include a deck of cards and card game instructions to take home to improve number sense. Family Involvement Team Meetings {NCLB 6, SI 8} 		
<p>Quarter 1 Data:</p>	<p>Quarter 1 Data: -- Attendance Data Chart for 10-11 Parent feedback sheets from events and sign in sheets</p>				
<p>Quarter 2 Data:</p> <p>SEE MID-YEAR DATA SECTION</p>	<p>Quarter 2 Data: Attendance Data Chart for 10-11 Parent feedback sheets from events and sign in sheets</p> <p>SEE MID-YEAR DATA SECTION</p>				
<p>Quarter 3 Data:</p>	<p>Quarter 3 Data: Attendance Data Chart for 10-11 Parent feedback sheets from events and sign in sheets</p>	<p>Foster community involvement. {NCLB 6, SI 8}</p>	<ul style="list-style-type: none"> Partners in Reading program will continue to work with select students grade Pre K-2. {NCLB 10} Read Across America will be held in March to encourage community members to read to the children in grades Pre K – 2. {NCLB 10, SI 4} Community Resource tables will be set up on Back to School Night {NCLB 6, 10, SI 8} 		

			<ul style="list-style-type: none"> • Parents will visit selected grade levels monthly {NCLB 6, SI 2, 8} • PTA will sponsor and run the school Book Fair • PTA will sponsor a reading incentive in the Spring. {NCLB 10} • Seek community grants to purchase classroom books. {NCLB 10} • Continue the following programs/events with students: • Engineering Challenge {NCLB 9, 10, SI 2, 9} 		
<p>Quarter 4 Data:</p>	<p>Quarter 4 Data: Attendance Data Chart for 10-11 Parent feedback sheets from events and sign in sheets</p>	<p>3. Initiate male involvement in reading activities to promote student achievement. {NCLB 6, 10, SI 1, 8}</p> <p>4. Improve family and teacher communication. {NCLB 6, SI 8}</p>	<ul style="list-style-type: none"> • Training of “Dads” and other male role models as Watch D.O.G.S. {NCLB 6, 10, SI 1, 8} • Maintain a school website with links including teacher emails, monthly newsletters and HCPS information. {NCLB 5, 6, 10, SI 2, 8} • Utilize Edline and classroom home pages {NCLB 6, SI 8} • Utilize the agenda book (which includes the Compact), for daily communication {NCLB 6, SI 8} • Support and encourage the use of HCPS Language Line services {NCLB 6, SI 8} • Interpreters will be on site as needed. {NCLB 6, 10, SI 8} • Magnetic picture frames with each student’s grade level SMART Goals will be given out/sent home during American Education Week, (November, 2010.) • Use Alert Now for important messages. • Reminder labels worn by students to remind parents of events. {NCLB 6, 10, SI 8} 		

		<ul style="list-style-type: none"> Parents list development/community name when they sign in at events. 		
		<ul style="list-style-type: none"> Collect parental involvement data to increase involvement from all communities in our district. 	<ul style="list-style-type: none"> Identify the communities present/represented at events. Use data to determine communities who are not represented. Brainstorm possibilities to get families to events from communities with low attendance at WP/OPR family events. 	

Operational Objective 5: Increase student achievement through the implementation of “Integrated Arts”

ILT/SIT Action 1: Educate staff about “Integrated Arts”

Data to support changes in student behavior and skill	Data to support changes in teacher behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
SEE MID-YEAR DATA SECTION	SEE MID-YEAR DATA SECTION	<ul style="list-style-type: none"> Motivate all students by integrating arts into curriculum 	<ul style="list-style-type: none"> “Artist in Residence” Form Integrated Arts Committee Revise Integrated Arts Plan Artist in Residence – presentation to faculty Survey about knowledge of integrating the arts Provide Professional Development to faculty 	Classroom Teachers Integrated Arts Committee	See Integrated Arts Plan and Professional Development Calendar

Goal # 2: Ensure that all students are educated in school environments that are safe, drug free, and conducive to learning

Operational Objective 1: Provide a safe and productive learning environment through the implementation of “Positive Behavior Intervention System” (PBIS) through reduced behavior and bus referrals. (25% reduction).

ILT/SIT Action 1: Reduce the number of behavior referrals by **25%** through the implementation of PBIS strategies.

Methods for Measuring Progress
Measurable data should be recorded on a quarterly basis

Data to support changes in student behavior and skill	Data to support changes in teacher behavior and skill	Strategy	Implementation Plan	Personnel Responsible	Professional Development
Baseline Data: SEE BASELINE DATA SECTION	Baseline Data: SEE BASELINE DATA SECTION	<ul style="list-style-type: none"> Share recommendations and behavior management strategies with teachers to 	<ul style="list-style-type: none"> SST meetings will focus on behavior management strategies and techniques as well as procedures. {NCLB 2, 9, SI 2} 	Grade Levels ILT	See attached professional development

<ul style="list-style-type: none"> # of behavioral referrals written in 09 - 10 SY. # of bus referrals written in 09-10 SY. <p>Quarter 1 Data:</p> <ul style="list-style-type: none"> Analyze data for possible correlation: decreased office referrals of red zone students participating in the penguin helper program. <p>SEE MID-YEAR DATA SECTION</p>	<ul style="list-style-type: none"> # of behavioral referrals written in 09 - 10 SY . # of bus referrals written in 09-10 SY. <p>Quarter 1 Data:</p> <p>Evidence of teachers utilizing strategies from PBIS and SST teams.</p> <p>SEE MID-YEAR DATA SECTION</p>	<p>assist in managing classroom behaviors. {NCLB 2}</p> <ul style="list-style-type: none"> School-wide behavior goal sheets in agenda books. Students will create class missions statements and school oaths. {NCLB 6, 9, SI 2} 5th grade Penguin Helper Program-Safety Patrol utilized during arrival and dismissal time in the WP building. 	<ul style="list-style-type: none"> Behavior sheets will be consistent across grade levels. SIT presentation on goal setting 1st quarter, class mission statements will be created by students 1st quarter, school oaths created by students 5th grade penguin safety helpers placed by bathrooms and in halls during arrival and dismissal in the WP building. 	<ul style="list-style-type: none"> Mentor teachers Classroom teachers Guidance Counselor (Paca) 5th grade teachers 	<p>calendar.</p>
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ILT/SIT Action 2: Maintain or exceed student attendance of **94%** for all students with a focus on **FaRMS** and **Students with Disability** sub-groups.

<p>Methods for Measuring Progress</p>					
<p>Measurable data should be recorded on a quarterly basis</p>					
<p>Data to support changes in student behavior and skill</p>	<p>Data to support changes in student behavior and skill</p>	<p>Strategy</p>	<p>Implementation Plan</p>	<p>Personnel Responsible</p>	<p>Professional Development</p>
<p>Baseline Data: SEE BASELINE DATA SECTION</p> <p>2009-2010 Attendance Data</p> <p>Quarter 1 Data:</p> <p>Quarter 2 Data:</p>	<p>Baseline Data: SEE BASELINE DATA SECTION</p> <p>2009-2010 Attendance Data</p> <p>Quarter 1 - 4 Data:</p> <p>Completion and follow-up of attendance documentation for red zone students.</p>	<ul style="list-style-type: none"> Increase Daily Attendance 	<ul style="list-style-type: none"> Provide professional development for new classroom teachers on attendance cards. {NCLB 4} Conduct "Attendance Card Completion Training" for teachers to review attendance cards and cumulative records at the end of the school year. {NCLB 4} Provide teachers with "Attendance at a Glance" flowcharts for reference of mandatory attendance procedures. {NCLB 2, SI 1, 2} Teachers will follow "Attendance Flowchart" procedures. {NCLB 2, SI 1, 2} Detailed attendance information will be provided in agenda books to inform parents. {NCLB 6, SI 8} Perfect attendance bulletin boards in both buildings. 	<p>Mentor Teachers</p> <p>Classroom Teachers</p> <p>Guidance Counselors</p> <p>SST</p>	

<p>SEE MID-YEAR DATA SECTION</p> <p>Quarter 3 Data:</p> <p>Quarter 4 Data:</p>	<p>Quarter 2 Data:</p>	<p>{NCLB 2, SI 2}</p> <ul style="list-style-type: none"> Classroom reward for 10 days perfect attendance incorporated into monthly good news assemblies. <p>{NCLB 9, SI 2}</p>	<ul style="list-style-type: none"> Classroom teachers will be given a list of possible rewards. 	<p>Classroom teachers</p>	
	<p>SEE MID-YEAR DATA SECTION</p> <p>Quarter 3 Data:</p> <p>Quarter 4 Data:</p>	<ul style="list-style-type: none"> Increase parent awareness of absenteeism Ensure safety during dismissal 	<ul style="list-style-type: none"> Family liaisons will call home prior to 10:00 a.m. on a daily basis to absent special ed students and students who have been identified by the SST team in their designated buildings {NCLB 2, 6, SI 2, 8} Classroom teachers will communicate with parents after a student has been absent for 2 consecutive days. {NCLB 6, SI 2, 8} Teachers will submit a PPW referral for students who are absent for 10 days. {NCLB 2, SI 2} Teachers will refer students to SST after they have been absent for 5 days. Dismissal changes will only be accepted before 3:20 pm or 12:30 on early dismissal days 	<ul style="list-style-type: none"> Guidance Counselors PPW Family Liaison Secretaries Classroom teachers 	

Mid-Year Data

William Paca Old Post Road Elementary School ● Milestone Chart 2010-2011 ● Subgroups Table											
	Total Count	Hispanic*	American Indian	Asian	African American	Pacific Islander	White	More than One Race	Farms*	Special Ed	LEP*
Paca	386	23	2	11	186	0	136	28	253	73	12
OPR	419	33	3	11	200	1	143	28	282	39	18

MID-YEAR READING DATA												
Assessment	Trimester 1 : (November)				Trimester 2: (Jan/Feb)				Trimester 3: (May /June)			
	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11	07-08	08-09	09-10	10-11
K TPRI Graphophonemic Knowledge (8-10)	N/A	N/A	28/139 20%	78/124 63%	N/A	N/A	N/A	N/A	N/A	N/A	147/148 99%*	
K TPRI Rhymes (4-5)	N/A	N/A	30/139 22%	54/124 44%	N/A	N/A	N/A	N/A	N/A	N/A	134/148 91%*	
1st Grade Running Record	57%	81%*	59%	48%	69%	83%*	76%		72%	80%*	71%	
1st Grade ILA Benchmark	N/A	N/A	N/A	80%*	N/A	N/A	N/A		N/A	N/A	N/A	
2nd Grade Running Record	64%	54%	59%	62%	75%	69%	75%		83%*	76%*	71%	
2nd Grade ILA Benchmark	N/A	N/A	N/A	52%	N/A	N/A	N/A		N/A	N/A	N/A	
3rd Grade Running Record	65%	51%	60%	64%	78%	71%	69%		81%*	81%*	79%*	
3rd Grade ILA Benchmark	N/A	N/A	N/A	58%	N/A	N/A	N/A		N/A	N/A	N/A	
4th Grade ILA Benchmark	N/A	N/A	N/A	53%	N/A	N/A	N/A		N/A	N/A	N/A	
5th Grade ILA Benchmark	N/A	N/A	N/A	55%	N/A	N/A	N/A		N/A	N/A	N/A	

***The mastery level for all grade levels on the ILA Benchmark is 70%.**

****GK=Graphophonemic Knowledge (letter sounds)**

Reading Data*Grade Levels need to have at least 75% of the students performing on grade level to meet the end of the year standard.

Reading Interventions						
Grade	Fundations	IStation	Book Club	SIPPS	Wilson	Read About
K	32	(supplementary -141)	N/A	0	N/A	N/A
1	31	57	N/A	0	N/A	N/A
2	0	72	N/A	20	N/A	N/A
3	N/A	17	29	14	10	N/A
4	N/A	29	27	0	6	20
5	N/A	15	16	0	0	29

MID-YEAR MATH DATA															
Grade	SMI			EDM Units Part A											
	Fall	Winter	Spring	1	2	3	4	5	6	7	8	9	10	11	12
K SNAP Forward counting 1-100 (6-10)	9%														
1	N/A	N/A	N/A	88%	80%	85%									
2	58%			83%	95%	90%	87%								
3	18%			84%	74%	71%	82%								
4	52%			72%	68%	75%									
5	39%			75%	71%	76%	82%								

*The mastery level for all grade levels for EDM Part A unit assessments 90%.
 This number reflects the % of students scoring proficient or above. (SMI data is based on end of year outcomes)
 The goal is to have 75% or more students performing at proficient or higher.

Math Interventions				
Grade	Dreambox	Successmaker	Do The Math	Knowing Math
K	3	N/A	N/A	N/A
1	37	N/A	N/A	N/A
2	37	0	N/A	N/A
3	5	35	13	N/A
4	N/A	33	0	16
5	N/A	39	0	14

MID-YEAR ATTENDANCE DATA

	Past Data	Trimester 1 (November /December)	Trimester 2 (Jan/Feb)				Trimester 3 (May/June)		
Attendance	-November 7, 2007 (48 Days) Attendance Rate: 96.3%	November 5, 2010			January 4, 2011				
		Attendance	2010 SY	2011 QTR 1	Attendance	2010 SY	2011 QTR 1	2011 Jan 3	
		All Students	94.7%	96.0%	All Students	94.7%	96.0%	95.5%	
	-November 7, 2008 (48 Days) Attendance Rate: 96.6%	Hispanic	93.5%	96%	Hispanic	93.5%	96%	95.5%	
		American Indian	95.3%	95.7%	American Indian	95.3%	95.7%	95.2%	
		Asian	97.1%	97.5%	Asian	97.1%	97.5%	97.8%	
	-November 4, 2009 (47 Days) Attendance Rate: 94.6%	African American	94.8%	96.2%	African American	94.8%	96.2%	95.6%	
		Pacific Islander	96.8%	N/A	Pacific Islander	96.8%	N/A	N/A	
		White	94.4%	95.8%	White	94.4%	95.8%	95.3%	
		Multiple Races	94.5%	95.5%	Multiple Races	94.5%	95.5%	94.8%	
		FARMS	93.6%	95.6%	FARMS	93.6%	95.6%	95.0%	
		Special Education	93.9%	96.0%	Special Education	93.9%	96.0%	95.6%	
		LEP	96.8%		LEP	96.8%	97.8%	97.4%	

MID-YEAR BEHAVIOR REFERRALS- WILLIAM PACA

		Past Data (09-10)		Trimester 1			Trimester 2	Trimester 3
PBIS WP	August	0		August/ September	18	(8 level #3 offenses)		
	September	9	(3 level #3 referrals)					
	October	24	(20 level #3 referrals)	October	13	(11 level #3 offenses)		
	November	20	(13 level #3 referrals)	November December	17	(13 level #3 offenses)		
	December	21	(14 level #3 referrals)					
	January	44	(29 level #3 referrals)					
	February	16	(12 level #3 referrals)					
	March	44	(33 level #3 referrals)					
	April	40	(25 level #3 referrals)					
	May	44	(39 level #3 referrals)					
	June	17	(15 level #3 referrals)					

WP roughly decreased our referrals by 39% last year from the previous year and we are currently on track to decrease referrals by 35-40% this year from last year.

Bus Referrals –Paca

September -18 with 6 bus suspensions	October-24 with 6 bus suspensions	November -13 with 3 bus suspensions	December -14 with 4 bus suspensions	January
February	March	April	May	June

MID-YEAR BEHAVIOR REFERRALS – OLD POST ROAD

	Past Data (09-10)		Trimester 1 (November) (10-11)			Trimester 2 (Jan/Feb)	Trimester 3 (May/June)
PBIS OPR	August/Sept	26	August/Sept	10	0 3 Level #3 referrals		
	October	20	October	5	0 Level#3 referrals		
	November	21	November	9	3 Level #3 referrals		
	December	20	December				
	January	22					
	February	5					
	March	21					
	April	22					
	May						
	June						

Bus Referrals –OPR

September -6 with 1 suspension	October-2 with 0 bus suspensions	November -1 with 0 bus suspensions	December -5 with 1 bus suspension	January
February	March	April	May	June

Family Involvement Data: Comparing School Years							
Date 2009-2010	Event	# of Families who Attended	Reason for attendance	Date 2010-2011	Event	# of Families who Attended	Reason for attendance
August 27, 2009 (9:15am-11)	K Gradual Entrance	117 families 134 people	Better parking	August 30, 2010 (9:45-11:00)	K Gradual Entrance		
August 31, 2009 (9:15am-11:00)	Pre-K Gradual Entrance	73 families 79 people	Better parking	September 1, 2010	Pre-K Gradual Entrance	67	
September 8, 2009 (PM)	OPR Back To School Night	143 families 218 people	Community Resources Table Reminder labels/marquee	September 1, 2010 (6:00-7:30 PM)	Back to School Night (OPR)	118	Community Resource Tables Reminder Labels Marquee School Choice
September 9, 2009 (PM)	Paca Back to School Night	165 people 136 children	Community Resources Table Reminder labels/marquee	September 2, 2010 (6:00-7:30PM)	Back To School Night (Paca)	187	
September 24, 2009 (12:00-3:00pm)	FIT	15		September 22, 2010 (5:45-7:15 PM)	FIT	31	Announced at Back to School Night Phone calls Agenda emailed Time of day
September 30, 2009 (12:00-2:00pm)	Volunteer Parent Training	30	Personal invitations/reminder phone calls	September 30, 2010 8:30am-11:30am	5 th Grade Classroom Visitations	10	
October 1,2009	Pre K End of Unit Celebration	39 parents		October 7,2010 (6:00-7:00)	WatchDOGs Pizza Party	110 "DADS" 138 children	
October 14, 2009 (6:00pm-7:30pm)	MSA,Math and Reading Night	380 people 125 families	Both buildings at the same time Announcements Class visits Labels on students to remind them	October 13, 2010 (6:00-7:30pm)	Math and Reading Night	64 Families 70 adults, 86 children	
October 21, 2009 (7:45am-8:20am)	Chat and Chew	20 people 6 children		October 14, 2010 2:00pm-3:00pm	Volunteer Orientation	21	
October 28, 2009 (8:30am-10:30am)	Scrapbooking/Confer encing	12 parents	Topic Reminders sent	October 21, 2010 8:30am-11:30am	4 th Grade Classroom Visitation	16	

William Paca/Old Post Road Elementary School

			Scrapbooking				
November 5, 2009 All Day	Conference Day	OPR-297 families WP-248 families	Health Fair (Paca)	October 27,2010 5:45-7:30pm	Tellin' Stories Bullying	7	
November 12, 2009 (8:30am- 10:30am)	FIT Meeting	13	Personal invitations/phone calls	October 28, 2010 8:30-11:30am	3 rd Classroom Visitation	17	
November 16-20, 2009 All Week	American Ed Week	Paca-284 people OPR-316 people (600 total)		November 1, 2010	Conference Day	WP 253 OPR 313 families	
December 16, 2009 (7:45 am)	Parent Teacher Chat and Chew	13		November 15-19 All Week	American Ed Week	OPR-232 people WP-206 people (175 families)	
January 26, 2010 (6:00pm-7:30pm)	Importance of Dads	13 parents 9 children		November 16, 2010	FIT meeting 5:45p.m.-7:30p.m.	22 people (17 families)	
January 27, 2010 (7:45 am)	Parent Teacher Chat and Chew	3 parents 1 child		October/November	WatchDogs	OPR-21 WP-	
January 28, 2010 (1-3pm)	FIT	12 people		December 2, 2010 6:00-7:30pm	Winter Chorus	206 people (115 families)	
February 2, 2010 (8:30 am-10:30am)	Tellin' Stories Scrapbooking- (Gang Awareness)	5 parents		December 9, 2010 6:30-7:30	Family Holiday Craft Night	80 people (30 families)	
February 4, 2010 (7:45am-8:20am))	Honor's Breakfast	298 people		December 14, 2010 (pm)	Strings Concert	45 people (37 families)	
February 24, 2010 (7:45 am-8:30am)	Breakfast with Books	66 people	Parents and children together	December	Watch Dogs	OPR-19 WP-	
March 25, 2010 (7:45-8:30am)	"Penguins in Print" Breakfast	96 people 26 families					

Due to School Choice, William Paca Old Post Road lost 176 children to William S. James and Deerfield Elementary Schools. Therefore, the number of families that could possibly participate in family events has decreased. However, at this point in the year, we are seeing an increase in attendance and support of family events. Perhaps, the key to this increase in parent involvement at William Paca Old Post Road is a direct result of improved communication among parents, administration and staff.

The start of a new program, Watch D.O.G.s, has caused an increase in participation of male role models within both buildings. Another new initiative this year, Grade Level Parent Classroom Visitations, has provided parents with an additional opportunity to observe their child and to learn new strategies to assist at home with learning activities.

The attendance at our Family Involvement Team meetings (FIT), which is our decision making body, has nearly doubled from 28 participants last year at this time to 53 participants currently. As a result of the FIT meeting, the parents initiated a Holiday Craft Night which resulted in 80 more people attending activities at the school. This event was coupled with the Book Fair. Both of these events were facilitated and implemented by parents.

Appendix

Descriptions of Interventions and Enrichments 2010-2011

The following researched interventions and enrichments are implemented with fidelity at William Paca/Old Post Road Elementary School.

Dream Box – is a program intended for students in grades K-3 whose conceptual understanding, problem solving ability and computational fluency lags behind their peers. Lessons are computer-based and are designed to be interactive. The program included a detailed reporting system for parents and teachers.

First in Math – is a program intended to provide opportunities for students in grades 2-5 to refine their understanding of mathematical content in a game format. Lessons are designed to assess student proficiency with basic computation facts, measurement, and test practice that are aligned to national standards.

Foundations/Wilson - These are research based multi-sensory language programs that provide strategies for reading and writing.

I-Station - The Imagination Station is a comprehensive internet based reading and intervention program that differentiates instruction to meet the needs of the student.

Knowing Mathematics - Knowing Mathematics is a program for students in grades 4 and 5 who are 2 or more years below grade level. It emphasizes the fundamental ideas of mathematics through focused strategies, discussion and small group instruction.

Math Achievers- Math Achievers is a program for students in grades 1 - 5 that need additional math reinforcement. It builds students' enjoyment and proficiency in math.

Maryland 21st Century Community Learning Centers – an after school program designed to reduce nonacademic barriers to school success

Do the Math – is an arithmetic intervention for students who are struggling in mathematics and who need more than the regular class instruction. Modules focus on computation, number sense and problem solving.

Success Maker – is a program for students in grades 1-5 whose understanding of computation, number sense, and problem solving lags behind their peers. Lessons are designed to meet long-range learning in module format and are scaffold and paced to meet individual student needs.

Coordination of Funding Sources – Title 1 Activities

School Name: WP/OPR

FY 2011

Directions: Identify the “Activity” at your school and place an X under each Funding Source that applies to the identified activity. Keep this document in your Program Review – School-wide folder/binder.

Activity (use specific name)	Title 1 Funds**	Local Funds (operating budget)	21 st Century Grant	Local Intervention Funds (Susan Brown)	Even Start	School Improvement Grants	Other Funding Sources (identify by name- ex.PTA, private donation)
21 st Century			X				
Before/After School Reading/ Math Intervention	X			X			
Parent Involvement MSA Night	X						
Parent Involvement Math/Reading Night	X						
Staff Dev. – Reading (Gr. 1-3)	X						
Professional Development – Technology	X						
Field Trips (1 per Grade level)							X
Student Assemblies	X						
Parent Conference Day	X						
I-Station	X						
Curriculum Support Materials	X						
Interpreters for school events as needed	X	X					

** Note: Title 1 funds are used to “supplement” all other funding sources, once those funding sources have been exhausted.

**Sample school activities are as follows:

- After school programs - Math
- Professional Development- SIPPS
- Parent involvement-Parent Conference Day
- Instructional program-Success Maker

FAMILY INVOLVEMENT DATES

Date	Time	Activity
Sept. 1	6:00 -7:30 p.m.	OPR “Back to School Night”
Sept. 2	6:00 – 7:30 p.m.	PACA “Back to School Night”
Sept. 22	6:00 -7:00 p.m.	FIT Meeting
Sept. 30	Afternoon	Volunteer training
Oct. 7	6:00 – 7:00 p.m.	Watch D.O.G.S. Pizza Party Kickoff
Oct. 20	Evening	G.E.E.F. Gala
Oct. 27	5:45 – 7:30 p.m.	Tellin’ Stories – Bullying Workshop for parents and children
Nov. 11	6:00 – 7:00 p.m.	FIT Meeting
Jan. 12	5:45 – 7:30 p.m.	Tellin’ Stories – Gang Awareness Workshop for parents and children
Jan. 21	8:30 – 10:30 a.m.	FIT Meeting
Feb. 9	5:45-7:30 p.m.	Tellin’ Stories –Keeping Children Safe in the 21 st Century and on the Internet Workshop for parents and children
March 3	7:45 – 8:30 a.m. 8:30 – 2:00 p.m.	Breakfast with books Read Across America
March 23	5:45 – 7:00 p.m.	Watch D.O.G.S Pizza Party
March 30	5:45 – 7:30 p.m.	Tellin’ Stories – First Aid/Fire Safety
April TBD	5:45 – 7:30	Parent Prep for Title 1 Conference
May 4	9:00 – 2:30	FIT Meeting
May 12	7:45 – 9:30 a.m.	Tellin’ Stories – Buckets of Fun
May 26	8:45 – 10:00 a.m.	Parent and Community Involvement Breakfast

TITLE I FAMILY INVOLVEMENT PLAN

Part I. General Expectations

As a Title I school, William Paca Old Post Road Elementary School agrees to have programs, activities and procedures for the involvement of parents that are consistent with Title I, Part A Section 1118 of the Elementary and Secondary Education Act (ESEA) and the Harford County Public Schools Parent Involvement Policy/Plan.

William Paca Old Post Road Elementary School defines parent involvement as the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

- (A) that parents play an integral role in assisting their child’s learning;
- (B) that parents are encouraged to be actively involved in their child’s education at school;
- (C) that parents are full partners in their child’s education and are included, as appropriate in decision-making and on advisory committees to assist in the education of their child.

William Paca Old Post Road Elementary School accepts the Harford County Public Schools Parent Involvement Policy/Plan and has aligned its school-level Parent Involvement Policy/Plan accordingly.

William Paca Old Post Elementary School

Family Involvement Team Vision: One school, one community making a difference by empowering our children to meet the challenges of tomorrow.

Family Involvement Team Mission: Working together as a community toward one dream.

Purpose of the family Involvement Plan (FIP): Describes an effective partnership based on shared decision making between the school and its families. It is a one year plan that outlines how and when this partnership will occur and defines who is responsible for the implementation of the plan.

Part II. Components

Title I Requirements	Activities/Actions/Initiatives	Date of Activities	Who Should You Contact for more Information?	Parent Involvement Type	SIP Goals
Shared Decision Making (A-D) - Any parent organization requiring a membership fee may prevent some families of participating Title I parents from being able to participate in parental involvement activities as required by Section 1118.	*Family Involvement Team Meeting -Reviewed current Family Involvement Plan -Discussed Roadblocks and prescriptions *Family Involvement Team Meeting -Critique the ideas previously generated -Revisit and made changes to the compact	* April 26, 2010 *May 18, 2010 *June 2010 * September 2010	Family Liaisons -Title I Teacher Specialists -Parents on the Family Involvement Team -Administrators	Decision - Making (5)	1,2

William Paca/Old Post Road Elementary School

<p>Therefore, parent input on the school level plan, school-parent compact, and Title I budget may not occur during a parent organization meeting. <i>A. Parent Involvement Plan is developed with input from parents.</i></p>	<p>*Worked on the “Draft of the FIP” –share with FIT via email and Edline *Family Involvement Team Meeting -Look over the School Improvement Plan and revise the Family Involvement Plan so that the documents are aligned with the School Improvement Plan</p>		<p>-School Improvement Team</p>		
<p><i>B. This plan is distributed to all parents</i></p>	<p>*In Student Agenda Books (“Family Involvement Plan at a Glance”) *Reviewed with Parents at “Back To School “ Night and K and Pre-K Gradual Entrance Days *Parent –Teacher Conferences *Reviewed with new families at parent orientation *posted on Edline website *Revisions shared with parents via email or next FIT meeting</p>	<p>*August 2010 *September 1 and 2, 2010 *November 1, 2010 *Ongoing *September 2010 *Ongoing</p>	<p>-Teachers -Family Liaisons -Title I Teacher Specialists -Administrators</p>	<p>Communication (2)</p>	<p>1,2</p>
<p><i>C. Parents involved in the decisions regarding the spending of the parent involvement funds.</i></p>	<p>*Based on Parent survey *Math and Reading Night Evaluation *Family Involvement Team Meeting *Family Involvement Team Meeting</p>	<p>*April 2010 *October 13,2010 *September 2010 *May 4, 2011</p>	<p>-Family Liaisons -Title I Teacher Specialists -Administrators -Parents on the Family Involvement Team</p>	<p>Decision – Making (5)</p>	<p>1</p>
<p><i>D. Develop with parents a written School-Parent Compact supporting instruction.</i></p>	<p>*Family Involvement Team Meeting -Review old compact and re-write sections *Family Involvement Team Meeting</p>	<p>*May 18, 2010 *May 4,2011</p>	<p>Teachers -Family Liaisons -Title I Teacher Specialists -Administrators</p>		
<p><i>E. Review the effectiveness of the school parental involvement activities.</i></p>	<p>*Family Involvement Team Meeting -Looked at the plan for the current year (09-10) and discussed the effectiveness of the activities and roadblocks to effectiveness of family involvement at Paca * Family Involvement Team Meetings</p>	<p>*April 26,2010 *September 22, 2010 *November 11, 2010 *January 19,2011</p>	<p>Family Liaisons Title I Teacher Specialists Administrators Parents on the Family Involvement Team</p>	<p>Decision – Making (5)</p>	<p>1</p>

William Paca/Old Post Road Elementary School


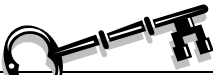
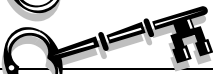

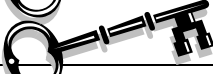
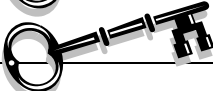
	<ul style="list-style-type: none"> *School Attendance Chart evaluated to see effectiveness/roadblocks of events *Parent suggestions received via email , surveys and evaluations 	<ul style="list-style-type: none"> *May 4, 2011 *Ongoing 			
<p>Annual Meeting <i>Schools convene parent meetings at least annually to inform parents of the school's role in implementing Title I, the parents' rights, and ways the school will provide for parental involvement</i></p>	<ul style="list-style-type: none"> *K and Pre-K Gradual Entrance *Back to School Night Meetings *Family Involvement Meetings *Parent Teacher Conferences * Info displayed on resource boards in school foyers /PIRC Room *Resource binder available for parents *Edline Website/student agenda books *Math Reading MSA Night *State PIRC Conference *Computer Lab open to parents *Community Wellness Information Resource *Tellin'Stories Informational sessions *Breakfast with Books" 	<ul style="list-style-type: none"> *August 2010 *September 1,2, 2010 *Ongoing *November 1, 2010 *Continuously throughout year * Throughout the year *Ongoing *October 13,2010 *November 2010 *As requested *Sept 1,2 2010 and Nov 1,2010 *throughout the year *January 2011 	<ul style="list-style-type: none"> Family Liaisons Title I Teacher Specialists Administrators Teachers PPW 	<ul style="list-style-type: none"> Communication (2) Collaboration with the Community (6) 	1
<p>Building Parental Capacity (1-6) <i>1. Provide assistance to parents in understanding the State's academic content standards and student academic achievement standards, State and local academic assessments, and the requirements of Title I.</i></p>	<ul style="list-style-type: none"> *K and Pre-K Gradual Entrance *"Back To School Night" *Volunteer Training *Parent Teacher Conferences-resources available * Math/Reading/MSA Night for Parents and Students 	<ul style="list-style-type: none"> *August 2010 *September 1,2, 2010 *Sept/Oct 2010 *November 1, 2010 *October 2010 	<ul style="list-style-type: none"> Title I Teacher Specialists Teachers Administrators Family Liaisons 	<ul style="list-style-type: none"> Parenting (1) Learning at Home (4) Collaborating With the Community (6) Communication (2) 	1

William Paca/Old Post Road Elementary School

<p>2. Provide materials and parent training/workshops to help parents improve their children's academic achievement.</p>	<ul style="list-style-type: none"> *Edline Training for New Parents *Tellin' Stories Information Days *Math / Reading /MSA Night *Nursery Rhyme Night *Title I Parent Conference *Patriot Program *Buckets of Fun 	<ul style="list-style-type: none"> * September 2010 *throughout the year *October 2010 *April 2011 *April 2011 *Fall 2010 *May 2011 	<p>Family Liaisons Title I Teacher Specialists Administrators Teachers Parents PPW</p>	<p>Learning at Home (4) Parenting (1)</p>	<p>1</p>
<p>3. Educate instructional staff, <u>with parental assistance</u>, in the value and utility of contributions of parents, how to reach out to and communicate with and work with parents as equal partners, implement and coordinate parent programs and build ties between parents and school.</p>	<ul style="list-style-type: none"> *Pre-school Faculty meetings -share the FIP and Compact with staff *Title I Supervisor shares information at Faculty meeting * Overview of "Watch Dogs" program *FIT meetings (parents and teacher reps participate) 	<ul style="list-style-type: none"> *August 25-27, 2010 *August 25-27, 2010 *Sept 7, 2010 August (preschool) days September 1, 2,2010 *September 22, 2010 *November 11, 2010 *January 19,2011 *May 4, 2011 	<p>-Title I Supervisor -Family Liaisons -Title I Teacher Specialists -Parents on the FIT</p>	<p>Learning at Home (4) Parenting (1)</p>	<p>1</p>
<p>5. Ensure information is presented in a format parents can understand and additional languages</p>	<ul style="list-style-type: none"> *Tellin'Stories Topics To Be Determined *All parent/school communication in a parent friendly format 	<ul style="list-style-type: none"> *Survey April 2010 *Throughout year 	<p>Family Liaisons Title I Teacher Specialists Administrators</p>	<p>Parenting (1) Communication (2) Decision-Making (5)</p>	<p>1</p>
<p>6. Provide full opportunities for participation of parents of students from diverse backgrounds.</p>	<ul style="list-style-type: none"> *Computer available for community *Community Resources available *Outside vendors provide information 	<ul style="list-style-type: none"> * throughout the year as requested by parents * binder available *"Back to School Night" / Title I Conference/ Conference Day 	<p>Family Liaisons Title I Teacher Specialists Administrators OTIS</p>	<p>Collaboration with Community (6) Communicating (2)</p>	<p>1</p>
<p>Accessibility</p>	<p>*Home /School Connections (parent monthly</p>	<p>*monthly</p>	<p>Family Liaisons</p>	<p>Parenting</p>	<p>1</p>

<p><i>To the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information in a format, and to the extent practicable, in a language such parents understand.</i></p>	<p>newsletters) *Translator available when needed *TDY impaired for hearing impaired *Alert Now (bilingual) * Language Line *Transact for non English speaking *Staff/County Directory links on main page website</p>	<p>*As needed *As needed * As needed * As needed *As needed *updates will be made for Fall</p>	<p>Title I Teacher Specialists Administrators PPW</p>	<p>(1)\ Communic ation (2)</p>	
<p>Parent Information Resource Center (PIRC) School will inform parents about the existence of the Maryland Parent Information Resource Center.</p>	<p>*label on student gifts *website listed on grade level goals sheet *info in foyer on bulletin board, Edline *Evaluation used at all Tellin’ Stories meetings *PIRC posters in both foyers</p>	<p>*December 2010 *Back to School Night/Nov. conferences *All year * All year *All year</p>	<p>Family Liaisons Title I Teacher Specialists Teachers</p>	<p>Communic ation ((2) Collaborati ng with the Community (6)</p>	<p>1</p>

The Keys to Successful School
 Epstein’s Six Types of Involvement

	TYPE 1	PARENTING: Assist families with parenting and child-rearing skills, understanding child and adolescent development, and setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.
	TYPE 2	COMMUNICATING: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
	TYPE 3	VOLUNTEERING: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at the school or in other locations to support students and school programs.
	TYPE 4	LEARNING AT HOME: Involve families with their children in learning activities at home, including homework and other curriculum –related activities and decisions.
	TYPE 5	DECISION MAKING: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.
	TYPE 6	COLLABORATING WITH THE COMMUNITY: Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

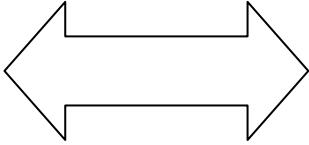
Connections between the School Improvement Plan and the Family Involvement Plan

School Improvement Team

Family Involvement Plan

GOAL 1: HIGH QUALITY INSTRUCTION

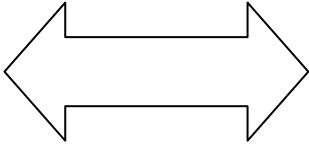
- Increase student achievement in reading through differentiation of instruction and reinforcement of comprehension strategies.
- Meet or exceed 2010 AMO on the reading MSA.
- Encourage family and community.



GOAL 1
Support William Paca/Old Post Road Elementary School's initiatives to increase student achievement in reading by fostering parent participation.

GOAL 1: HIGH QUALITY INSTRUCTION

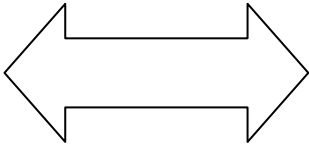
- Meet or exceed 2010 AMO on the math MSA.
- Encourage family and community.



GOAL 2
Support William Paca/Old Post Road Elementary School's initiatives to increase student achievement in math by fostering parent participation.

GOAL 2: PROVIDE A SAFE AND PRODUCTIVE LEARNING ENVIRONMENT

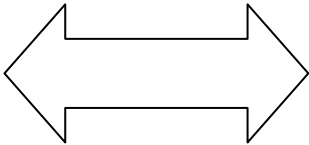
- Maintain or exceed student attendance of 95%.
- Reduce the number of behavior referrals.
- As a school wide initiative focus on kindness and positive peer and staff interactions.



GOAL 3
Increase awareness of the importance of daily attendance and positive social interactions.

GOAL 2 PROVIDE A SAFE AND PRODUCTIVE LEARNING ENVIRONMENT

- Maintain or exceed student attendance of 95%
- Reduce the number of behavior referrals
- As a school wide initiative focus on kindness and positive peer and staff interactions.



GOAL 4
To foster effective two way communication and to ensure a safe and productive environment.

William Paca/Old Post Road Elementary School 2010-2011 Integrated Arts Action Plan

Team Members: Ashley Wagner, Joyce David, Cristen Grich, Paula Thomas, Debbie Dainton, Jonathan Hammel, Jessica Hammel, Tina Mackey, Caitlin Kristofco, Erica Charvat, Kendall Warren, Shani Goodman, Missy Wood, and Kari Johnson

Big Idea: Increase staff awareness of ways to integrate the arts into the curriculum.

Objective 1: To provide teachers with a variety of instruments to use when integrating music into the curriculum.			
Strategy	Responsibility	Indicators of Success	Timeline
Write a grant to purchase instruments for teachers who attended summer Arts Institute.	Joyce David Caitlin Kristofco Debbie Dainton	Obtaining a grant and purchasing instruments.	September-December
Objective 2: To provide students with an opportunity to begin to use integrated arts strategies taught during the Summer Institute.			
Strategy	Responsibility	Indicators of Success	Timeline
Daily School wide Brain Dance on Morning Announcements.	All Staff	Student and Staff Participation in Brain Dances	September-June
Objective 3: To provide teachers with an opportunity to begin to use integrated arts strategies taught during the Summer Institute.			
Strategy	Responsibility	Indicators of Success	Timeline
Share teacher created integrated arts lesson plans.	Staff involved in Summer Institute	Lessons uploaded to Share Point site	September-June



Title I Facts and Fiction

What is Title I?

Title I is a federally funded program which provides special assistance to certain individuals who have been identified as being in need of additional help in their school work.

The Title I program helps identified students

- succeed in the regular classroom.
- attain grade level proficiency.
- improve achievement in basic as well as advanced skills.

Myths and Facts About Title I

Myth: A school is Title I because it has low test scores and mostly minority students.

Fact: Test scores and minority enrollment **ARE NOT** the reason a school is Title I. In Harford County, a school is identified as Title I when more than 60% of its students qualify for free or reduced meals. But that is just the first step. In order to receive Title I money, the school must develop a plan for addressing the academic needs of its students to present to the State Department of Education.

Myth: Everyone knows the students who receive free or reduced meals.

Fact: Teachers do not know which students are FARMS (Free and reduced meal students). This designation is CONFIDENTIAL. Because students use their PIN in the lunch line, other students have no way of knowing that a child may receive free or reduced meals. When test scores for these students are reported, they are numbers only. No names are used.

Myth: Teachers in Title I schools are the least qualified.

Fact: Under the No Child Left Behind Act of 2002, all Title I schools **MUST** have highly qualified teachers. All Teachers in Title I schools must be fully certified to teach in their field.

All parents have a "right to know" if their child's long term substitute teacher or Home and Hospital teacher of more than 4 weeks is highly qualified.

IT'S GOOD TO BE A TITLE I SCHOOL William Paca /Old Post Road Elementary School

Title I Mission Statement

Harford County Public Schools is to ensure academic achievement for at-risk students attending schools in high poverty areas.

We believe in:

- Implementing research based instructional practices
- Utilizing additional resources in instruction
- Involving parents and community

Why It Is Good To Be Title I

Thanks to the Title I designation, our school receives additional funding for the following:

- Additional paraeducators to assist with student learning
- A math specialist who works with students experiencing difficulty in math
- An additional reading specialist to see that more students who qualify receive support in reading
- A Family Liaison to work with families needing information about how to help their children be successful in school.
- Funding for Family Nights to help families learn how to give academic support to their children at home

Families Make the Difference!

Myth: Curriculum in Title I schools is less rigorous than in other schools.

Research has shown that families who value education have children who value education. As a result, these children become successful adults.

Fact: ALL Harford County Schools follow the Maryland Voluntary State Curriculum using the SAME reading, math, science and social studies curriculum.

Faculty Meetings Professional Development Calendar: First Tuesday of Every Month

September: Title 1 Motivation Task Force Overview	Allyn Watson, Supervisor of Title 1 Mr. Bill Lawrence, Linda Chamberlin
October: Observation/Evaluation Process ILA Benchmarks	Jen Drumgoole Mentor Teachers
November: Ron Clark Initial Follow Up	Ben Richardson
December: <ul style="list-style-type: none"> • Ron Clark and School Improvement Grant • Young Audiences Arts for Learning: Innovative Professional Development Overview • Critical Incident Plan 	Title 1 Teacher Specialists Pat Cruz Administrative Team
January: Performance Matters Reports Update	Leeann Schubert
February Ron Clark Continuation	Title 1 Teacher Specialists
March MSA Information	Chris Regner
April TBD	
May SMART Goals/Ron Clark Presentation	Grade Levels
June SMART Goals/Ron Clark Presentation	Grade Levels

**William Paca Old Post Road Elementary School
Paraeducator Staff Development 2010-2011**

Date	Staff Development	Person Responsible
September 24, 2010	Review the roles and responsibilities What does it mean to teach in a Title I School? (Jeopardy) Visiting the SIP/new initiatives	Alice Jaffe Tina Sell
October 29, 2010	Comprehension Toolkit-What's it all about and how can the paraeducator support usage in classrooms? Teaching Using the County Word Recognition Strategies	Alice Jaffe Tina Sell
November 19,2010	Differentiation of Instruction while teaching math	
January 21, 2011	Energizing your groups using brain research	Alice Jaffe Tina Sell
February 18,2011	How to collect and share data with the classroom teacher	Alice Jaffe Tina Sell
March 31, 2011	Differentiation of Instruction in Reading	Alice Jaffe Tina Sell
May 13, 2011	TBD based on paraeducator input	Alice Jaffe Tina Sell

Professional Development Plan: Old Post Road Building

Proposed 20 Minute Staff Development Sessions for 2010-2011

September	1. Word Recognition Strategies-Use "Catch the Falling Reader" 2. Running Record Guidelines Revisited	October 6, 2010 September 8, 2010
October	1. Review of "Magic 123" Discipline Strategies with Discussion of Consistency using Red, Green Yellow Lights in Classroom 2. Istation Review	
November	No Meeting –Report Card Conferences	
December	Report Card and Data Collection Using the Language Arts Indicators	
January	Running Record Guidelines Revisited	
February		
March	No Meeting-MSA	
April	TBD	
May	Running Record Guidelines Revisited	
June	TBD	

Time	Grade	Teachers
9:15-9:35	2	Sigwart, Mackey, Cohn, Chase
10:05-10:25	2	Spigelmire, Hogan, Collins, M. Johnson
12:15-12:35	K	Gill, Butterfield, Buckheit, Gulick
1:05-1:25	K	Waltrop, Blevins, Weaver, Thomas
1:55-2:15	1	Carberry, D. Johnson, Lyons, Vitek
2:45-3:05	1	K. Johnson, Kwiatkowski, Anderson, Mulligan

School Based Professional Development Calendar 2010/2011 revised 11/22/10

<i>Date</i>	<i>Time Frame</i>	<i>Grade Levels Participating</i>	<i>Professional Development Topic</i>	<i>Person(s) Responsible</i>	<i>Funding Source</i>
September 16 th ✓October 27 th makeup date	2 Hour rotations	K, 1 and 2	Strategic decoding and comprehension strategies (Catch a Falling Reader and Comprehension Connections)	Linda Rubeor Karen Vesper	Staff Development
✓October 6	2 hour rotations	3, 4, and 5	Using the Comprehension Tool Kit to improve reading comprehension	Lisa Norton Melissa Haberer	Staff Development
✓September 24 th	Early Dismissal Day	1 st and 2 nd 3 rd - 5 th	OPR – Performance Matters Paca – Performance Matters	Tina Sell Alice Jaffe	N/A
✓October 29 th	Early Dismissal Day	1 st and 5	OPR – Station Teaching Paca – Using formative assessments to drive instruction	Cristen Grich Fran Plotycia	N/A
November 4th canceled	2 hour rotations	3, 4, and 5	Using the Comprehension Tool Kit to improve reading comprehension	Lisa Norton Melissa Haberer	Staff Development
November 10th canceled	2 Hour rotations	K, 1 and 2	Strategic decoding and comprehension strategies (Catch a Falling Reader and Comprehension Connections)	Linda Rubeor Karen Vesper	Staff Development
November 13	Saturday Professional Development (Optional) 3 hours	All Staff	Betsy Neville: “Once Upon a Mind – Practices to Enhance Teaching and Learning” Brain-based strategies & differentiated instruction	HCPS Task Force	HCPS Professional Development
November 19th canceled	Early Dismissal Day	2 nd and 4	OPR – Station Teaching Paca – Using formative assessments to drive instruction	Cristen Grich Fran Plotycia	N/A
November 22 nd NEW OPR only	Early Dismissal Day for Thanksgiving	2 nd grade	OPR Station Teaching	Cristen Grich	Staff Development
December 8 th OPR December 3 rd WHP NEW	2hr Rotations	K-2 3,4,5	Technology Training: Developing a lesson with Activ Inspire	Technology Office	Harford County Public Schools
January 6 th	2 hour rotations	3, 4, and 5	Using the Comprehension Tool Kit to improve reading comprehension	Lisa Norton Melissa Haberer	Staff Development
January 11 th OPR January 13 th WHP NEW	2hr Rotations	K-2 3,4,5	Technology Training Implementation of Activ Expressions (Paca) Implementation of Activ Votes (OPR)	Technology Office	Harford County Public Schools

School Based Professional Development Calendar 2010/2011 continued

January 12 th *to be changed	2 Hour rotations	K, 1 and 2	Strategic decoding and comprehension strategies (Catch a Falling Reader and Comprehension Connections)	Linda Rubeor Karen Vesper	Staff Development
January 21 st	Early Dismissal Day	K and 5	OPR – Use of Mental Math/content strategies Paca – Processes in Math	Cristen Grich Fran Plotycia	N/A
Date	Time Frame	Grade Levels Participating	Professional Development Topic	Person(s) Responsible	Funding Source
January 25	County-Wide Professional Development Day	All Staff	Dr. Allen Mendler: “Motivating Hard to Reach, Uninterested, and Disruptive Students”	Title 1 Teacher Specialists	Title 1 1003A School Improvement Grant
February 8thOPR February 10thWP NEW	2hr Rotations	K-2 3,4,5	Technology Training: Hands-on review session reviewing the lessons development process supported through the use of all ActivClassroom Components	Technology Office	Harford County Public Schools
February 17	After School: 4:30-7:30 (Optional)	All Staff	Frank Kros - Upside Down Organization: See, Experience and Tell – A Brain Friendly Teaching Model	Title 1 Teacher Specialists	Title 1 1003A School Improvement Grant
February 18 th	Early Dismissal Day	1 and 3	OPR – Use of Mental Math/content strategies Paca – Processes in Math	Cristen Grich Fran Plotycia	N/A
March 4 th	Early Dismissal Day	2 and 4	OPR – Use of Mental Math/content strategies Paca – Processes in Math	Cristen Grich Fran Plotycia	N/A
March 31 st	Early Dismissal Day	K and 5	OPR – Incorporating math vocabulary into math instruction Paca – Content literacy in fractions, decimals and percentages	Cristen Grich Fran Plotycia	N/A
April 1 st	County Wide Professional Development Day	All Staff	Frank Kros – Upside Down Organization Stocking the Toolbox – Brain Compatible Strategies for Challenging Behaviors	Title 1 Teacher Specialists	Title 1 1003A School Improvement Grant
May 13 th	Early Dismissal Day	1 and 4	OPR – Incorporating math vocabulary into math instruction Paca – Content literacy in fractions, decimals and percentages	Cristen Grich Fran Plotycia	N/A
June 1 st	2 hour rotations	3, 4, and 5	Grouping Students for 10-11 school year	Mentor Teachers	Staff Development
June 2 nd	2 Hour rotations	K, 1 and 2	Grouping Students for 10-11 school year	Mentor Teachers	Staff Development
June 3 rd	Early Dismissal Day	2 and 3	OPR – Incorporating math vocabulary into math instruction Paca – Content literacy in fractions, decimals and percentages	Cristen Grich Fran Plotycia	N/A

PBIS Action Plan 2010-2011

GOAL: Create and maintain a school-wide system to provide a positive and safe learning environment in order to reduce behavior referrals by 25%.

OUTCOME 1: The WP/OPR family will routinely teach character education lessons.

Strategies	Person(s) Responsible	Implementation Date	Monitoring Date	Method of Data Collection
Character Education posters will be posted in classrooms.	WP/OPR Staff	September 2010 – June 2011	Quarterly	Walk throughs by PBIS Team, ILT or SET Evaluators.
Teachers will inform parents/guardians of monthly character ed. trait in classroom newsletters.	Classroom Teachers	September 2010 – June 2011	Monthly	Samples of newsletters turned in to assistant principals
Character Ed. Trait of the month will be mentioned on morning announcements.	Morning Announcements DJ	September 2010 – June 2011	Quarterly	Samples of morning announcement scripts
Character Ed. Lessons will be taught in all grades each month.	Classroom Teachers Students	September 2010 – June 2011	Monthly	Classroom Observations
Each teacher will nominate a Student of the Month based on the Character Ed. Trait of the Month	Classroom Teachers	September 2010 - May 2011	Monthly	Pictures taken at assemblies

GOAL: Create and maintain a school-wide system to provide a positive and safe learning environment in order to reduce behavior referrals by 25%.

OUTCOME 2: The WP/OPR administration and staff will target red and yellow zone children.

Strategies	Person(s) Responsible	Implementation Date	Monitoring Date	Method of Data Collection
Assistant Principals will report behavior data at monthly PBIS meetings. Students receiving 5 or more referrals will be highlighted in red.	Assistant Principals	September 2010 – June 2011	Monthly	Behavior data reports shared at PBIS meetings
PBIS Grade Level Representatives will report information monthly at data meetings.	PBIS Grade Level Representatives	September 2010 – June 2011	Monthly	Minutes from Grade Level meetings
PBIS Minutes and Referral Data will be posted on Share Point.	Missy Wood Colleen Cornacchione	September 2010 – June 2011	Monthly	Share Point postings
Support will be given to yellow and red zone students through the RtI, SST and/or Mental Health agencies (Keypoint, Alliance, School Health Readiness).	WP/OPR Staff Mental Health Agencies	Ongoing	Quarterly	Copies of Minutes from RtI and SST Meetings
High Flyers will be able to participate in the Watch Dog Program.	Staff Members	October 2010 – June 2011	Monthly	Lists of students being mentored
School Psychologist will support staff members with red zone children in the William Paca building.	School Psychologist	September 2010 – June 2011	Monthly	List of students being serviced with interventions

GOAL: Create and maintain a school-wide system to provide a positive and safe learning environment in order to reduce behavior referrals by 25%.

OUTCOME 3: The WP/OPR administration and staff will reward WP/OPR Family for displaying behaviors that contribute to learning success and model behavior.

Strategies	Person(s) Responsible	Implementation Date	Monitoring Date	Method of Data Collection
Students will be rewarded for displaying school wide expectations in Cafeteria.	PBIS Team Administration	September 2010 – June 2011	Monthly	List of Cafeteria Winners
Students will be rewarded for displaying school wide expectations on the bus for the WP students.	School Counselor	September 2010 – June 2011	Monthly	Battle of the Buses bulletin board; Graph display of buses
Teachers will recognize a weekly Star Student from his/her classroom.	Classroom Teachers	September 2010 – June 2011	Weekly	Star Student Penguins
Students in the WP building will shop at the Penguin Store; Students in the OPR building will shop within their classroom Treasure Box	PBIS Team Classroom Teachers	September 2010 – June 2011	Monthly	Pictures of students shopping at store
Staff Members will recognize colleagues that consistently create a positive learning environment and enhance student learning.	WP/OPR Staff	September 2010 – June 2011	Monthly	Copies of Purple Penguin Slips

GOAL 2: Increase student attendance to 95%.

OUTCOME 1: The WP/OPR administration and staff will provide students with attendance incentives.

Strategies	Person(s) Responsible	Implementation Date	Monitoring Date	Method of Data Collection
Classroom teachers will graph number of days classes have perfect attendance and reward students for every 10 days of perfect attendance.	Classroom Teachers	September 2010 – June 2011	Quarterly	Walk throughs by PBIS Team or ILT
School-wide attendance graph will be displayed in both buildings on an Attendance Bulletin board.	PBIS Team	September 2010 – June 2011	Monthly	PBIS Team will take pictures monthly of attendance graph
Each time classes have 10 days of perfect attendance, they will be recognized on the Morning Announcements and at Character Education Assemblies.	Classroom Teachers Morning Announcements DJ	September 2010 – June 2011	Quarterly	Copies of scripts from Morning Announcements
Letters will be sent home to families once a student misses 5 and 10 days of school.	WP/OPR Office Staff	September 2010 – June 2011	Quarterly	Copies of letters sent to families
Students will be referred to SST when they miss 10 days of school.	Classroom Teacher	September 2010 – June 2011	Monthly	Attendance Card

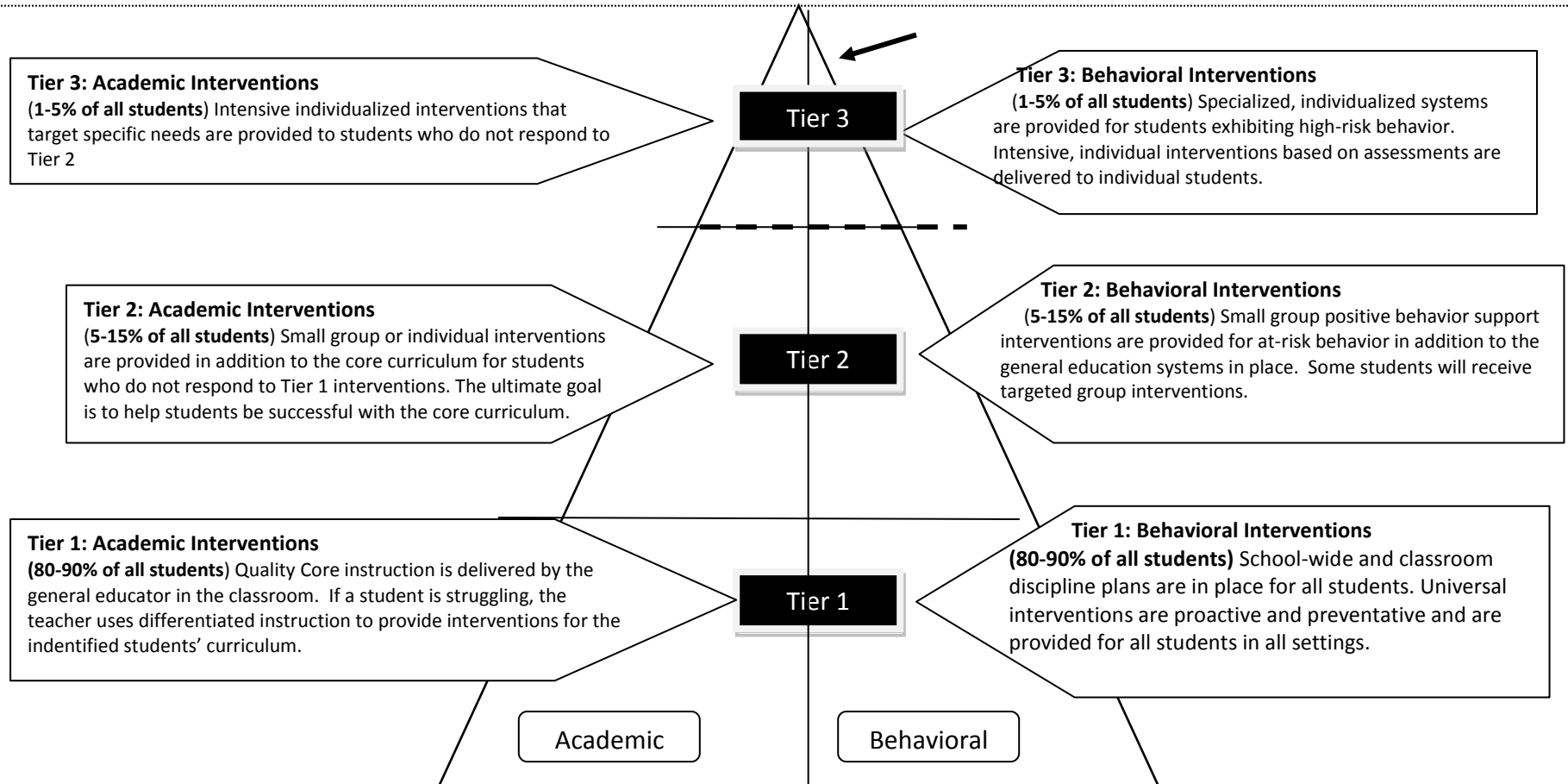
Response to Intervention: (RtI) {NCLB 9}

Response to Intervention (RtI) is a process used to intervene when students are struggling academically and/or behaviorally with the core grade level curriculum. There are three levels of interventions, or “tiers”, which increase in intensity. Students are matched to the appropriate tier based on screening, data collection, and rate of progress.

Students who continue to struggle in Tier 3 interventions will be referred to the School Support Team (SST) by the RtI team to determine additional supports.

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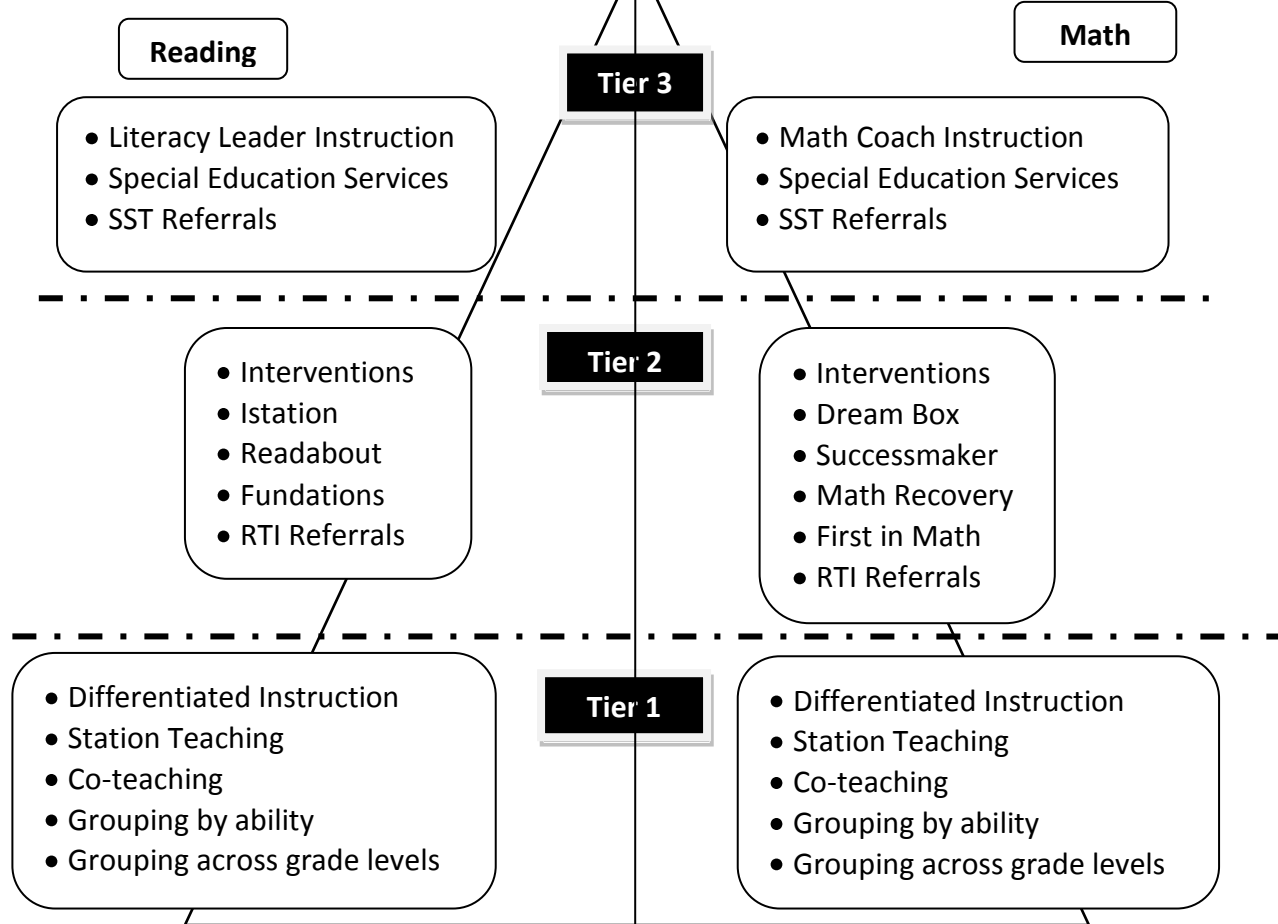
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William Paca Old Post Road Elementary School - Intervention Programs NCLB 9}

In-ter-ven-tion [in-ter-ven-shuh n] –noun: any instructional practice that is designed to help students meet grade level standards.

What interventions are available at William Paca Old Post Road Elementary?



William Paca/Old Post Road Elementary School - Proud To Be A Title I School

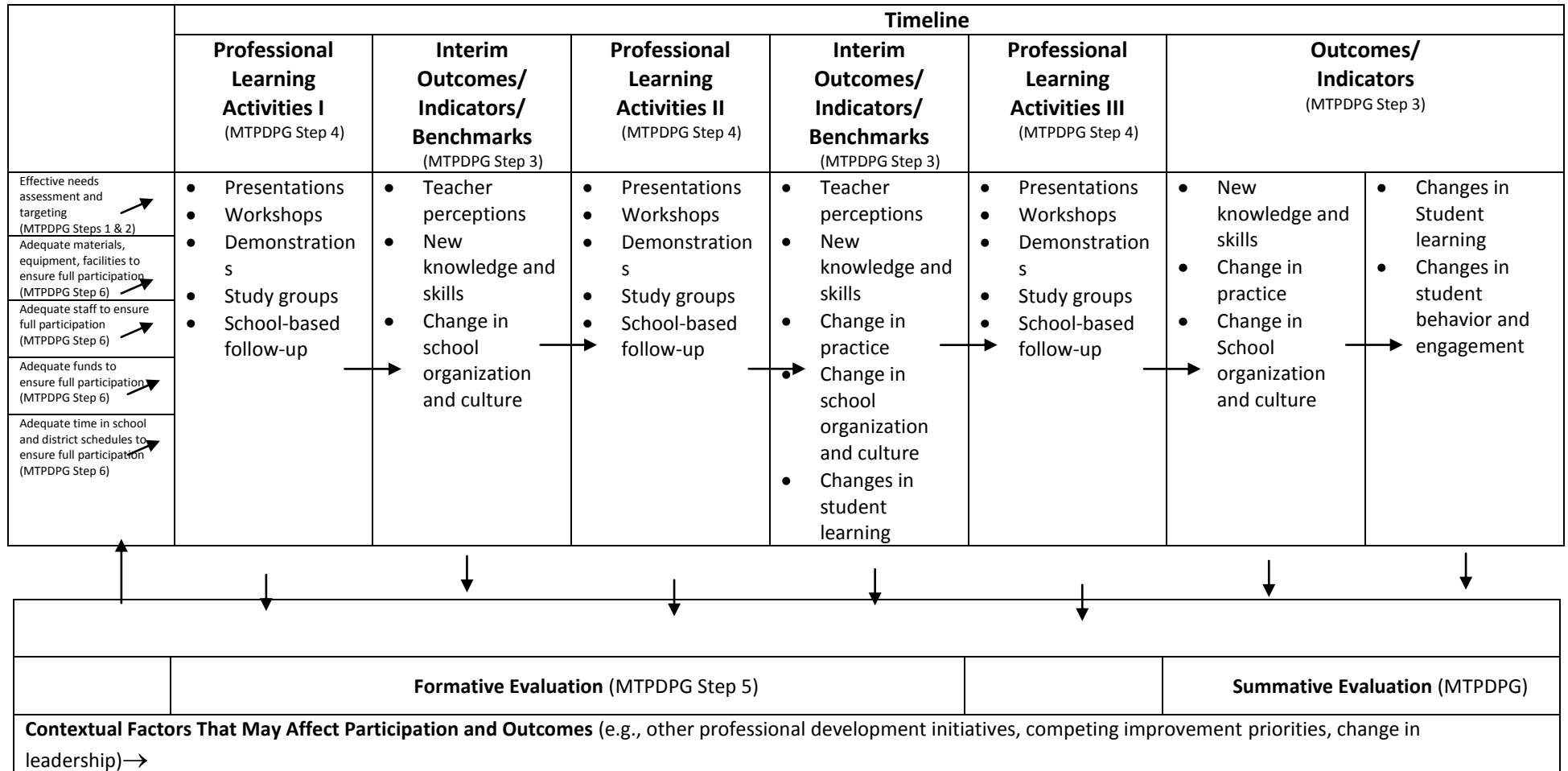
School-Parent Compact 2010-2011

School – Family – Student Agreement for Improving Student Achievement

The School-Parent Compact states how the school staff and families will work together to share responsibilities for student achievement. The compact addresses school climate/communication, high quality instruction and attendance.

SCHOOL	PARENT	STUDENT
<p>As a school, it is our responsibility to:</p> <p><u>School Climate/Communication</u> <i>Provide</i> a safe learning environment. <i>Encourage</i> students to set behavior goals and academic goals on a regular basis. <i>Share</i> information on a regular basis with school families and offer several forms of communication (Alert Now, agenda books, newsletters, emails and conferences) <i>Welcome</i> each family to be involved in our school activities (scheduled on a rotating basis), including our “Tellin’ Stories” program and school decision making teams. <i>Respond</i> promptly to parent notes, calls and agenda book communications. If agenda books are not initiated on a regular basis, teachers will follow up with a phone call.</p> <p><u>Academic</u> <i>Provide</i> high quality instruction with a focus on reading, math and science to assist students with meeting or exceeding grade level expectations. <i>Provide</i> opportunities for families to learn new strategies to help their children become successful in school. <i>Use</i> data to help make instructional decisions. <i>Offer</i> parent teacher conferences in November and as needed, to discuss student’s academic progress. <i>Provide</i> links on Ed line for homework help.</p> <p><u>Attendance</u> <i>Monitor</i> attendance by holding monthly attendance meetings to address attendance concerns. <i>Encourage</i> and recognize excellent attendance. <i>Express</i> the importance of attending school on a regular basis in order to maintain or exceed 95% attendance to meet AYP.(annual yearly progress) <i>Alert</i> parents when their children have been absent or excessively tardy.</p> <p>_____ Principal’s Signature Date</p>	<p>As a parent, it is my responsibility to:</p> <p><u>School Climate/Communication</u> <i>Enforce</i> school rules and consequences. <i>Assist</i> my child to achieve his/her academic and behavior goals on a regular basis. <i>Use</i> the available forms of communication to keep the school informed of changes that occur (phones, addresses, and medical needs). <i>Become</i> actively involved in my child’s education by providing homework assistance, participating in programs like “Tellin’ Stories,” and/or providing feedback to school decision making teams. <i>Check and initial</i> agenda books on a nightly basis. <i>Request</i> academic resources for support.</p> <p><u>Academic</u> <i>Use</i> a variety of materials with my child to help him/her understand and complete homework assignment. <i>Provide</i> an area in my home where my child can successfully complete his/her homework. <i>Attend</i> and participate in as many as possible school events or workshops to learn how to help my child at home. <i>Encourage</i> activities that will enhance learning such as viewing educational programs. <i>Attend</i> required and requested parent teacher conferences to discuss my child’s progress and needs. <i>Utilize</i> Ed line and the provided links.</p> <p><u>Attendance</u> <i>Provide</i> written notification stating the reason for my child’s absence. <i>Schedule</i> appointments before or after school when possible, in order to maximize instructional opportunities. <i>Send</i> my child to school every day on time and will not pick student up before 3:20 p.m.</p> <p style="text-align: center;">First Quarter Signatures</p> <p>_____ Teacher’s Signature Date</p> <p>_____ Parent’s Signature Date</p> <p>_____ Student’s Signature Date</p>	<p>As a student, it is my responsibility to:</p> <p><u>School Climate/Communication</u> <i>Obey</i> the school oath. <i>Set</i> and achieve my academic and behavior goals on a regular basis. <i>Be</i> responsible for sharing and returning all information sent home by the school daily. <i>Show</i> a positive attitude and be respectful by using good manners. <i>Try</i> my best every day. <i>Copy</i> assignments and information into my agenda book daily. Have my parent initial my agenda book nightly.</p> <p><u>Academic</u> <i>Practice</i> my math, reading, and writing skills by:</p> <ul style="list-style-type: none"> a) Doing my homework b) Reviewing basic math facts c) Reading every day d) Talking with my family about the new skills I learned each day <p><i>Provide</i> my parent(s) with the information needed to schedule and attend the November Parent Teacher Conference and other requested conferences. <i>Ask</i> for help from my teachers and parents when I do not understand or use Ed line links.</p> <p><u>Attendance</u> <i>Turn</i> in an absent note for each absence. <i>Strive</i> for excellent attendance. <i>Complete</i> homework assignments missed due to absence. <i>Be</i> prepared to come to school on time every day and avoid being tardy.</p> <p style="text-align: center;">Third Quarter Signatures</p> <p>_____ Teacher’s Signature Date</p> <p>_____ Parent’s Signature Date</p> <p>_____ Student’s Signature Date</p>

Teacher Professional Development Logic Model



Glossary of Terms

	Acronym/Abbreviation	Full Name/Title/Definition
A	AMO	Annual Measurable Objective
	AYP	Annual Yearly Progress
C	CAPS	Continued Academic Progress for Students
	CFIP	Classroom Focused Improvement Process
	CLS	Classroom Learning System
E	ELC	Edgewood Learning Community
	ELL	English Language Learners
F	FaRMS	Free and Reduced Meals
	FIP	Family Involvement Plan
	FIT	Family Involvement Team
G	GEEF	Greater Edgewood Education Foundation
I	IEP	Individualized Education Plan
	ILT	Instructional Leadership Team
M	MSA	Maryland State Assessment
N	NCLB	No Child Left Behind
O	OPR	Old Post Road Building
P	PBIS	Positive Behavior Interventions and Supports
	PIRC	Parent Information and Resource Center
	PLC	Professional Learning Community
	POG	Profile Of a Graduate
	PPW	Pupil Personnel Worker
	PTA	Parent/Teacher Association
	Penguin P.U.Ps.	Parents United of Preschoolers

R	RTI	Response To Intervention
S	SE	Special Education or Special Educator
	SI	School Improvement
	SIP	School Improvement Plan
	SIPPS	Systematic Instruction in Phoneme Awareness, Phonics, and Sight Words
	SMART Goal	Sustainable, Measurable, Achievable, Repeatable, Time-Sensitive
	SIT	School Improvement Team
	SST	Student Support Team
	STEM	Science, Technology, Engineering, Mathematics
W	WP	William Paca Building
	WP/OPR	William Paca/Old Post Road Elementary School



Harford County Public Schools

102 S. Hickory Avenue ♦ Bel Air, MD 21014 ♦ 410-838-7300 ♦ Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

August 29, 2011

Dear Parent:

As a parent of a child in a Title I school, the "No Child Left Behind" Act of 2002 allows you to request information about your child's teacher.

The following information may be requested:

- College or university degrees earned;
- Maryland certification information, including the certificate type and specific certification areas; and
- Qualifications of a paraprofessional, if your child is being served by one.

Should you wish to make a request for any of the above information about your child's teacher, please make your request in writing to the school principal. The principal will provide the information to you in a timely manner, generally within thirty (30) business days.

Harford County Public Schools is committed to providing your child with a quality instructor in a positive learning environment. To achieve this goal, we employ teachers and paraprofessionals with diverse backgrounds and experiences. New teachers in Harford County Public Schools possess a bachelor's degree, receive mentoring, and have a plan for attaining professional Maryland certification, if they are not already fully certified.

Thank you for supporting your child's education and the Harford County Public Schools. Your interest, participation, and support are essential to your child's achievement and the success of the school system.

Sincerely,

Robert Tomback, Ph.D.
Superintendent of Schools



Harford County Public Schools

102 S. Hickory Avenue ♦ Bel Air, MD 21014 ♦ 410-838-7300 ♦ Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

29 de agosto de 2011

Estimados Padres:

Como padres de niños/niñas en escuelas de Título I, acta de legislación del 2002 "**Que Ningún Niño Se Quede Atrás**" permite que usted solicite información sobre el maestro de su hijo/hija.

La siguiente información puede ser solicitada:

- Grado Académico obtenido:
- Información sobre la certificación de Maryland, incluyendo el tipo y el área específico de la certificación y
- Cualificaciones de un Técnico Educativo, si su hijo(a) recibe servicios por uno de ellos.

Si desea solicitar alguna información sobre el maestro (a) de su hijo(a), por favor solicítela por escrito directamente al principal de la escuela. El/La principal proveerá la información en cuanto pueda, generalmente dentro de 30 días laborables.

El Condado de Harford se compromete a proveer instructores que son cualificados en un ambiente positivo para el aprendizaje de sus hijo/hija. Para lograr esta meta empleamos maestros(as) y técnicos educativos con diversas formaciones y experiencias. Maestros nuevos al condado de Harford poseen grado de bachillerato, reciben monitores y están en el proceso de obtener la certificación profesional de Maryland o ya han recibido su certificación.

Gracias por su apoyo en la educación de sus hijos/hijas en las escuelas publicas del Condado de Harford. Su interés, participación y el apoyo son esenciales para lograr y obtener éxito para sus hijos/hijas en el sistema escolar.

Sinceramente,

Robert Tomback, Ph.D.
Superintendente de escuelas

**Harford County Public Schools
Component 1 – Highly Qualified (HQ) 2011-2012**

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
1 New Hires	Initial Interview of potential New Title 1 Educator (teacher or paraprofessional)	Title 1 Principals	Principals will interview candidates supplied by the Office of Human Resources (HR) for any openings. If the principal chooses to hire the candidate, then Debbie Cannon and Brad Palmer will verify HQ status. If the principal does not want to hire the candidate, no further action is taken.	June – August and/or through-out the school year	
	New Title 1 Educator is Selected for Hire	Debbie Cannon, HR Brad Palmer, Title 1	Once a new candidate is selected by the principal, Debbie Cannon and Brad Palmer will verify HQ status. If the candidate meets HQ status, a hiring offer will be communicated by HR. If the candidate is not HQ, the candidate and the principal will be notified, and the selection process will continue until an HQ candidate is hired.	June – August and/or through-out the school year	
2 HQ Monitoring Teachers/Para	Verification of HQ by Principals	Title 1 Principals Brad Palmer, Title 1	The Verification Attestation Form will be completed by Title 1 Principals confirming that all teachers within their building are HQ.	Beginning of the school year and on-going, if needed	
	On-going Review of HQ status of new and existing educators	Title 1 Principals Debbie Cannon, HR Brad Palmer, Title 1	An HR/Title 1 mtg will be held at the beginning of the year and at the end of each qtr during the year. The purpose of each mtg is to review the teacher and paraprofessionals Master List of Title 1 HQ to verify and confirm the HQ status of all Title 1 educators. Sample records will be reviewed for HQ document support, including school-based staff/faculty rosters. Educators found to be Non-HQ will begin the process established for addressing Non-HQ educators. Educators found to be HQ will be monitored next quarter. Grade/position assignments will also be reviewed quarterly to ensure that teachers are not moved to a non-HQ position.	Beginning of the year and quarterly throughout the year.	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
	Process for Addressing Non-HQ Educators in Title 1 Schools	Title 1 Principals Title 1 Educator Debbie Cannon, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. The Non-HQ educator and their principal will be notified of the Non-HQ status and the reason for being Non-HQ via letter from Debbie Cannon, HR. 2. A meeting will be held immediately with the educator, the principal and Allyn Watson, Supervisor of Title 1. The HQ Verification Form will be completed. 3. Principal will send a Parent Letter within 4 weeks of the date that the educator was determined to be Non-HQ. A copy of the letter will be sent to Allyn Watson, Title 1 and Debbie Cannon. 4. The Executive Director of Elementary Schools will be notified of the Non-HQ determination. 5. If an educator is determined to be Non-HQ, the Executive Director of Elementary Schools will take appropriate action to have an HQ educator reassigned. 	On-going on a case by case basis throughout the year.	
	Process for Monitoring and Communicating with Educators	Debbie Cannon, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. During the quarterly reviews, teachers' certification expiration dates will be examined and email notification will be sent as a reminder to teachers whose certification expires within a 6 month period. 2. All Title 1 teachers will be notified at the beginning & middle of each year (via email) of the importance and possible consequences for not maintaining proper certification. HR will send specific letters to identified non-HQ teachers specifically outlining their status and outlining their needs. The central Title 1 Office and the HR Office will be responsible for communicating to teachers all information related to HQ status. 		

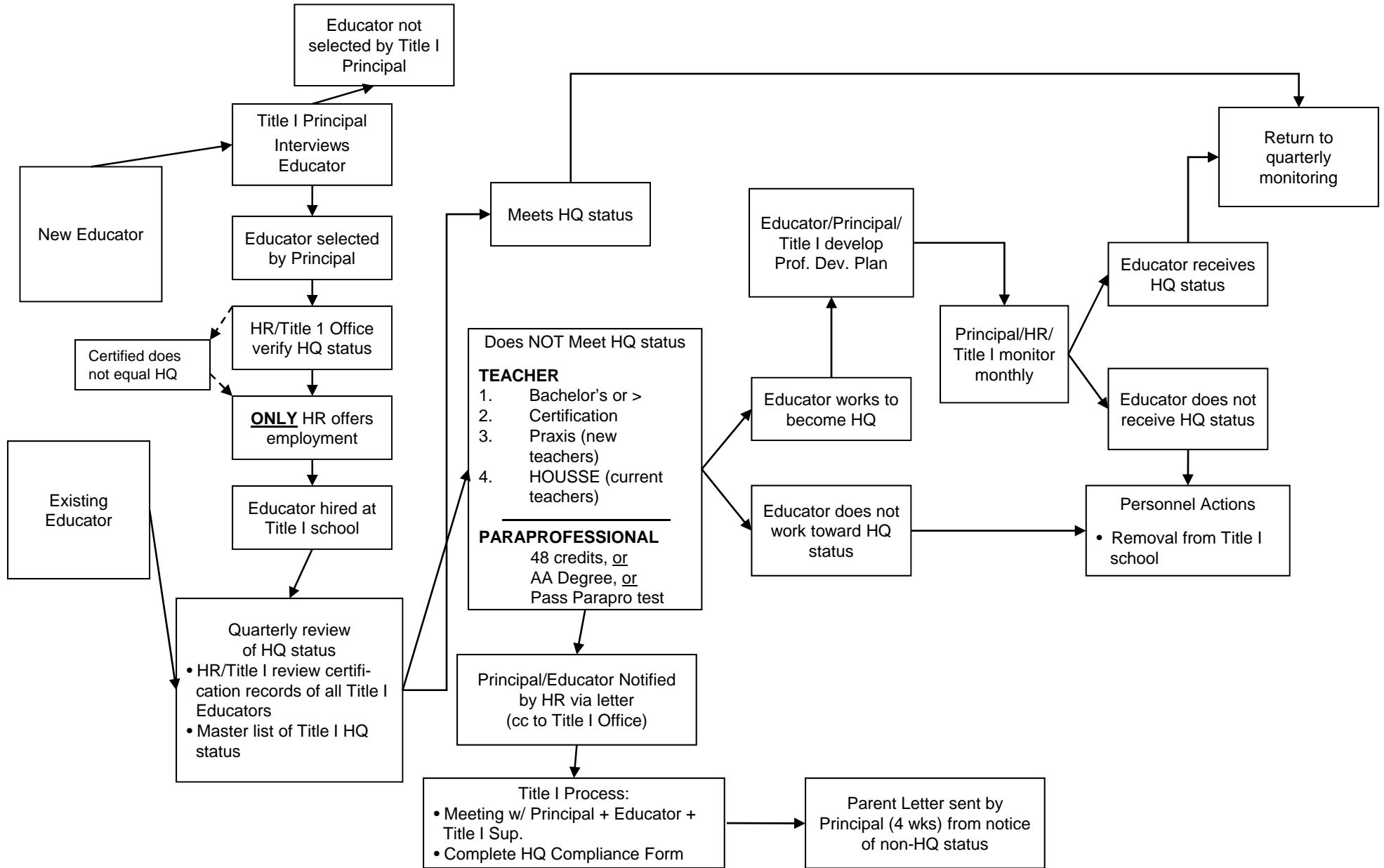
Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
<p>3 HQ Monitoring- Long term Substitutes</p>	<p>Process for Maintaining HQ Title 1 Long Term Substitutes for Teachers and Paraprofessionals</p>	<p>Title 1 Principals Debbie Cannon, HR Brad Palmer, Title 1</p>	<ol style="list-style-type: none"> 1. Principals will notify Brad Palmer-Title 1 when a long term substitute is needed, preferably with as much advanced notice as possible. 2. Principal will send a Parent Letter (Parents’ Right to Know) within 4 weeks of the date that the full-time educator was replaced by the long term substitute. A copy of the letter will be sent to Allyn Watson, Title 1 and Debbie Cannon, HR 3. Brad Palmer –Title 1 will work with HR to find HQ substitutes for the vacancy. 4. Brad Palmer-Title 1 will research and communicate a list of viable HQ substitutes to the principals for interviewing. 5. The principal will interview and make an offer for hiring, or will reject the candidate. 6. The process will continue until an HQ substitute is hired or there are no more HQ substitutes available. 7. If there are no HQ substitutes available, then a Non-HQ substitute will fill the vacancy. 8. The principal and Brad Palmer-Title 1 will continue to search for HQ substitutes to replace the Non-HQ substitute. 9. As a double check, the staffing list for Title 1 schools will be reviewed at the quarterly meetings to review any long term substitutes. 	<p>On-going on a case by case basis throughout the year.</p>	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
			<p>10. A Home & Hospital teacher falls under the substitute heading, as long as the student remains enrolled at the school and the H&H teacher is working under the direction of the HQ classroom teacher (plans, work, grading, etc).</p>		
<p>4 HQ Monitoring- Private School & Charter School</p>	<p>Process for Maintaining HQ Status of Private School and Charter School Teachers Servicing Title 1 Students</p>	<p>Debbie Cannon, HR Brad Palmer, Title 1</p>	<ol style="list-style-type: none"> 1. Private School or Charter School tutors will be selected based on their HQ status. 2. Brad Palmer-Title 1 will work with the Private Schools and the Charter Schools to find HQ tutors to hire, including HQ educators working for HCPS. 3. Brad Palmer-Title 1, along with Debbie Cannon-HR, will review each tutors HQ qualifications and make the final HQ determination. 4. The HQ tutor will sign a contract with HCPS and will confirm that they remain HQ as a condition of their employment. <p style="text-align: center;">Or</p> <ol style="list-style-type: none"> 1. A Private Vendor will be contracted to provide Title 1 services to qualifying Title 1 or Charter School students, and will verify and maintain HQ status of their employees who work with Title 1 students. 	<p>Beginning of the School Year</p>	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
5 Internal Transfers	Process for ensuring that internal transfers at the end of the school year remain compliant with HQ requirements	Title 1 Principals Debbie Cannon, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. Principals will complete the “Grade Level Change-Internal Transfer” form in early May and return to Brad Palmer. 2. Brad Palmer and Debbie Cannon will review the list from each school and consult with Barb Matthews if there are any questions. 3. Principals will receive the completed “Grade Level Change-Internal Transfer” in early June with the approval or denial of the internal transfers. 	<p>May of each year</p> <p>June of each year</p>	
6 Role of the Paraprofessional	Process for ensuring that instructional Paraprofessionals work under the direct supervision of and within close proximity with an HQ teacher	Title 1 Principals Title 1 Teachers Title 1 Paraprofessionals Title 1 Teacher Specialists Debbie Cannon, HR Brad Palmer, Title 1	<ol style="list-style-type: none"> 1. Training to ensure that all Title 1 school-based staff understand the role of the instructional paraprofessional, training will occur as follows: <ol style="list-style-type: none"> a. Principals will be trained annually by Allyn Watson b. Teachers will be trained annually by Title 1 Teacher Specialists c. Paraprofessionals will be trained annually by Title 1 teacher specialists 2. Title 1 Principals will ensure that instructional paraprofessionals are working under the direct supervision of and within proximity with an HQ teacher by: <ol style="list-style-type: none"> a. Informal observations b. Formal observation and evaluation process c. In-school professional development 3. The Title 1 Office will ensure that instructional paraprofessionals are working under the direct supervision of and within proximity with an HQ teacher by: <ol style="list-style-type: none"> a. Monthly Title 1 Principal meetings b. Analysis of the formal teacher observations and evaluations 	<p>Annually – Beginning of the school year</p> <p>On-going</p> <p>On-going</p>	

Harford County Public Schools

Flowchart for Maintaining Highly Qualified (HQ) Status of Title I Educators (Teachers and Paraprofessionals)



TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA*

*Students meeting at least two criteria will be targeted for interventions.

*Some students may be monitored due to lack of formal assessment data.

Kindergarten**Mathematics**

Instrument	Criteria
1. SNAP	Student fails to meet minimum proficiency in three or more of the following subtests: forward number word sequence (1-10), finger patterns and spatial patterns, number identification (1-10), addition and subtraction (counting items)
2. Teacher Observation Class Profile for mathematics or grouping card teacher ranking.	Teacher indicates student is below grade level in math.
3. Pre-K Skills Checklist (Spring)	Student identifies less than 10 numbers up to 30.
4. Pre-K Skills Checklist (Spring)	Student identifies less than 3 of the 4 sets on the "Identification of Sets" subtest.
5. Pre-K Skills Checklist (Spring)	Student makes less than 2 of the 3 sets on the "Makes Set" subtest.

Reading

Instrument	Criteria
1. TPRI-(Phonemic Awareness)	Student scores less than 4 on Task 3 (Rhyming)
2. TPRI- (Graphophonemic Knowledge)	Student scores less than 8 on Task 7 (Letters to Sound Linking).
3. Pre-K Skills Checklist(Spring)	Student identifies less than 9 of 12 sight words
4. Teacher Observation Class Profile for reading or grouping card teacher ranking.	Teacher indicates student is below grade level.
5. LAUNCH assessments-selected schools only	Student scores below 114

TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

*Students meeting at least two criteria will be targeted for interventions.

*Some students may be monitored due to lack of formal assessment data.

First Grade
Mathematics

Instrument	Criteria
1. Snap Assessment	Student fails to meet Kindergarten end-of-year proficiency rates on 3 or more of the following subtests: forward number word sequence (1-100), number identification (1-100), addition and subtraction, number patterns, backward number word sequence.
2. Math Unit Assessments	Student has a cumulative average of less than 70% on EDM Part A unit assessments.
3. Everyday Math Cumulative Strand Report	Student scores less than 50% on Number Relationships and Computations (NRC).
4. Teacher Observation Class Profile for mathematics or grouping card teacher ranking.	Teacher indicates student is below grade level.
5. Everyday Math diagnostic assessments for beginning, middle or end of the year.	Student scores less than 70%.

First Grade
Reading

Instrument	Criteria
1. TPRI	On End of Year Kindergarten Screening, student scores: <ul style="list-style-type: none"> • less than 8 on Screening 3 (graphophonemic knowledge, letter sound)
2. TPRI	On End of Year Kindergarten Screening, student scores: <ul style="list-style-type: none"> • Less than 6 on Screening 4 (phonemic awareness, blending onset rhymes and phonemes)
3. Running Record	Student scores below instructional level on appropriate first grade benchmark text
4. Harcourt Benchmark Assessment	Student scores less than 50%.
5. Teacher Observation Class Profile for reading or grouping card teacher ranking.	Teacher indicates student is below grade level.
6. QRI (Qualitative Reading Inventory)	Student scores below grade level on QRI assessment.

7. Harcourt Kindergarten sight word list	Student scores less than 70% (less than 42 words).
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TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

*Students meeting at least two criteria will be targeted for interventions.

*Some students may be monitored due to lack of formal assessment data.

Second Grade
Mathematics

Instrument	Criteria
1. Everyday Math Cumulative Mathematics Strand Report	Student scores less than 50% on number relationships and computation (NRC).
2. Math Unit Assessments	Student has a cumulative average less than 70% on math part A unit assessments.
3. Teacher Observation Class Profile for Mathematics or grouping card teacher ranking.	Teacher indicates student is below grade level.
4. Everyday Math diagnostic assessments for beginning, middle, or end-of year	Student scores less than 70%.
5. Scholastic Math Inventory (SMI).	Student scores "well below".

Second Grade
Reading

Instrument	Criteria
1. Running Record	Student scores below instructional level on appropriate second grade benchmark text.
2. QRI (Qualitative Reading Inventory)	Student scores below grade level on QRI assessment.
3. Harcourt Benchmark Assessments	Student scores less than 50%.
4. Teacher Observation Class Profile or grouping card teacher ranking.	Teacher indicates student is below grade level.
5. Harcourt first grade sight word list	Student scores less than 70%.

TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

- *Students meeting at least two criteria will be targeted for interventions.
- *Some students may be monitored due to lack of formal assessment data.

Third Grade

Mathematics

Instrument	Criteria
1. Everyday Math Cumulative Mathematics Strand Report	Student scores less 50% on number relationships and computation (NRC).
2. Math Unit Assessments	Student has a cumulative average less than 70% on math part A unit assessments.
3. Teacher Observation Class Profile for Mathematics or grouping card teacher ranking.	Teacher indicates student is below grade level.
4. Everyday Math diagnostic assessments for beginning, middle, or end-of year	Student scores less than 70%.
6. Scholastic Math Inventory (SMI)	Student scores “well below”.

Third Grade

Reading

Instrument	Criteria
1. SRI	Student has a lexile score of less than 450 on the grade 2 SRI.
2. Running Record	Student scores below instructional level on appropriate third grade benchmark text.
3. QRI (Qualitative Reading Inventory)	Student scores below grade level on QRI assessment.
4. Harcourt Benchmark Assessments	Student scores less than 50%.
5. Teacher Observation Class Profile for reading or grouping card teacher ranking.	Teacher indicates student is below grade level.
6. Harcourt second grade sight word list	Student scores less than 70%.

TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

*Students meeting at least two criteria will be targeted for interventions.

*Some students may be monitored due to lack of formal assessment data.

Fourth Grade
Mathematics

Instrument	Criteria
1. Maryland School Assessment	Student scores "Basic."
2. Maryland School Assessment (subtest scores)	Student with overall proficient score in MSA math scores basic on 3 of 5 math subtests.
3. Everyday Math Cumulative Mathematics Strand Report	Student scores less than 50% on number relationships and computation (NRC).
4. Math Unit Assessments	Student has a cumulative average less than 70% on math part A unit assessments.
5. Teacher Observation Class Profile for Mathematics or grouping card teacher ranking.	Teacher indicates student is below grade level.
6. Everyday Math diagnostic assessments for beginning, middle, or end-of year	Student scores less than 70%
7. Scholastic Math Inventory (SMI)	Student scores "well below".

Fourth Grade
Reading

Instrument	Criteria
1. Maryland School Assessment	Student scores "Basic."
2. Maryland School Assessment (subtest scores)	Student with overall proficient score in MSA reading scores basic on 2 of 3 reading subtests.
3. Running Record	Student scores below instructional level on end-of-third-grade running record.
4. Harcourt Benchmark Assessment	Student scores less than 50%.
5. QRI (Qualitative Reading Inventory)	Student scores below grade level on QRI assessment.
6. Teacher Observation Class Profile for reading or grouping card teacher ranking.	Teacher indicates student is below grade level.
7. SRI	Student has a lexile score of less than 600 on the grade 3SRI.

TITLE I SELECTION INSTRUMENTS AND SELECTION CRITERIA

*Students meeting at least two criteria will be targeted for interventions.

*Some students may be monitored due to lack of formal assessment data.

Fifth Grade
Mathematics

Instrument	Criteria
1. Maryland School Assessment	Student scores "Basic."
2. Maryland School Assessment (subtest scores)	Student with overall proficient score in MSA math scores basic on 3 of 5 math subtests.
3. Everyday Math Cumulative Mathematics Strand Report	Student scores less than 50% on number relationships and computation (NRC).
4. Math Unit Assessments	Student has a cumulative average less than 70% on math part A unit assessments.
5. Teacher Observation Class Profile for Mathematics or grouping card teacher ranking.	Teacher indicates student is below grade level.
6. Everyday Math diagnostic assessments for beginning, middle, or end-of year	Student scores less than 70%.
7. Scholastic Math Inventory (SMI)	Student scores "well below".

Fifth Grade
Reading

Instrument	Criteria
1. Maryland School Assessment	Student scores "Basic."
2. Maryland School Assessment (subtest scores)	Student with overall proficient score in MSA reading scores basic on 2 of 3 reading subtests.
3. QRI (Qualitative Reading Inventory)	Student scores below grade level on QRI assessment.
4. Harcourt Benchmark Assessment	Student scores less than 50%.
5. SRI	Student has a lexile score of less than 750 on the grade 4 SRI.
6. Teacher Observation Class Profile for reading or grouping card teacher ranking.	Teacher indicates student is below grade level.

Note: If the above criteria for grades K-5 do not identify enough students to sustain the program, a decision will be made by the Title I office to adjust criteria or to use an alternative instrument.

POLICY TITLE: Parent/Community Involvement		
ADOPTION/EFFECTIVE DATE: 9/14/1992	MOST RECENTLY AMENDED: 6/8/2009	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Stakeholders		

I. Purpose

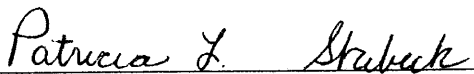
The purpose of this policy is to affirm the Board's commitment to establishing a strong and effective system of parent and community involvement in the educational environment and with the Harford County Public Schools (HCPS) and to establish standards and criteria related thereto.

II. Policy Statement

- A. HCPS supports a comprehensive and effective system of parent and community involvement in its schools, the educational environment and education, generally.
- B. HCPS will involve parents and family members of children and other appropriate members of the community in the educational environment and process relating to all students.
- C. HCPS and individual schools will inform and involve parents, the family of students and the community in student's learning and educational activities and all related decisions.
- D. HCPS will promote and encourage meaningful and effective partnerships among schools, parents, families and communities so as to increase involvement and participation by all in promoting social, emotional and educational growth of HCPS students.
- E. HCPS, in pursuing and implementing the above policy goals, will:
 - 1. Promote open and ongoing communication among home, school and community.
 - 2. Foster and support parenting skills.

3. Support, promote and encourage parent, family and community involvement in assisting student learning.
 4. Assist, promote and facilitate the volunteering by parents, families and community members in the schools.
 5. Facilitate, support and encourage parents, families and community members in participating as active partners in the educational process and in decision making at both the school and system level.
 6. Seek and utilize community resources so as to strengthen schools, families and student learning.
- F. HCPS hereby affirms its commitment to and compliance with the requirements of Title I and Title III of the No Child Left Behind Act of 2001, codified at 20 United States Code Section 6301, *et seq.* designated therein as Strengthening and Improvement of Elementary and Secondary Schools.

Board Approval Acknowledged By:



Patricia L. Skebeck, Interim Superintendent
Board of Education of Harford County

Policy Action Dates		
ACTION	DATE	ACTION DATE
Adopted	9/14/1992	
Amended	1/21/1998	
Amended	12/8/2003	
Amended	6/8/2009	

Responsibility for Policy Maintenance & References		
LAST EDITOR/DRAFTER NAME: Patrick P. Spicer, Esquire		JOB POSITION OF LAST EDITOR/DRAFTER: General Counsel
PERSON RESPONSIBLE: Patrick P. Spicer, Esquire		JOB POSITION OF PERSON RESPONSIBLE: General Counsel
DESIGNEE NAME: N/A		JOB POSITION OF DESIGNEE: N/A
REFERENCE 1 TYPE: Legal	REFERENCE 1 NO. Section 6301 et seq.	REFERENCE 1 DESCRIPTION: Strengthening and Improving of Elementary and Secondary Schools, 20 United States Code (USC)
REFERENCE 2 TYPE:	REFERENCE 2 NO.	REFERENCE 2 DESCRIPTION:
REFERENCE 3 TYPE:	REFERENCE 3 NO.	REFERENCE 3 DESCRIPTION:
REFERENCE 4 TYPE:	REFERENCE 4 NO.	REFERENCE 4 DESCRIPTION:
REFERENCE 5 TYPE:	REFERENCE 5 NO.	REFERENCE 5 DESCRIPTION:
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005: General Administration 02.09.135		

POLICY TITLE: Parent/Community Involvement		
ADOPTION/EFFECTIVE DATE: 9/14/1992	MOST RECENTLY AMENDED: 6/8/2009	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Stakeholders		

I. Purpose

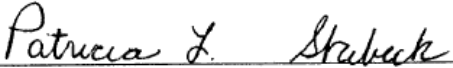
El propósito de esta póliza es para afirmar el compromiso que la Junta establece para un sistema sólido y eficaz de los padres y la comunidad en el ámbito educativo y con las Escuelas Públicas del Condado de Harford (HCPS) y establecer normas y criterios relacionados con ellas.

II. Policy Statement

- A. HCPS apoya un sistema integral y eficaz para los padres y la comunidad en sus escuelas, el ambiente educativo y la educación, en general.
- B. HCPS involucrará a los padres y familiares de los niños y otros miembros apropiados de la comunidad en el ámbito educativo y el proceso relativo a todos los estudiantes.
- C. Profesionales médicos y las escuelas individuales informar e involucrar a los padres, la familia de los estudiantes y la comunidad en el aprendizaje del estudiante y las actividades educativas y todas las decisiones relacionadas.
- D. HCPS promoverá y fomentará las asociaciones significativas y eficaces entre las escuelas, padres, familias y comunidades a fin de aumentar la implicación y participación de todos en la promoción del crecimiento social, emocional y educativo de los estudiantes HCPS.
- E. HCPS, en la búsqueda y aplicación de los objetivos de la póliza anterior, deberá:
 - 1. Promover una comunicación abierta y constante entre el hogar, escuela y comunidad.
 - 2. Adoptar y apoyar destrezas para los padres.

3. Apoyar, promover y fomentar los padres, la familia y la participación de la comunidad ayudando en el aprendizaje de los estudiantes.
 4. Ayudar, promover y facilitar el voluntariado de los padres, las familias y miembros de la comunidad en las escuelas.
 5. Facilitar, apoyar y alentar a los padres, las familias y miembros de la comunidad en participar como socios activos en el proceso educativo y en la toma de decisiones en la escuela como en el nivel del sistema.
 6. Recabar y utilizar recursos de la comunidad a fin de fortalecer las escuelas, las familias y el aprendizaje de los estudiantes.
- F. HCPS afirma su compromiso y el cumplimiento de los requisitos del Título I, Título III de Acto de que Ningun NiNo se queda atrás. (No Child Left Behind Act) de 2001, codificada en 20 Estados Unidos Código Sección 6301, et seq. que ellos designen como el fortalecimiento y mejoramiento de escuelas primarias y secundarias.

Board Approval Acknowledged By:



Patricia L. Skebeck, Interim Superintendent
Board of Education of Harford County

Policy Action Dates		
ACTION	DATE	
Adopted	9/14/1992	
Amended	1/21/1998	
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REFERENCE 4 TYPE:	REFERENCE 4 NO.	REFERENCE 4 DESCRIPTION:
REFERENCE 5 TYPE:	REFERENCE 5 NO.	REFERENCE 5 DESCRIPTION:
POLICY NUMBER PRIOR TO NOVEMBER 1, 2005: General Administration .02.09.135		

PROCEDURE TITLE: Title 1 Parent Involvement		
ADOPTION/EFFECTIVE DATE: 5/1/09	MOST RECENTLY AMENDED: N/A	MOST RECENTLY REAFFIRMED: N/A
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Stakeholders		

I. Purpose

The purpose of this procedure is to affirm the Board's Parent/Community Involvement Policy with a specific focus on Title 1 parent involvement. The Title 1 Parent Involvement Procedures will be implemented to establish a strong and effective system of parent involvement within the Title 1 schools, and to establish standards and criteria thereto. The school district agrees to implement the following statutory requirements:

- A. The school district will plan and put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
- B. The school district will incorporate this district wide parental involvement plan into its LEA plan developed under section 1112 of the ESEA.
- C. In carrying out the Title I, Part A parental involvement requirements to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA through streamline communication to ensure the connection between school and parent.
- D. If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- E. The school district will involve the parents of participating children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds set aside for parental involvement is spent, and will ensure that not less than 95 percent of the one percent set aside goes directly to the schools.

II. Scope

This procedure applies to all identified Title 1 schools (school-wide or targeted assistance status) within Harford County Public Schools.

III. Definition(s)

The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

- A. **Parental Involvement:** The participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, ensuring:
1. That parents play an integral role in assisting their child's learning.
 2. That parents are encouraged to be actively involved in their child's education at school.
 3. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
 4. The carrying out of other activities, such as those described in section 1118 of the ESEA

IV. Procedures

A. **Description of how the school district will implement required district-wide parent involvement plan components.**

1. The school district will provide multiple communications to disseminate information to parents including county and state Parental Information and Resource Center (PIRC). Input from parents will be solicited on the HCPS Website (Title 1 link) pertaining to the HCPS Master Plan.
2. The school district will invite Title I parents on a bi-annual basis to develop and revise the HCPS Master Plan to ensure joint development of the district-wide parental involvement policy under section 1112 of the ESEA. Additionally, parents will be invited to assist in an annual revision of the Home/School Compact.
3. The school district will invite Title I parents from each school in the district to serve on the school improvement team with the task of developing Title I school improvement plans and parent involvement procedures as well as convey to the parents their right to be involved.
4. The school district will provide technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.

5. The school district's central Title 1 Office will:
 - a. Enhance awareness of faculty and staff at each school site on (1) how to involve the parents in a way that makes the parent feel as an equal partner in their child's academic success and (2) the significance of parents' influence on their child's academic success.
 - b. Enhance awareness of faculty and staff at each school site on the importance of streamlining communication between home and school, ensuring, to the extent possible, that the information sent home is in a language and form that parents can understand.
 - c. Provide materials and training to help parents with their child's academic achievement.
 - d. Schedule regular meetings with parents at each school site, encouraging participation to become an active participant in their child's learning process.
 - e. Visit the school sites regularly to assure the policies and plans are being implemented.
 - f. Develop and disseminate a district-wide and school-wide calendar of Parental Involvement activities.
6. The school district will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies with the School Readiness programs supported by the Pre-Kindergarten Program, the Full-Day Kindergarten Program, the Maryland Voluntary State Curriculum, the Pre-Kindergarten programs for children with disabilities and other programs/ activities to encourage and support parents in participating in the education of their children.
7. The school district will conduct, with the involvement of parents, an ongoing evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) by:
 - a. Conducting an annual Regional Title 1 Parent Survey Evaluation from each Title 1 school, which is compiled at the Central Title 1 Office and the Office of Accountability (See Appendix A). Data from the survey will be provided to schools for review and will be disseminated to school communities. As a result of the survey data, changes will be instituted.
 - b. Assisting in the growth and development of parent groups at each school site.
 - c. Providing copies of the Title I Parent Involvement Procedure at each school and on each school's web page for parents' to view.

8. The school district will use the findings of the evaluation regarding its parental involvement procedure and activities to design strategies for more effective parental involvement, and to revise, if necessary (with parent involvement) its district parental involvement policy to:
 - a. Make recommendations to each participating school to integrate the changes in their respective school level parent involvement plans.
 - b. Provide suggestions for incorporating parent involvement as they relate to school improvement.

B. Capacity Building

The school district will build the schools' and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school, involved parents, and the community to improve student academic achievement through the following activities.

1. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, to develop better understanding through parent workshops, conferences and classes. HCPS will hold an annual meeting for Title 1 parents to provide information on:
 - a. the State's academic content standards
 - b. the State's student academic achievement standards
 - c. the State and local academic assessments including alternate assessments
 - d. the requirements of Title 1, Part A
 - e. how to monitor their child's progress
 - f. how to work with educators
2. The school district's central Title 1 Office provides assistance, funding, and materials for parents in the following areas:
 - a. Maryland State Department of Education/NCLB sponsored workshops
 - b. MSA scoring/data meetings/workshops
 - c. Training on progress monitoring and assessments for their child.
 - d. The role of the Title 1 Family Liaison
 - e. Parental Rights Booklets
3. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, to foster parental involvement. Support will be provided in the following areas:
 - a. The school district's central Title I Office provides funding for materials to help parents work with their children in the following programs/activities:
 - 1) SIPPS
 - 2) Success Maker
 - 3) I Station
 - 4) Harcourt
 - 5) LAUNCH
 - 6) Everyday Math
 - 7) Technology
 - 8) Professional Development for Parents/Teachers
 - 9) Curriculum Informational Nights

4. The school district will educate the entire school staff on how to communicate and work with parents as equal partners and how to coordinate parent programs between parents and schools, by:
 - a. Coordinating in-service at each school site
 - b. Meeting regularly with Family Involvement Team (FIT) at each school site
 - c. Meeting with School Improvement Team (SIT) at each school site
 - d. Meeting with Principals and Instructional Facilitators at each school site
 - e. Meeting with Family Liaisons and Title 1 Teacher Specialists at each school site
 - f. Providing input at school improvement team meetings on professional development for staff
 - g. Providing opportunities on a quarterly basis (or bi-annually) for parents to have input on Principal meetings, New Teacher Orientation, Title 1 Parent Conference, etc
 - h. Planning and implementing the Annual Parent Involvement Training for parents and staff which will be held in the fall of the each year

5. The school district will take the following actions to ensure that information related to the school/parent programs, meetings, and other activities is sent to the parents of children in an understandable format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.
 - a. The school district's central Title I Office will provide school related documents, to the extent possible, for parents in a language and form they can understand by sending press releases, newsletters, and systematic calendars to parents.
 - b. The school district's central Title I Office will provide translation for documents, to the extent possible, for parents. Interpreters at parent meetings will be provided, if needed.
 - c. The school district's central Title I Office supports the efforts of the ELL Office throughout the county.

C. Discretionary LEA Title 1 Parent Involvement Plan Components

The school district, in consultation with its parents, may choose to undertake to build parents' capacity for involvement in the school and school system, and to support their children's academic achievement, through the following discretionary activities listed under section 1118(e) of the ESEA.

1. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
2. Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding.

3. Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
4. Training parents to enhance the involvement of other parents.
5. Maximizing parental involvement in their children's education by arranging school meetings at a variety of times (evenings, weekends, daytime) and locations (off-site in the community), or conducting in-home conferences between teachers who work directly with participating children and parents who are unable to attend conferences at school.
6. Adopting and implementing model approaches to improving parental involvement.
 - a. GED program for parents – partnership with Harford Community College
7. Continuing a district wide parent advisory council to provide advice on all matters including those related to parental involvement in Title I, Part A programs.
8. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
 - a. Hold annual meeting to convey components of Title 1
 - b. Meet quarterly with non-public schools to monitor Title 1 schools
9. Providing other reasonable support for parental involvement activities under section 1118 as parents may request.
10. Maintain PIRC at each Title 1 school site with flexible hours of operation for parent use.

D. Adoption

The Harford County Public Schools' Title I Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by sign-in sheets, agendas, and written comments and evaluations.

This plan was adopted by the Harford County Public Schools on May 1, 2009 and will be in effect for the school year of 2009-2010. Harford County Public Schools will distribute this procedure to all parents of participating Title I, Part A children on or before August 20, 2009.

Approved By:

Superintendent of Schools

Date

Revised: 2/24/09

Procedure Number:

Page 6 of 8

APPENDIX A

DRAFT

PROCEDURE

Procedure Action Dates		
ACTION DATE	ACTION DATE	ACTION DATE

Responsibility for Procedure Maintenance & References		
LAST EDITOR/DRAFTER NAME:	JOB POSITION OF LAST EDITOR/DRAFTER:	
PERSON RESPONSIBLE:	JOB POSITION OF PERSON RESPONSIBLE:	
DESIGNEE NAME:	DESIGNEE POSITION:	
REFERENCE 1 TYPE:	REFERENCE 1 NO.	REFERENCE 1 DESCRIPTION:
REFERENCE 2 TYPE:	REFERENCE 2 NO.	REFERENCE 2 DESCRIPTION:
REFERENCE 3 TYPE:	REFERENCE 3 NO.	REFERENCE 3 DESCRIPTION:
REFERENCE 4 TYPE:	REFERENCE 4 NO.	REFERENCE 4 DESCRIPTION:
REFERENCE 5 TYPE:	REFERENCE 5 NO.	REFERENCE 5 DESCRIPTION:
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:		

**Harford County Public Schools
 Title I Parent Involvement Policy &
 Title I Parent Involvement Procedure
 Survey**



<p>After reading the two attached documents; "Title I Parent Involvement Policy" and "Title I Parent Involvement Procedures", please complete the information below and return this form.</p>	<p align="center">Marking Instructions</p> <ul style="list-style-type: none"> • Make solid marks that fill the circle completely. • Mark an "X" over darkened circle you wish to change. <p>Correct <input type="radio"/> Incorrect <input checked="" type="radio"/> <input checked="" type="radio"/> <input checked="" type="radio"/></p>
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Title I Parent Involvement Policy	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. The "Title I Parent Involvement Policy" document describes how HCPS involves parents, families, and community members in student's learning and educational activities.	4	3	2	1	0
2. The "Title I Parent Involvement Policy" document describes how HCPS will promote and encourage meaningful effective partnerships	4	3	2	1	0

Title I Parent Involvement Procedures	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. The "Title I Parent Involvement Procedures" document meets my needs as a Title I Parent.	4	3	2	1	0
2. The "Title 1 Parent Involvement Procedures" document provides me with opportunities to participate in decision making within my child's school.	4	3	2	1	0
3. The "Title 1 Parent Involvement Procedures" document provides for an effective system of parent involvement.	4	3	2	1	0
4. The "Title 1 Parent Involvement Procedures" document builds the school and parent capacity for Strong parental involvement.	4	3	2	1	0

Comments/Suggestions:
 Please provide any comments or suggestions that you feel will help to improve the "Title 1 Parent Involvement Policy" document.

Please provide any comments or suggestions that you feel will help to improve the "Title 1 Parent Involvement Procedures" document.

Date Completed: _____ (Turn over if more space needed)

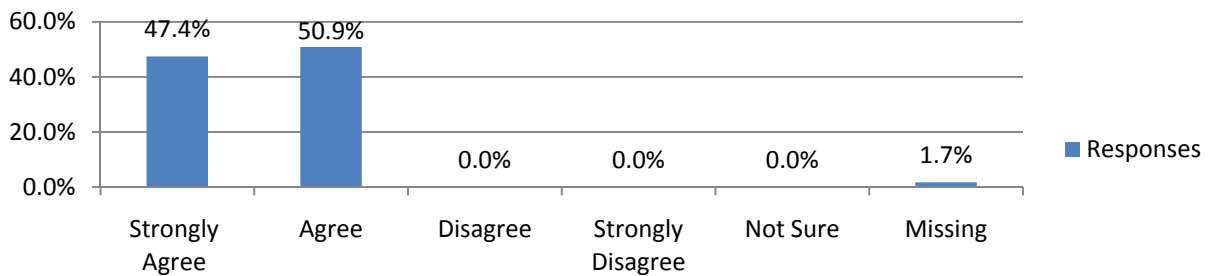
Harford County Public Schools Title I Parent Involvement Policy & Title I Parent Involvement Procedures Survey Results

During recent Family Involvement Team meetings the HCPS Parent Involvement Policy and the HCPS Title I Parent Involvement Procedures were reviewed. Each person attending the Family Involvement Team meeting was given the survey to fill out.

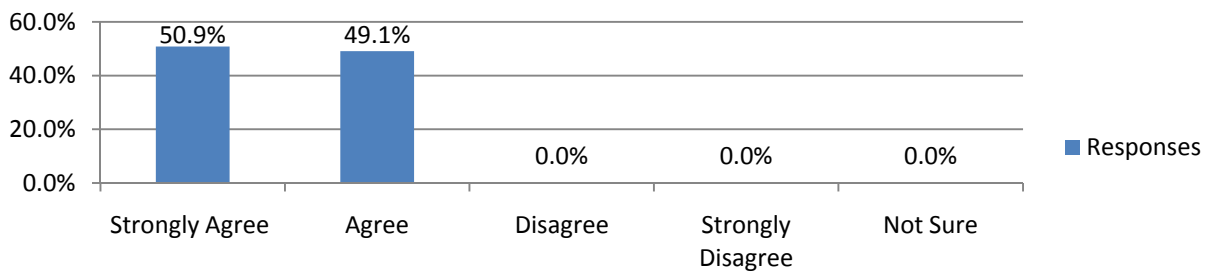
To date we have received 59 survey responses.

Overall the survey respondents felt that the current HCPS Parent Involvement Policy describes how HCPS involves parents, families, and community members in student’s learning and educational activities, (98.3% agreed or disagreed). They felt the document describes how HCPS will promote and encourage meaningful effective partnerships (100%).

1. The “Title I Parent Involvement Policy” document describes how HCPS involves parents, families, and community members in student’s learning and educational activities.

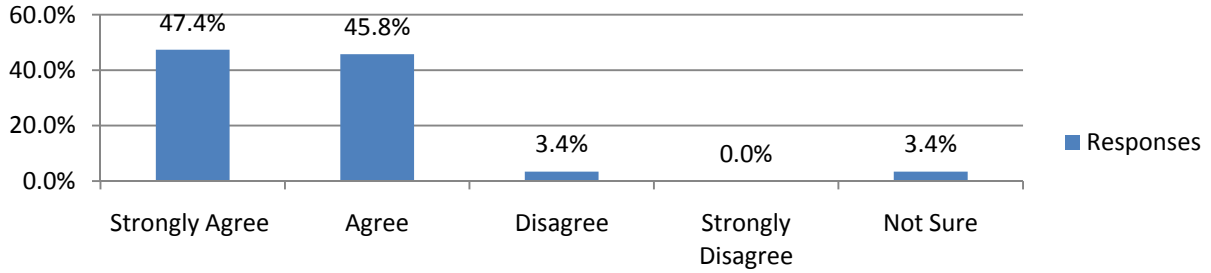


2. The “Title I Parent Involvement Policy” document describes how HCPS will promote and encourage meaningful effective partnerships



The survey respondents felt that the current HCPS Title I Parent Involvement Procedures met their needs as a Title I parent, (93.2% agreed or disagreed) and provided them with opportunities to participate in decision making within their child’s school, (98.4%). The survey respondents felt the HCPS Title I Parent Involvement Procedures provided for an effective system of parent involvement, (88.2%). They felt the document itself building the school and parent capacity for strong parental involvement, (91.5%).

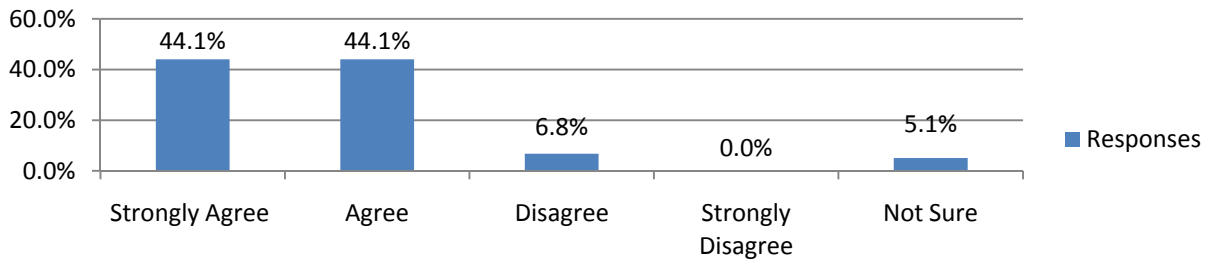
1. The "Title I Parent Involvement Procedures" document meets my needs as a Title I Parent.



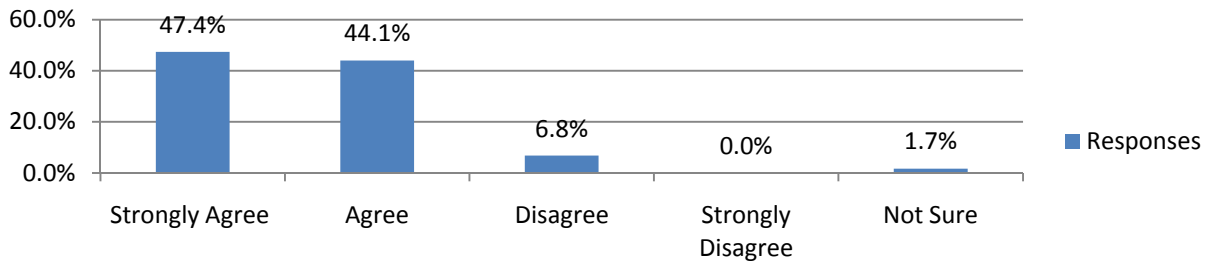
2. The "Title 1 Parent Involvement Procedures" document provides me with opportunities to participate in decision making within my child's school.



3. The "Title 1 Parent Involvement Procedures" document provides for an effective system of parent involvement.



4. The "Title 1 Parent Involvement Procedures" document builds the school and parent capacity for Strong parental involvement.



The respondents were given the opportunity to provide input into making any changes to the **HCPS Parent Involvement Policy**, the main request was to make the policy itself easier to understand and more readable. One asked for examples to be given. *(A full list of all comments can be found at the bottom of this page.)*

The respondents were given the opportunity to provide input into making any changes to the **HCPS Title I Parent Involvement Procedures**, the main request was to make the policy itself easier to understand and more readable. One asked for examples or definitions to be given. A parent expressed their concern that not all parents are hearing the message. *(A full list of all comments can be found at the bottom of this page.)*

HCPS Parent Involvement Policy comment / suggestions:

- It could be easier to read for parents who have difficulty or are unfamiliar with "education speak" –Shelley Mezan
- Explain how, not just say it will
- List of example of it, help me understand it
- Send Meeting information home earlier
- Policy needs to offer a few examples
- Parent Involvement Policy for Title I is very straight forward and easy to understand.
- Easy to read and comprehend.

Title 1 Parent Involvement Procedures comments / suggestions:

- I think that the procedures on this document all sound good. However, I don't think that most parents are being reached. I think sending home an invitation and publicizing meetings and providing free food should be enough to encourage caregivers to attend. Obviously it is not. I personally invited 3 moms to come tonight- but December is a busy month. I will invite them again. Despite your efforts (and not because of you for sure) I think people are unsure about attending these meetings or even volunteering. A personal invitation and a friend makes the school less intimidating. I don't know how the school as a staff can fix this- maybe ask everyone who regularly comes to the meetings to bring a friend to the next one? Maybe a little more details on the paper that comes home or in a newsletter. Maybe "what actually happens at the PTS FIM...Why you should be involved: or again more email communication about needing new fundraiser ideas or someone to help with whatever. I still stand by the fact that throwing money at low performing kids is not as powerful as surrounding them and their parents with positive role models who value school. Our communities need to be diverse in race and in economics- Shelley Mezan
- If I am a parent looking at this document and am unfamiliar with different programs described in #3, part B, I think a definition or explanation is needed.
- Title I Parent Involvement Procedures document is very involved and could be somewhat confusing to parents who may not be able to read very well.
- Very wordy
- Not as easy to understand as the Policy Papers. Should have included a copy of the ESEA document.

PROCEDURE

PROCEDURE TITLE: Title 1 Parent Involvement		
ADOPTION/EFFECTIVE DATE: 5/1/09	MOST RECENTLY AMENDED: 5/1/11	MOST RECENTLY REAFFIRMED: 5/1/11
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY: Stakeholders		

I. Purpose

The purpose of this procedure is to affirm the Board's Parent/Community Involvement Policy with a specific focus on Title 1 parent involvement. The Title 1 Parent Involvement Procedures will be implemented to establish a strong and effective system of parent involvement within the Title 1 schools, and to establish standards and criteria thereto. The school district agrees to implement the following statutory requirements:

- A. The school district will plan and put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).
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- D. If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.
- E. The school district will involve the parents of participating children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds set aside for parental involvement is spent, and will ensure that not less than 95 percent of the one percent set aside goes directly to the schools.

II. Scope

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 2. That parents are encouraged to be actively involved in their child's education at school.
 3. That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
 4. The carrying out of other activities, such as those described in section 1118 of the ESEA

IV. Procedures

A. **Description of how the school district will implement required district-wide parent involvement plan components.**

1. The school district will provide multiple communications to disseminate information to parents including county and state Parental Information. Annual input from parents will be solicited on the HCPS Website (Title 1 link) pertaining to the HCPS Master Plan.
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5. The school district's central Title 1 Office will:
 - a. Enhance awareness of faculty and staff at each school site on (1) how to involve the parents in a way that makes the parent feel as an equal partner in their child's academic success and (2) the significance of parents' influence on their child's academic success.
 - b. Enhance awareness of faculty and staff at each school site on the importance of streamlining communication between home and school, ensuring, to the extent possible, that the information sent home is in a language and form that parents can understand.
 - c. Provide materials and training to help parents with their child's academic achievement.
 - d. Schedule regular meetings with parents at each school site, encouraging participation to become an active participant in their child's learning process.
 - e. Visit the school sites regularly to assure the policies and plans are being implemented.
 - f. Develop and disseminate a district-wide and school-wide calendar of Parental Involvement activities.

6. The school district will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies with the School Readiness programs supported by the Pre-Kindergarten Program, the Full-Day Kindergarten Program, the Maryland State Curriculum, the Pre-Kindergarten programs for children with disabilities and other programs/ activities to encourage and support parents in participating in the education of their children.

7. The school district will conduct, with the involvement of parents, an ongoing evaluation of the content and effectiveness of this parental involvement plan in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention paid to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background) by:
 - a. Conducting an annual Regional Title 1 Parent Survey Evaluation from each Title 1 school, which is compiled at the Central Title 1 Office and the Office of Accountability (See Appendix A). Data from the survey will be provided to schools for review and will be disseminated to school communities. As a result of the survey data, changes will be instituted.
 - b. Assisting in the growth and development of parent groups at each school site.
 - c. Providing copies of the Title I Parent Involvement Procedure at each school and on each school's web page for parents' to view.

8. The school district will use the findings of the evaluation regarding its parental involvement procedure and activities to design strategies for more effective parental involvement, and to revise, if necessary (with parent involvement) its district parental involvement policy to:
 - a. Make recommendations to each participating school to integrate the changes in their respective school level parent involvement plans.
 - b. Provide suggestions for incorporating parent involvement as they relate to school improvement.

B. Capacity Building

The school district will build the schools' and parents' capacity for strong parental involvement in order to ensure effective involvement of parents and to support a partnership among the school, involved parents, and the community to improve student academic achievement through the following activities.

1. The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, to develop better understanding through parent workshops, conferences and classes. HCPS will hold an annual meeting for Title 1 parents to provide information on:
 - a. the State's academic content standards
 - b. the State's student academic achievement standards
 - c. the State and local academic assessments including alternate assessments
 - d. the requirements of Title 1, Part A
 - e. how to monitor their child's progress
 - f. how to work with educators
2. The school district's central Title 1 Office provides assistance, funding, and materials for parents in the following areas:
 - a. Maryland State Department of Education/NCLB sponsored workshops
 - b. MSA scoring/data meetings/workshops
 - c. Training on progress monitoring and assessments for their child.
 - d. The role of the Title 1 Family Liaison
 - e. Parental Rights Booklets
3. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, to foster parental involvement. Support will be provided in the following areas:
 - a. The school district's central Title I Office provides funding for materials to help parents work with their children in the following programs:
 - 1) SIPPS – Reading Intervention
 - 2) Success Maker – Math Intervention
 - 3) I Station – Reading Intervention
 - 4) Harcourt – HCPS Reading Core Curriculum
 - 5) LAUNCH – Early childhood Reading Intervention
 - 6) Everyday Math – HCPS Math Core Curriculum
 - 7) Technology – Use of computer programs

4. The school district will educate the entire school staff on how to communicate and work with parents as equal partners and how to coordinate parent programs between parents and schools, by:
 - a. Coordinating in-service at each school site
 - b. Meeting regularly with Family Involvement Team (FIT) at each school site
 - c. Meeting with School Improvement Team (SIT) at each school site
 - d. Meeting with Principals and Instructional Facilitators at each school site
 - e. Meeting with Family Liaisons and Title 1 Teacher Specialists at each school site
 - f. Providing input at school improvement team meetings on professional development for staff
 - g. Providing opportunities on a quarterly basis (or bi-annually) for parents to have input on Principal meetings, New Teacher Orientation, Title 1 Parent Conference, etc
 - h. Planning and implementing the Annual Parent Involvement Training for parents and staff which will be held in the fall of the each year

5. The school district will take the following actions to ensure that information related to the school/parent programs, meetings, and other activities is sent to the parents of children in an understandable format, including alternative formats upon request, and to the extent practicable, in a language the parents can understand.
 - a. The school district's central Title I Office will provide school related documents, to the extent possible, for parents in a language and form they can understand by sending press releases, newsletters, and systematic calendars to parents.
 - b. The school district's central Title I Office will provide translation for documents, to the extent possible, for parents. Interpreters at parent meetings will be provided, if needed.
 - c. The school district's central Title I Office supports the efforts of the ELL Office throughout the county.

C. Discretionary LEA Title 1 Parent Involvement Plan Components

The school district, in consultation with its parents, may choose to undertake to build parents' capacity for involvement in the school and school system, and to support their children's academic achievement, through the following discretionary activities listed under section 1118(e) of the ESEA.

1. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
2. Providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding.

3. Paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions.
4. Training parents to enhance the involvement of other parents.
5. Maximizing parental involvement in their children's education by arranging school meetings at a variety of times (evenings, weekends, daytime) and locations (off-site in the community), or conducting in-home conferences between teachers who work directly with participating children and parents who are unable to attend conferences at school.
6. Adopting and implementing model approaches to improving parental involvement.
 - a. GED program for parents – partnership with Harford Community College
7. Continuing a district wide parent advisory council to provide advice on all matters including those related to parental involvement in Title I, Part A programs.
8. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
 - a. Hold annual meeting to convey components of Title 1
 - b. Meet quarterly with non-public schools to monitor Title 1 schools
9. Providing other reasonable support for parental involvement activities under section 1118 as parents may request.
10. Maintain PIRCs at each Title 1 school site with flexible hours of operation for parent use.

D. Adoption


The Harford County Public Schools' Title I Parent Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by sign-in sheets, agendas, and written comments and evaluations.

This plan was originally adopted by the Harford County Public Schools on May 1, 2009 and was revised/reviewed on May 1, 2011. Harford County Public Schools will make this document available (hard copy, website posting) to all parents of participating Title I, Part A children before the beginning of each schools year.

Approved By:



Superintendent of Schools



Date

Revised: 5/1/11

Procedure Number:

APPENDIX A

PROCEDURE

Harford County Public Schools

Procedure Action Dates		
ACTION DATE	ACTION DATE	ACTION DATE
Revised 5/1/11		

Responsibility for Procedure Maintenance & References		
LAST EDITOR/DRAFTER NAME: Palmer, Brad		JOB POSITION OF LAST EDITOR/DRAFTER: Acting Supervisor - HCPS Title I Office
PERSON RESPONSIBLE:		JOB POSITION OF PERSON RESPONSIBLE:
DESIGNEE NAME:		DESIGNEE POSITION:
REFERENCE 1 TYPE:	REFERENCE 1 NO.	REFERENCE 1 DESCRIPTION:
REFERENCE 2 TYPE:	REFERENCE 2 NO.	REFERENCE 2 DESCRIPTION:
REFERENCE 3 TYPE:	REFERENCE 3 NO.	REFERENCE 3 DESCRIPTION:
REFERENCE 4 TYPE:	REFERENCE 4 NO.	REFERENCE 4 DESCRIPTION:
REFERENCE 5 TYPE:	REFERENCE 5 NO.	REFERENCE 5 DESCRIPTION:
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:		

Revised: 5/1/11

Procedure Number:

Harford County Public Schools Title I School Satisfaction Survey

Parents, Teachers and Staff 2010-2011



Havre de Grace Elementary

We would like your opinion on how well we are doing and what you feel is important for our school. **There are no right or wrong answers.** We also welcome any comments you may have concerning our school. We will use this information to assist us in planning goals for the future.

Parents - Please complete and return this survey to your child's teacher by **Friday, June 3, 2011.**

Marking Instructions

- Use a blue or black pen.
- Make solid marks that fill the circle completely.
- Mark an "X" over darkened circle you wish to change.

Correct



Incorrect



I am: Parent/Guardian Instructional Staff Non-Instructional Staff/Administration

Academics

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1 Students are given class work that makes them think.	(4)	(3)	(2)	(1)	(0)
2 Teachers use computers and other technology to teach in their classrooms.	(4)	(3)	(2)	(1)	(0)
3 Students are taught to apply basic skills and problem solving skills in:					
Reading	(4)	(3)	(2)	(1)	(0)
Writing	(4)	(3)	(2)	(1)	(0)
Mathematics	(4)	(3)	(2)	(1)	(0)
4 Students receive an adequate amount of homework.	(4)	(3)	(2)	(1)	(0)

If disagree, Too Little Too Much
I believe the amount of homework is:

5 Students are given the help they need to learn.	(4)	(3)	(2)	(1)	(0)
6 Teachers in this school teach in ways to ensure a high level of success for all students.	(4)	(3)	(2)	(1)	(0)
7 Teachers require all students to complete class work, be on time, and be on task.	(4)	(3)	(2)	(1)	(0)
8 Teachers test student performance in a variety of ways.	(4)	(3)	(2)	(1)	(0)

School Climate

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
9 The school emphasizes student success.	(4)	(3)	(2)	(1)	(0)
10 Teachers are enthusiastic about teaching.	(4)	(3)	(2)	(1)	(0)
11 Teachers in this school believe that all students can learn.	(4)	(3)	(2)	(1)	(0)
12 Teachers set high, appropriate, and achievable goals for each student.	(4)	(3)	(2)	(1)	(0)

Please continue on the other side

School Climate (continued)

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
13	Students are recognized for their accomplishments.	4	3	2	1	0
14	Teachers are recognized for their accomplishments.	4	3	2	1	0
15	Teachers look for ways to improve professionally to meet the needs of their students.	4	3	2	1	0
16	An atmosphere of respect, trust, and pride exists in this school.	4	3	2	1	0
17	Students and parents feel welcome at this school.	4	3	2	1	0
18	This school's rules and expectations are clearly communicated to students and parents.	4	3	2	1	0
19	This school's rules and expectations are consistently applied.	4	3	2	1	0
20	Students express positive feelings/attitudes about this school.	4	3	2	1	0
21	Students are treated with respect by all school personnel.	4	3	2	1	0
22	Parents are treated with respect by all school personnel.	4	3	2	1	0

Communication

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
23	There is open communication among parents/guardians, faculty and administrators.	4	3	2	1	0
24	Parents/guardians and community members are informed about and involved in school activities.	4	3	2	1	0
25	This school communicates regularly with parents/guardians about individual students.	4	3	2	1	0
26	School administrators respond to parent/guardian concerns.	4	3	2	1	0
27	Teachers inform students of what they are expected to learn.	4	3	2	1	0
28	Teachers adequately communicate student progress to parents/guardians.	4	3	2	1	0
29	The benefits of Title I are clearly communicated to parents/guardians, teachers, and staff.	4	3	2	1	0
30	I receive the school newsletter on a regular basis.	4	3	2	1	0
31	The school newsletter provides timely, helpful information.	4	3	2	1	0
32	Parents/guardians know how they can get involved in their child's education.	4	3	2	1	0

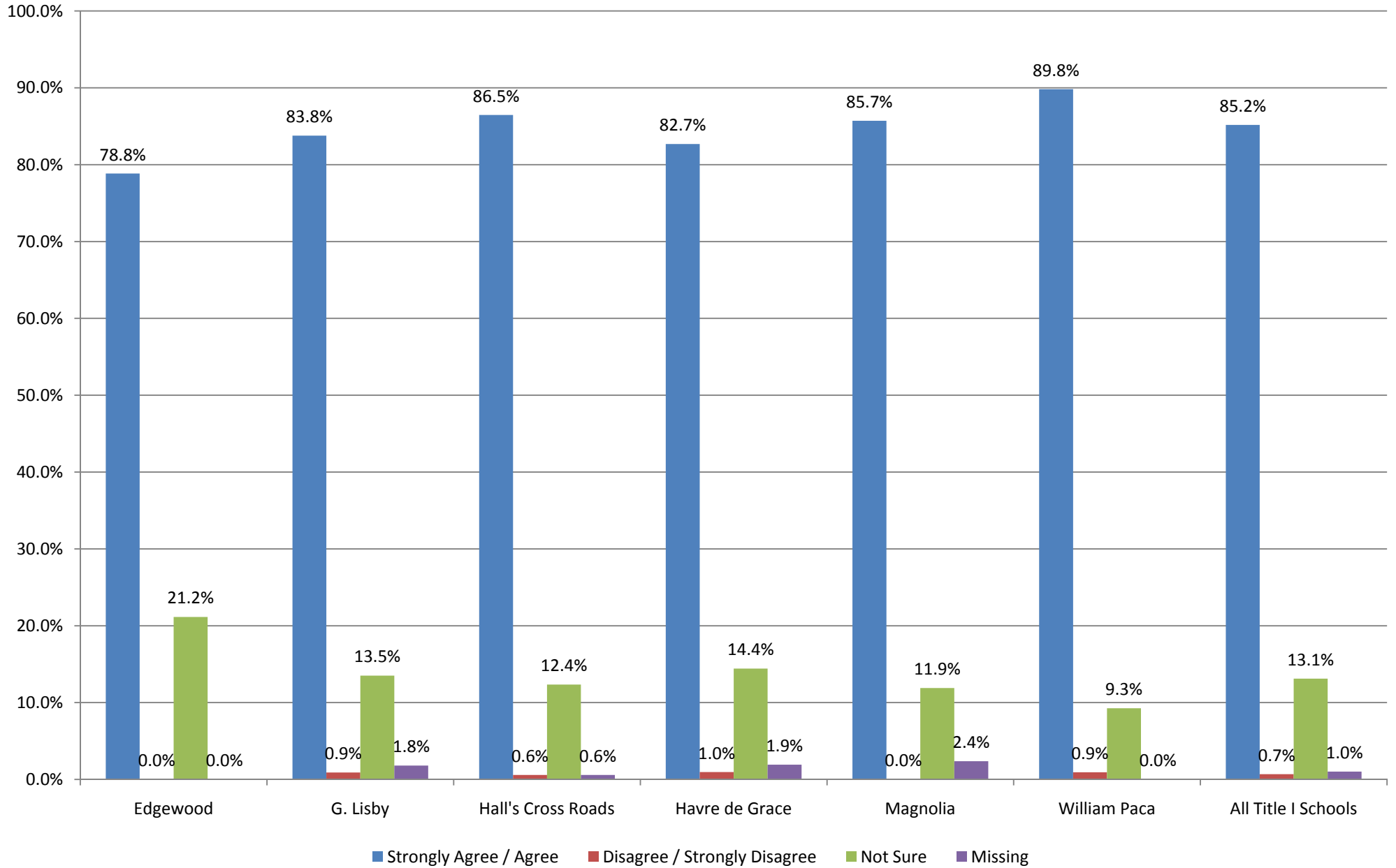
Safety and Facilities and School Improvement and Planning

		Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
33	The school campus is kept clean and attractive.	4	3	2	1	0
34	Students feel safe at school.	4	3	2	1	0
35	This school always looks for ways to improve the quality of learning.	4	3	2	1	0
36	I am familiar with the School Improvement Plan and its goals.	4	3	2	1	0
37	Administrators, teachers, and other professional staff, and parents work together to develop the School Improvement Plan.	4	3	2	1	0
38	The School Improvement Plan clearly indicates the plan for the year.	4	3	2	1	0
39	100% of the Title 1 Parent Involvement funds (1% of Total Allocation) should be allocated directly to the Title 1 schools.	4	3	2	1	0

Comments:

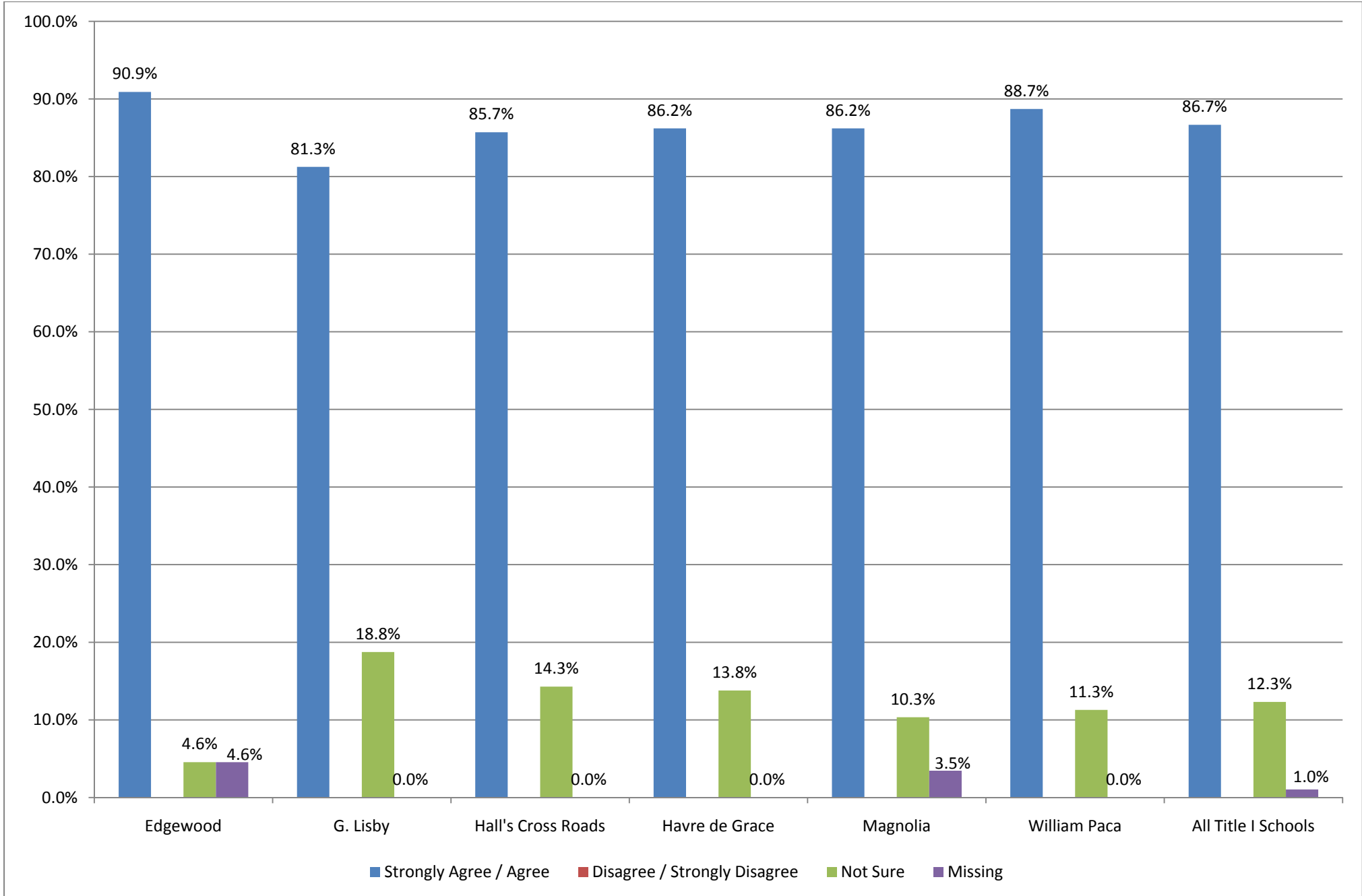
100% of the Title 1 Parent Involvement funds (1% of Total Allocation) should be allocated directly to the Title 1 schools.

Parent / Guardian



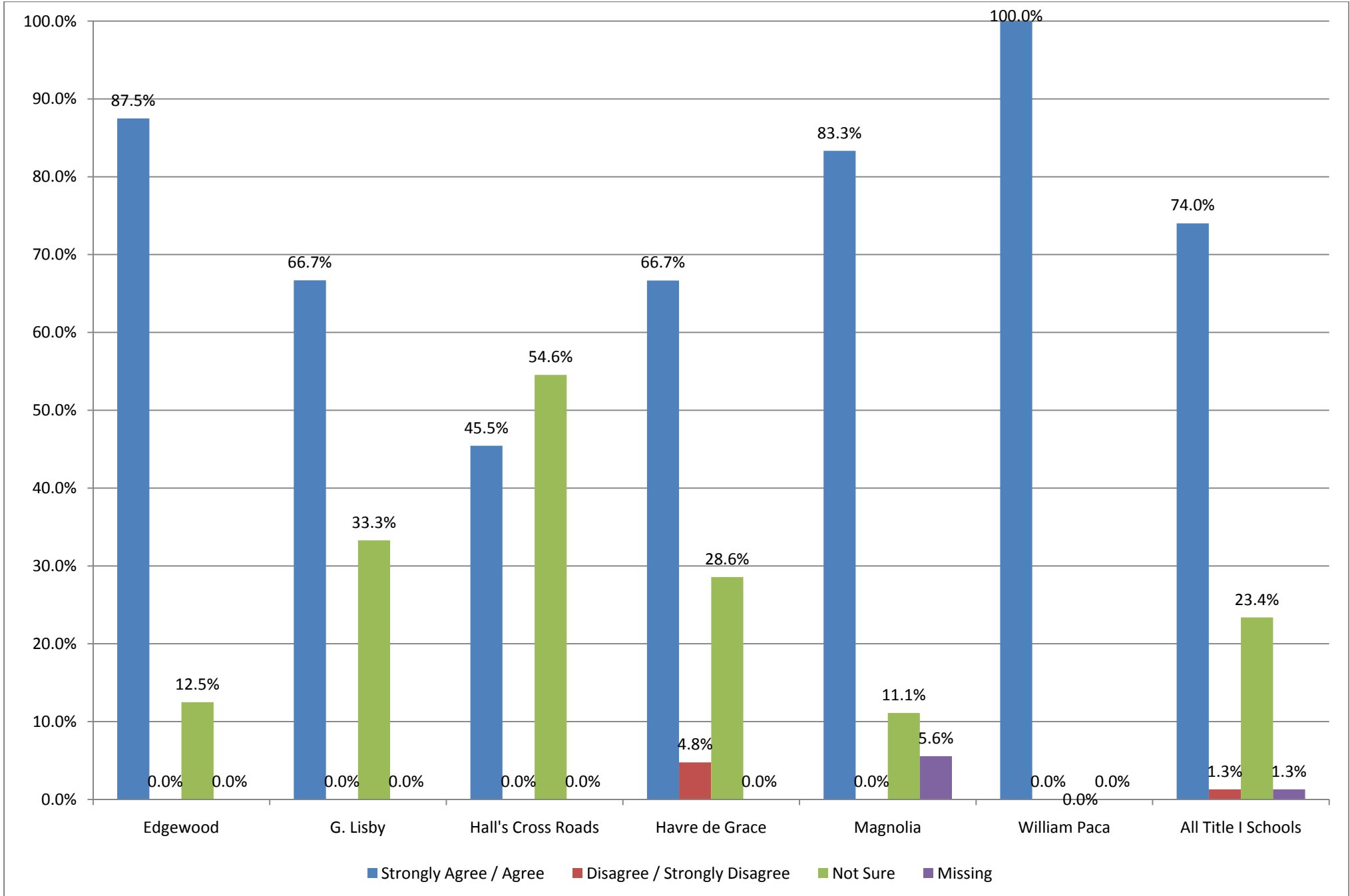
100% of the Title 1 Parent Involvement funds (1% of Total Allocation) should be allocated directly to the Title 1 schools.

Instructional Staff



100% of the Title 1 Parent Involvement funds (1% of Total Allocation) should be allocated directly to the Title 1 schools.

Non-Instructional Staff / Administration



SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Advent Lutheran Elementary School
2230 Rock Spring Road
Forest Hill, MD 21050

2. Article Number
(Transfer from service) 7004 1160 0002 4993 8716

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Addressed
Diane Angere

B. Received by (Printed Name) Agent
Diane Angere C. Date of Delivery Addressed
2/15

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Awakening Child Montessori
2529 Conowingo Road
Bel Air, MD 21015

2. Article Number
(Transfer from service label) 7006 0810 0000 2056 7653

COMPLETE THIS SECTION ON DELIVERY

A. Signature Agent
 Addressed
Lisa Mullany

B. Received by (Printed Name) Agent
Lisa Mullany C. Date of Delivery Addressed
2/15/11

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

The Children's Center of North Harford
708 Highland Road
Street, MD 21154

2. Article Number
(Transfer from service label) 7006 0810 0000 2056 7790

COMPLETE THIS SECTION ON DELIVERY

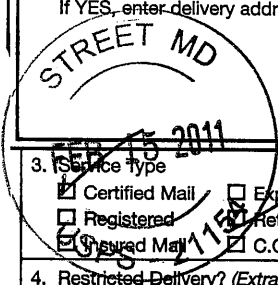
A. Signature Agent
 Addressed
Brenda Marsden

B. Received by (Printed Name) Agent
Brenda Marsden C. Date of Delivery Addressed
2-15-11

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

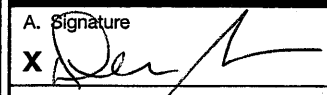


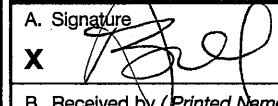
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15

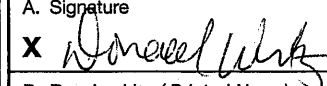
SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Address <i>[Signature]</i>	
	B. Received by (Printed Name) _____	C. Date of Delivery 2-15
1. Article Addressed to: Harford Day School 715 Moores Mill Road Bel Air, MD 21014	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.		
4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes		
2. Article Number (Transfer from service label) <u>7006 0810 0000 2056 7783</u>		
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15		

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Address <i>[Signature]</i>	
	B. Received by (Printed Name) Jennifer Butler	C. Date of Delivery 2/16/11
1. Article Addressed to: Harford Friends School 708 Highland Road Street, MD 21154	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.		
4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes		
2. Article Number (Transfer from service label) <u>7006 0810 0000 2056 7691</u>		
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15		

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Address <i>[Signature]</i>	
	B. Received by (Printed Name) Theresa Miguez	C. Date of Delivery 2-15-11
1. Article Addressed to: The Highlands School 2409 Creswell Road Bel Air, MD 21015	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.		
4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes		
2. Article Number (Transfer from service label) <u>7006 0810 0000 2056 7899</u>		
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15		

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <input checked="" type="checkbox"/>  <input type="checkbox"/> Agent <input type="checkbox"/> Addressed	
		B. Received by (Printed Name) Dense Lemuth	C. Date of Delivery 2/16/11
1. Article Addressed to:		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
Monarch Montessori School 6 Ashbury Road Churchville, MD 21028		3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandis <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
2. Article Number (Transfer from service label)		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		7006 0810 0000 2056 7936	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <input checked="" type="checkbox"/>  <input type="checkbox"/> Agent <input type="checkbox"/> Addressed	
		B. Received by (Printed Name)	C. Date of Delivery 2-15-11
1. Article Addressed to:		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input checked="" type="checkbox"/> No	
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085		3. Service Type <input type="checkbox"/> Certified Mail <input checked="" type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandis <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
2. Article Number (Transfer from service label)		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		7006 0810 0000 2056 7929	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <input checked="" type="checkbox"/>  <input type="checkbox"/> Agent <input type="checkbox"/> Addressed	
		B. Received by (Printed Name) Donald Wirtz	C. Date of Delivery 2-15-11
1. Article Addressed to:		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
The Arrow Center for Education Fair Meadows Campus 2416 Creswell Road Bel Air, MD 21015		3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandis <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
2. Article Number (Transfer from service label)		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		7006 0810 0000 2056 7967	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-15	

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Villa Maria at Edgewood Middle School
 2311 Willoughby Beach Road
 Edgewood, MD 21041

2. Article Number

(Transfer from service label)

7006 0810 0000 2056 7974

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1E

COMPLETE THIS SECTION ON DELIVERY

A. Signature

Maria Botary

- Agent
- Address

B. Received by (Printed Name)

Maria Botary

C. Date of Delivery

D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type

- Certified Mail Express Mail
- Registered Return Receipt for Merchandise
- Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Villa Maria School of Harford County
 1370 Brass Mill Road
 Belcamp, MD 21017

2. Article Number

(Transfer from service label)

7006 0810 0000 2056 7943

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1E

COMPLETE THIS SECTION ON DELIVERY

A. Signature

Kathy Shively

- Agent
- Address

B. Received by (Printed Name)

KATHY SHIVELY

C. Date of Delivery

2/10/11

D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type

- Certified Mail Express Mail
- Registered Return Receipt for Merchandise
- Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Bel Forest Christian Academy
 603 Vale Road
 Bel Air, MD 21014

2. Article Number

(Transfer from service label)

7006 0810 0000 2056 7981

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1E

COMPLETE THIS SECTION ON DELIVERY

A. Signature

Jan Schutt

- Agent
- Address

B. Received by (Printed Name)

Jan Schutt

C. Date of Delivery

D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type

- Certified Mail Express Mail
- Registered Return Receipt for Merchandise
- Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Bethel Christian Academy
21 North Earlton Road
Havre de Grace, MD 21078

2. Article Number
(Transfer from service label)

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X *Melissa Garcia* Agent Addressee

B. Received by (Printed Name) *Melissa Garcia* C. Date of Delivery *2/15/11*

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

7006 0810 0000 2056 7707

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Christ Our King Coop Nursery
10 Lexington Road
Bel Air, MD 21014

2. Article Number
(Transfer from service label)

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X *Cindy Antiques* Agent Addressee

B. Received by (Printed Name) *Cindy Antiques* C. Date of Delivery *2/15/2011*

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

7006 0810 0000 2056 7714

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Emmorton Baptist Academy
106 Plumtree Road
Bel Air, MD 21015

2. Article Number
(Transfer from service label)

COMPLETE THIS SECTION ON DELIVERY

A. Signature
X *Melissa* Agent Addressee

B. Received by (Printed Name) *HB* C. Date of Delivery *2/15*

D. Is delivery address different from item 1? Yes
If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

7006 0810 0000 2056 7721

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Address <i>Debra S Myers</i>	
1. Article Addressed to: First Presbyterian Preschool 224 North Main Street Bel Air, MD 21014		B. Received by (Printed Name) <i>Debra S Myers</i>	C. Date of Delivery <i>2-15</i>
		D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:	
		3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
2. Article Number (Transfer from service label)		7006 0810 0000 2056 7738	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Address <i>Ruth E Marten</i>	
1. Article Addressed to: Good Shepherd Lutheran Preschool 1515 Emmorton Road Bel Air, MD 21014		B. Received by (Printed Name) <i>Ruth E Marten</i>	C. Date of Delivery <i>2-15</i>
		D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:	
		3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
2. Article Number (Transfer from service label)		7006 0810 0000 2056 7745	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Address <i>Dorothy Burns</i>	
1. Article Addressed to: Good Shepherd's Children's Center 622 Joppa Farm Road Joppa, MD 21085		B. Received by (Printed Name) <i>Dorothy Burns</i>	C. Date of Delivery <i>2-15-11</i>
		D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:	
		3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
2. Article Number (Transfer from service label)		7006 0810 0000 2056 7752	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <input checked="" type="checkbox"/> <i>[Signature]</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address	
1. Article Addressed to:		B. Received by (Printed Name)	C. Date of Delivery
Grace Baptist Christian Academy 1501 Stockton Road Joppa, MD 21085		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
2. Article Number (Transfer from service label)		3. Service Type	
7006 0810 0000 2056 7905		<input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
PS Form 3811, February 2004		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
Domestic Return Receipt		102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <input checked="" type="checkbox"/> <i>[Signature]</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address	
1. Article Addressed to:		B. Received by (Printed Name)	C. Date of Delivery
Grace Cooperative Nursery 110 West Bel Air Avenue Aberdeen, MD 21001		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
2. Article Number (Transfer from service label)		3. Service Type	
7006 0810 0000 2056 7769		<input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
PS Form 3811, February 2004		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
Domestic Return Receipt		102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <input checked="" type="checkbox"/> <i>[Signature]</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address	
1. Article Addressed to:		B. Received by (Printed Name)	C. Date of Delivery
Harford Christian School PO Box 88 Darlington, MD 21034		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
2. Article Number (Transfer from service label)		3. Service Type	
7006 0810 0000 2056 7776		<input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
PS Form 3811, February 2004		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
Domestic Return Receipt		102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <input checked="" type="checkbox"/> <i>Judy A. Rudisail</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address	
1. Article Addressed to:		B. Received by (Printed Name) <i>Judy A. Rudisail</i>	C. Date of Delivery <i>2/15/11</i>
Harford Jewish Center Pre-School 8 North Earlton Road Havre de Grace, MD 21078		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
2. Article Number (Transfer from service label)		7006 0810 0000 2056 7806	
PS Form 3811, February 2004		Domestic Return Receipt 102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <input checked="" type="checkbox"/> <i>Melita J. Warfield</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address	
1. Article Addressed to:		B. Received by (Printed Name)	C. Date of Delivery <i>2-15-11</i>
Helping Hands Child Development Academy 3237 Level Road Churchville, MD 21028		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
2. Article Number (Transfer from service label)		7006 0810 0000 2056 7813	
PS Form 3811, February 2004		Domestic Return Receipt 102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <input checked="" type="checkbox"/> <i>Greg Albrooks</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address	
1. Article Addressed to:		B. Received by (Printed Name) <i>Greg Albrooks</i>	C. Date of Delivery <i>2/15/11</i>
Hickory Child Development Center 2430 Conowingo Road Bel Air, MD 21014		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
2. Article Number (Transfer from service label)		7006 0810 0000 2056 7820	
PS Form 3811, February 2004		Domestic Return Receipt 102595-02-M-15	

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

Mountain Christian School
 1824 Mountain Road
 Joppa, MD 21085

2. Article Number
 (Transfer from service label)

7006 0810 0000 2056 7837

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-15

COMPLETE THIS SECTION ON DELIVERY

- A. Signature *Patricia Sullivan* Agent Addressee
- B. Received by (Printed Name) *Febis* C. Date of Delivery *Feb 15*
- D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

Article Addressed to:

New Covenant
 128 St. Mary's
 Abingdon, MD

2. Article Number
 (Transfer from service label)

U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT
 (Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

Postage	\$	\$0.71	021
Certified Fee		\$7.30	07
Return Receipt Fee (Endorsement Required)		\$1.50	
Restricted Delivery Fee (Endorsement Required)		\$0.20	
Total Postage & Fees	\$	\$5.71	02/14/2011

Sent To

New Covenant Christian School
 128 St. Mary's Church Road
 Abingdon, MD 21009

Street, Apt. No. or PO Box No.
 City, State, ZIP

PS Form 3800, February 2004

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

SENDER MED FORWARD

BC: 21014373102

*1427-01735-14-44

210093 0125 142733

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

St. Francis de Sales Preschool
 1450 Abingdon Road
 Abingdon, MD 21009

2. Article Number
 (Transfer from service label)

7006 0810 0000 2056 7851

COMPLETE THIS SECTION ON DELIVERY

- A. Signature *Ruth Serrano* Agent Addressee
- B. Received by (Printed Name) *Ruth Serrano* C. Date of Delivery *2/15/11*
- D. Is delivery address different from item 1? Yes
 If YES, enter delivery address below: No

3. Service Type
 Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee) Yes

rd County Pub
 102 S. Hick
 Bel Air, M



ERY

- Agent Addressee
2. Date of Delivery

- 1? Yes No

st for Merchandise

- Yes

U.S. POSTAGE
 PAID
 BEL AIR, MD
 21014
 FEB 14, 11
 AMOUNT

\$5.71

00077883-07

01 03/07/11

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

St. Joan of Arc School
230 S. Law Street
Aberdeen, MD 21001

2. Article Number

(Transfer from service label)

7006 0810 0000 2056 7868

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-154

COMPLETE THIS SECTION ON DELIVERY

A. Signature

Sandra Jacob Agent
 Addressee

B. Received by (Printed Name)

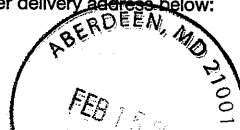
Sandra Jacob Agent

C. Date of Delivery

2-15-11

D. Is delivery address different from item 1? Yes

If YES, enter delivery address below: No



3. Service Type

Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

SENDER: COMPLETE THIS SECTION

- Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired.
- Print your name and address on the reverse so that we can return the card to you.
- Attach this card to the back of the mailpiece, or on the front if space permits.

1. Article Addressed to:

St. Margaret School
205 North Hickory Avenue
Bel Air, MD 21014

2. Article Number

(Transfer from service label)

7006 0810 0000 2056 7875

PS Form 3811, February 2004

Domestic Return Receipt

102595-02-M-1540

COMPLETE THIS SECTION ON DELIVERY

A. Signature

Clare Maher Agent
 Addressee

B. Received by (Printed Name)

Clare Maher Agent

C. Date of Delivery

2-15-2011

D. Is delivery address different from item 1? Yes

If YES, enter delivery address below: No

3. Service Type

Certified Mail Express Mail
 Registered Return Receipt for Merchandise
 Insured Mail C.O.D.

4. Restricted Delivery? (Extra Fee)

Yes

County Public Schools
202 S. Hickory Avenue
Bel Air, MD 21014

**U.S. Postal Service™
CERTIFIED MAIL™ RECEIPT**
(Domestic Mail Only; No Insurance Coverage Provided)

For delivery information visit our website at www.usps.com

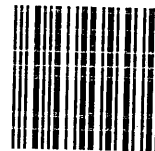
OFFICIAL USE

Postage	\$ 90.61	0214
Certified Fee	\$2.80	
Return Receipt Fee (Endorsement Required)	\$0.30	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$93.71	

Sent To
Street, Apt. No. or PO Box No.
City, State, ZIP

St. Mary's School
2807 Mountain Road
Joppa, MD 21085

PS Form 3800



U.S. POSTAGE
PAID
BEL AIR, MD
21014
FEB 14, 11
AMOUNT

\$5.71
00077883-07

1000

21085

RETURN RECEIPT REQUIRED

212 DE 1 00 02/18/11

**RETURN TO SENDER
NOT DELIVERABLE AS ADDRESSED
UNABLE TO FORWARD**

BC: 21014973102 *0492-00269-18-21

5 10:44 am call provided on MSDE site. ft msa

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature X <i>Sharon Jarrett</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee	
1. Article Addressed to:		B. Received by (<i>Printed Name</i>) <i>Sharon Jarrett</i>	C. Date of Delivery <i>2-15-11</i>
St. Matthew Cooperative Nursery 1200 Churchville Road Bel Air, MD 21014		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
2. Article Number (<i>Transfer from service label</i>)		7006 0810 0000 2056 7882	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature X <i>Norma Smith</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee	
1. Article Addressed to:		B. Received by (<i>Printed Name</i>) <i>NORMA SMITH</i>	C. Date of Delivery <i>2/15/11</i>
Tiny Tot School 21 Linwood Avenue Bel Air, MD 21014		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
2. Article Number (<i>Transfer from service label</i>)		7006 0810 0000 2056 7912	
Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-15	

Nonpublic Schools Approved By The Maryland State Board Of Education

Approved Nonpublic Schools in Harford County

[Private Schools](#) || [Publicly Funded Special Schools](#)

List of Private Schools:

[Get Mailing Labels](#)

(Formatted for Avery 5163)

09-12-5851

Awakening Child Montessori

2529 Conowingo Road
Bel Air 21015
(410) 836-0833
Kindergarten and Grade 1

09-12-5824

Children's Center of North Harford, The

708 Highland Road
Street 21154
(410) 836-0444
Kindergarten

09-12-5880

Harford Day School

715 Moores Mill Road
Bel Air 21014
(410) 879-2350
Kindergarten and Grades 1 through 8

09-12-3924

Harford Friends School

708 Highland Road
Street 21154
(410) 452-5507
Kindergarten and Grades 1 through 8

09-12-5875

Highlands School, The

2409 Creswell Road
Bel Air 21015
(410) 836-1415
Kindergarten and Grades 1 through 8

09-12-1294

John Carroll School, Inc., The

703 Churchville Road
Bel Air 21014
(410) 879-2480
Grades 9 through 12

09-12-5820

Legacy High School

603 Vale Road

Bel Air 21014
(410) 877-1576
Grades 9 through 12

09-12-5826**Monarch Montessori School**

6 Asbury Road
Churchville 21028
(410) 836-9560
Kindergarten

09-12-5830**Trinity Lutheran School**

1100 Philadelphia Road
Joppa 21085
(410) 679-4414
Kindergarten and Grades 1 through 8

List of Publicly Funded Special Schools:[Get Mailing Labels](#)

(Formatted for Avery 5163)

09-12-5825**Arrow Center for Education Fair Meadows Campus, The**

2416 Creswell Road
Bel Air 21015
(410) 734-0560
Grades 6 through 12

09-12-2759**Villa Maria at Edgewood Middle School**

2311 Willoughby Beach Road
Edgewood 21041
(410) 612-1518
Grades 6 through 8

09-12-1292**Villa Maria School of Harford County**

1370 Brass Mill Road
Belcamp 21017
(410) 297-4100
Kindergarten and Grades 1 through 9



Harford County Public Schools

102 S. Hickory Avenue ♦ Bel Air, MD 21014 ♦ 410-838-7300 ♦ Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

February 14, 2011



Advent Lutheran Elementary School
Attn: School Principal
2230 Rock Spring Road
Forest Hill, MD 21050

Dear Sir/Madam:

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Preparing Training, and Recruiting High Quality Teachers; and Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement.

In order to offer your school the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, a meeting will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2012/School Year 2011-2012, please plan to attend the meeting or send a representative from your school.

Date: Monday, March 21, 2011
Time: 10:00 a.m. – 11:30 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

Your school is not required to attend the meeting to participate in federal grants. However, in order to include your school in available federal grant funded programs, you must complete the attached *Federal Education Programs Intent to Participate Form* and submit by March 11, 2011. (Please see Attachment B for detailed instructions).

In addition, regarding Title I funding, the federally-funded No Child Left Behind Act of 2001 provides supplementary educational services for educationally disadvantaged children residing in economically deprived areas. With these funds under this program, Harford County Public Schools may provide individual/small group instruction and supplies/materials that will improve student performance.

This letter has two purposes: (1) to determine if your institution is interested in participating in Title I, and (2) to determine if there is a sufficient number of eligible children enrolled to include your institution in the Harford County Public Schools Title I project.

Obviously, a communication of this nature cannot begin to describe the scope of the No Child Left Behind Act of 2001, Maryland State Department of Education Guidelines, and the Harford County Public Schools project. However, some essential points are as follows:

1. All participating students must reside in the area of a public Title I funded school.

2. The measure of poverty shall be the number of children ages 5-17 eligible for free and reduced priced lunches under the National School Lunch Act.
3. Student selection is based on multiple criteria for those students who reside in a public school participating attendance area.
4. Strategies must be provided to increase the meaningful involvement of parents of participating children.
5. The state educational agency shall annually review the progress of each local education agency receiving funds to determine whether schools receiving assistance are making adequate progress toward meeting the State's student performance standards.
6. The purchase of goods or services with funds from this grant for sectarian instruction or religious worship is prohibited.
7. All purchases made by Title I funds are the property of Harford County Public Schools.
8. In the 2011-2012 school year, the following elementary schools will be eligible for Title I funding:

Edgewood Elementary
George D. Lisby at Hillsdale Elementary
William Paca/Old Post Road Elementary

Havre de Grace Elementary
Magnolia Elementary
Hall's Cross Roads Elementary

9. Scheduled consultation sessions with Harford County Public School's Title I office are a required component of Title I, Part A.

If your institution would like to pursue inclusion in the Harford County Public Schools 2011-2012 Title I program, please complete and sign the attached information form (Attachment A) and return it to Allyn Watson no later than March 11, 2011.

The Harford County Public Schools federal grant managers are looking forward to meeting with you. If you have questions, please contact Mrs. Joyce Jablecki in the Grants Office at (410) 588-5263, or Ms. Jillian DeFranks in the Title I Office at (410)588-5278. To maintain ongoing communication between the public and nonpublic sectors, please return the enclosed response form on or before Monday, March 11, 2011.

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Allyn A. Watson

Allyn A. Watson
Supervisor of Compensatory Education

MS/AW:jej/jbd
Enclosures

HARFORD COUNTY PUBLIC SCHOOLS
 102 S. Hickory Avenue
 Bel Air, MD 21014

PRIVATE NON-PROFIT SCHOOL INFORMATION FOR TITLE I

(To be completed if interested in pursuing inclusion in Harford County Public Schools' Title I Program)

Name of School: _____

Address of School: _____

Phone Number: _____

Principal/Director: _____

1. TITLE I ELIGIBLE STUDENTS BY GRADE RESIDING IN THESE ATTENDANCE AREAS:

Title I Public Schools*	K	1	2	3	4	5	Total
Edgewood							
George D. Lisby Elementary School at Hillsdale							
Hall's Cross Roads							
Havre de Grace							
Magnolia							
William Paca/Old Post Road							
Total							

*School child would attend if enrolled Harford County Public Schools.

2.

	Instrument Used to Determine Below Grade Level Performance	Average Grade Level Performance For All Students	Cut-off Score Indicating below Grade Level Performance
Kindergarten			
Grade 1			
Grade 2			
Grade 3			
Grade 4			
Grade 5			

3. Needs of Students

Reading: Number _____

Math: Number _____

Both: Number _____

4. Principal/Director:

Signature

Date

Attachment B

**Harford County Public Schools
Federal Education Programs Intent to Participate Form
2011-2012 School Year**

Please type or print all information.

School: _____

Address: _____

Contact Person: _____

Telephone Number: _____ Fax Number: _____

E-mail Address: _____

Check (✓) the appropriate line.

_____ Either I or a representative will attend the HCPS meeting on Monday, March 21, 2011.

_____ I am unable to attend the HCPS meeting on Monday, March 21, 2011. However, my school plans to participate in federal grants during the 2011-12 school year.

Please place a check next to all programs in which your school would like to participate. *(Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)*

_____ **Title I, Part A – Improving Basic Programs Operated by LEAs**

Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.

_____ **Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals**

The teacher and principal training and recruiting funds provide assistance for preparing, training, recruiting and retaining high quality teachers. Non-Public school teachers, principals, and other educational personnel are eligible to participate in professional development activities to the extent that HCPS uses funds to provide for professional development, but at least to the FY 2001 levels for non-public school teachers' professional development.

_____ **Title III, Part A – *Language Instruction for Limited English Proficient and Immigrant Students***

The Language Instruction for Limited English Proficient (LEP) and Immigrant Students program provides funds for helping LEP students attain English proficiency and meet the same challenging State academic standards required of all students.

_____ Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

_____ I decline participation in all federal grant programs during the 2011-2012 school year.

Please return this form to:

Ms. Jillian DeFranks, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 11th, indicates that your school does not want to participate in the federal grants program for the 2011-12 School Year.

Administrator's Name
(printed or typed)

Administrator's Signature

Date

Harford County Public Schools
 Non Public School Meeting
 Monday, March 21, 2011
 A.A. Roberty Building Room 215
 10:00 a.m.-11:30 p.m.

~~CONFIDENTIAL~~

Sign In

Printed Name	Signature	Title	School
LAURA LANG	<i>Laura Lang</i>	Director of Development	John Canoll School
Kate Corbin	<i>Kate Corbin</i>	Senior Teacher	The Arrow Center for Education
Nardine Williams	<i>Nardine Williams</i>	Director of School Ministries	Mountain Christian
Regina Messers	<i>Regina Messers</i>	Elementary School Counselor	St. Margaret School
Bridget Kurooba	<i>Bridget Kurooba</i>	School Counselor	Trinity Lutheran ^{410-679-4000 ext.181}
BETH BAKER	<i>Beth Baker</i>	GRANT WRITER	The Highlands School
Brad Palmer	<i>Brad Palmer</i>	Acting Sup. Title I - HCPS	HCPS
THOMAS WEBBER	<i>Thomas Webber</i>	Asst. Supervisor Title I - HCPS	HCPS

FEDERAL EDUCATION PROGRAMS MEETING

March 21, 2011
10:00 a.m. -11:30 a.m.

Harford County Public Schools
102 S. Hickory Avenue
Bel Air, MD 21014
2nd Floor, Curriculum Conference Room 215

AGENDA

10:00 a.m.	Welcome/Introductions	Mary Beth Stapleton
10:15 a.m.	Discussions:	
	Title I, Part A	Brad Palmer
	Title II, Part A	Mary Beth Stapleton
	Title III, Part A	Harve Bennett
11:00 a.m.	Open Agenda	All Participants
11:30 a.m.	Adjournment	

**Harford County Public Schools
Office of Title I**

March 21, 2011

Providing Services to Eligible
Private School Children

**Title I in Harford County Public Schools Mission
Statement**

The Mission of Title I in Harford County Public Schools is to ensure academic achievement for at-risk students attending schools in high poverty areas.



Harford County Public Schools – Title I Schools – SY 2011–2012

Edgewood Elementary School
2100 Cedar Drive
Edgewood, MD 21040
410-612-1540
Principal- Ms. Lisa Sundquist

George D. Lisby Elementary School at Hillsdale
810 Edmund Street
Aberdeen, MD 21001
410-273-5530
Principal- Mrs. Patricia Chenworth

Hall's Cross Roads Elementary School
203 East Bel Air Avenue
Aberdeen, MD 21001
410-273-5524
Principal- Mrs. Gwendolyn Benjamin-Jones

Havre de Grace Elementary School
600 Juniata Street
Havre de Grace, MD 21078
410-939-6616
Principal- Mrs. Renee Villareal

Magnolia Elementary School
901 Trimble Road
Joppa, MD 21085
410-612-1553
Principal- Mrs. Patricia Mason

William Paca/Old Post Road Elementary School
2706 Old Philadelphia Road
Abingdon, MD 21009
410-612-2033
Principal- Mrs. Gail Dunlap

**Title I, Part A
General Regulations**

Section 1120(a) requires each participating Local Education Agency (LEA) to provide eligible* private school children, their families, and their teachers with Title I educational services or other benefits that are equitable to those provided to eligible* public school children, their families, and their teachers.

* Academically at-risk

**Title I, Part A
General Regulations**

The Title I program provides supplemental educational services for academically at-risk public and private school students to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and State academic assessments*.

*Or other more appropriate standards and/or assessments for private school Title I students as determined in consultation.

**Title I, Part A
Public Schools Served**

An LEA annually ranks its eligible public schools based on poverty rate and selects the schools that the LEA will serve by determining an annual poverty rate cut-off.

The LEA must serve schools that exceed 75% poverty in rank order and may serve lower ranked areas by grade-span grouping.

HCPS currently serves elementary grades (K-5) only.

Title I, Part A Allocating Funds

Under Section 1113 (c) an LEA **must** allocate funds to a participating public school attendance area on the basis of the **total** number of children from low-income families, including low-income children attending private schools who reside in an existing Title I school's attendance area.

Title I, Part A Private Schools

Private School Eligibility Requirements:

1. Student(s) of a private school must reside in an existing LEA's public Title I school's attendance area on September 30th in order for the private school to be eligible for Title I services the following school year.
 - a. These students "generate" Title I funds to be used to service academically at-risk students at the private school.
 - b. Private school students may "receive" Title I services if they meet all of the following criteria:
 - 1) Attend the Private School
 - 2) Reside (proof of address required) in an existing Title I Public School enrollment area
 - 3) Be identified as academically failing or at-risk of failing to meet the state's standards

Title I, Part A Use of Funds

Title I funding allocated for servicing eligible private school children depends solely on the number of private school children who reside in an existing Title I school's attendance area (as of September 30th of each year for use during the FOLLOWING school year).

The funds generated by these children are used only for instructional services to eligible, academically at-risk students at the private school.

Title I, Part A Use of Funds

Funding Example:

On September 30, 2010, XYZ Private School had 2 students who resided in the Magnolia Elem (Title I school) attendance area. Title I Per Pupil Allocation (PPA) for
Magnolia Elem = \$500.

Title I Funding for XYZ Private School for school year 2011-2012 = 2 x \$500 = \$1,000

Title I, Part A Program Services

Academically at-risk private school children that receive Title I services are those who are failing or are most at risk of failing to meet Maryland State Assessment Standards.

Or other more appropriate standards for private school Title I Students

Title I, Part A Program Services

Title I services must be supplemental and may not replace or supplant services that would ordinarily be provided by private schools to academically at-risk private school children.

Title I, Part A Program Services

Types of Services:

- ▶ Instruction outside the regular classroom
 - Extended learning time (before and after school) focus on reading and math, literacy programs, or early childhood (grades K-1)
- ▶ *Combination of services listed above*
- ▶ Services may be provided by a Third-Party vendor.

Title I, Part A Consultation

- ▶ The LEA makes the final decisions with respect to Title I services that are provided to eligible private school students.
- ▶ Appropriate consultation with private school officials is often the key to ensuring that a LEA's program for equitable participation is a success.

Title I, Part A Consultation

- ▶ Timely – occurs before decisions are made that affect opportunities of eligible private school students.
- ▶ Meaningful – LEA must consider comments of private school officials.

Title I, Part A Parental Involvement

Private school parents of Title I students must be offered the opportunity to participate equitably in parental involvement activities.

The LEA must consult with private school officials and parents of participating private school students regarding parental involvement activities.

Title I, Part A Professional Development

The LEA must consult with private school officials and teachers in designing professional development to increase the teachers' skills and knowledge in providing instruction to Title I students.

Professional Development is available to the teacher(s) providing the Title I service and the Private School classroom teacher of eligible students.

HCPS Title I Office Contact Information

Brad Palmer
Acting Supervisor – HCPS Title I Office
410-638-4618
bradley.palmer@hcps.org

Provision of Title I Services to Private School Children

Policy Statement:

The Harford County Public School System is committed to providing equitable services to eligible private school students, teachers, and parents. These services and other benefits will be comparable to the services and other benefits provided to the public school children and teachers participating in Title I programs. Harford County Public Schools will assess, address, and evaluate the needs of private school students and teachers. The system will spend an equal amount of funds per students to provide services. This policy has been developed to ensure equitable participation with set guidelines for the framework and effective implementation for the private school program.

Procedures:

Time Period	Schedule of Implementation	Activity
July/August	Mail via certified mail Intent to Participate packet for the next school year to MSDE approved private schools Present final evaluation data Implementation of Private school program	Mailing of Intent to Participate packet & Family Income Survey packet Administrative/Consultation Meeting
September	Implementation of private school program Second mailing to schools not responding to participation request	Administrative/Consultation Meeting
November/December	Obtain poverty data from private school officials Exchange funds for out of county students Monitor student Benchmark data for 1 st Semester/quarter Monitor Program Implementation	Private School Income Surveys Address directories returned to Title I office Site Visits
January/February	Mid-Year Assessment of overall program Invite eligible Private schools to the federal programs informational meeting for upcoming school year Start RFP process for third party contractor when applicable Monitor Program	Federal HCPS Programs Consultation Meeting RFP Site Visits
February/March	Distribute parent, teacher, & administrator Surveys-program satisfaction/effectiveness Identify the number of low-income private school Students and match their addresses to participating public school attendance areas Monitor Program	Parent, teacher, & administrator Surveys Letter to private schools Family Income Surveys/Free & Reduced Lunch data Site Visits

<p>February/March</p>	<p>Monitor student benchmark data for 2nd Quarter/semester</p> <p>Discuss poverty data results with private school officials and estimated instructional funds Generated</p> <p>Identify students attending private schools in Harford County and other LEAs</p> <p>Identify the number of students that generated funds</p> <p>Identify Master Plan initiatives for the upcoming year</p> <p>Monitor Program</p>	<p>Administrative/Consultation Meeting</p> <p>Consultation with HCPS Titles Office</p> <p>Family Survey/Free Lunch Results</p> <p>Site visits</p>
<p>March/April</p>	<p>Identify private schools that indicated intent to Participate in the program for the upcoming year</p> <p>Monitor Program</p>	<p>Site visits</p>
<p>April/May</p>	<p>Obtain from each private school a list of names of Students that meet the address and academic criteria</p> <p>Select the most at-risk students for service</p> <p>Discuss with private school officials</p> <ul style="list-style-type: none"> - pooling of funds or different options - needs of eligible students - third-party contractor - design service that will meet student needs - define standards and annual assessments for measuring progress - design activities for parent involvement and professional development - assess the student progress for current school year, make modifications if needed 	<p>Administrative/Consultation Meeting</p>
<p>May</p>	<p>Complete procurement process for contracting with the Third-Party contractor when applicable</p> <p>Hiring of teachers</p>	<p>Title I Office, Procurement Office, Private School officials</p>
<p>June</p>	<p>Design activities for parent involvement and professional development</p> <p>Get written affirmation from private school officials that meaningful and timely consultation has occurred for upcoming school year</p>	<p>Administrative/Consultation Meeting</p>

**Harford County Public Schools
Office of Compensatory Education
102 South Hickory Avenue
Bel Air, MD 21014**

410-588-5266

FAX 410-588-5349

EMAIL alyn.watson@hcps.org

AFFIRMATION OF CONSULTATION

I am the administrator of St. Joan of Arc, a private school with students living in an eligible Title I attendance area of Harford County Public Schools (HCPS). The following topics, requiring collaborative decisions about Title I services for 2010-2011, were discussed on 8/17/10.

TOPICS DISCUSSED

How HCPS will identify students' needs:

- Title I referral form
- Stanford test scores grade K-5
- Teacher judgment/observation and evaluation
- Report cards
- Multiple selection process

What services HCPS will offer:

- Small group (6 to 1 ratio) through Catapult Learning in an afterschool K-5 tutoring program.
- Services will be offered at the school site afterschool from 3:00 p.m.– 4:00 p.m.
- Afterschool services will be provided to eligible students for 120 minutes per week in the content areas of need.

How and when HCPS will make decisions about the delivery of services:

- At quarterly meetings with private school administration and Catapult Learning, the Title I Supervisor will review and analyze recent student data for instructional implications.
- Coordination by conferencing with the classroom teacher will support the comprehensive education program for the participating students.
- Delivery of services from Catapult will meet student needs.

How, where, and by whom HCPS will provide services, including whether a third party will provide them?

Catapult Learning will employ St. Joan of Arc certified teachers. The after school tutoring service will be provided at St. Joan of Arc, Monday's and Thursday's. There is an attached calendar for delivery of service for the 2010-2011 school year.

How HCPS will academically assess the services and how HCPS will use the results of that assessment to improve Title I services.

Grades K-5

- The Title I Supervisor along with the private school administration and Catapult Learning will meet quarterly during the school year. Lesson tracking sheets will be reviewed to assess program. Classroom teacher feedback/evaluation will determine adjustments to individual student plans.
- An annual evaluation will be completed by the HCPS Title I Office. The report will include teacher/parent survey, assessments, conducted by Catapult, as well as, other school assessment/reports for the private school.

The size and scope of the services HCPS will provide, and the proportion of funds that HCPS will allocate for those services:

The number of groups served will be determined by Title I funding. The proportion of funds allocated to St. Joan of Arc will be \$28, 920. These funds will support teacher salaries for after school services.

A copy of all the Title I ARRA components will be sent to St. Joan of Arc.

How HCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:

St. Joan of Arc surveys their parents to determine the number of private school children from low income families.

The services HCPS will give teachers and families of participating students:

Private school Title I parents are provided all parent workshops, conferences, and family night opportunities. Communications about parent involvement activity are sent via courier/email from the public school to the private school. Professional development will be offered by Catapult Learning and the HCPS Title I Office/schools. Title I public schools will notify participating private schools of all parent involvement and professional development opportunities.

COOPERATION BY SCHOOL

By choosing to participate in Title I, Part A of NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the HCPS boundaries. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

SIGNATURE OF AUTHORIZED OFFICIAL

Kathleen Ruth

Signature of Authorized Private School Official

Kathleen Ruth - Assistant Principal

Name of Private School Official

8-17-2010

Date

St. Joan of Arc

Name of School

410-272-1387

Telephone Number

AFFIRMATION OF CONSULTATION

I am the administrator of St. Joan of Arc School. I hereby affirm that at a meeting on this date St. Joan of Arc School and Harford County Public Schools have engaged in meaningful consultation about the Title I program at St. Joan of Arc School.

TOPICS DISCUSSED

- √ 1. How the LEA will identify the needs of eligible private school children.
- √ 2. What services the LEA will offer to eligible private school children.
- √ 3. How and when the LEA will make decisions about the delivery of services.
- √ 4. How, where and by whom the LEA will provide the services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider.
- √ 5. How the LEA will assess academically the services to eligible private school children in accordance with S200.10 and how the LEA will use the results of that assessment to improve Title I services.
- √ 6. The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with S200.64, the proportion of funds that will be allocated to provide these services.
- √ 7. The method or sources of data that the LEA will use under S200.78 to determine the number of private school children from low income families residing in participating public school attendance areas, including whether the LEA
- √ 8. The equitable services the LEA provide to teachers and families of participating private school children.
- √ 9. If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons why the LEA chooses not to use a contractor.

COOPERATION BY SCHOOL

By choosing to participate in the Title I program, St. Joan of Arc School agrees to provide all the information necessary to comply with the program's requirements, including but not limited to, the names and addresses of the eligible students enrolled in our school who reside within the Harford County Public Schools' boundaries. St. Joan of Arc School Also agrees to develop such plans and give such other reports as mandated by the Title I program.

Kathleen Ruth
SIGNATURE OF PRIVATE SCHOOL OFFICIAL

8-17-2010
DATE

St. Joan of Arc
NAME OF SCHOOL

Kathleen Ruth
SIGNATURE OF PUBLIC SCHOOL OFFICIAL

**Harford County Public Schools
Office of Compensatory Education
102 South Hickory Avenue
Bel Air, MD 21014**

410-588-5266

FAX 410-588-5349

EMAIL allyn.watson@hcps.org

AFFIRMATION OF CONSULTATION

I am the administrator of St. Margaret School, a private school with students living in an eligible Title I attendance area of Harford County Public Schools (HCPS). The following topics, requiring collaborative decisions about Title I services for 2010-2011, were discussed on 8/25/10.

TOPICS DISCUSSED

How HCPS will identify students' needs:

- Title I referral form
- Stanford test scores grade 3-5
- Teacher judgment/observation and evaluation
- Report cards
- Multiple selection process

What services HCPS will offer:

- Small group (6 to 1 ratio) through Catapult Learning in an afterschool K-5 tutoring program.
- Services will be offered at the school site afterschool from 3:15 p.m.– 4:15 p.m.
- Afterschool services will be provided to eligible students for 120 minutes per week in the content areas of need.

How and when HCPS will make decisions about the delivery of services:

- At quarterly meetings with private school administration and Catapult Learning, the Title I Supervisor will review and analyze recent student data for instructional implications.
- Coordination by conferencing with the classroom teacher will support the comprehensive education program for the participating students.
- Delivery of services from Catapult will meet student needs.

How, where, and by whom HCPS will provide services, including whether a third party will provide them?

Catapult Learning will employ St. Margaret School certified teachers. The after school tutoring service will be provided at St. Margaret School, two days a week for an hour (Tuesday-Thursday-120 minutes per week per subject)

There is an attached calendar for delivery of service for the 2010-2011 school year.
How HCPS will academically assess the services and how HCPS will use the results of that assessment to improve Title I services.

Grades K-5

- The Title I Supervisor along with the private school administration and Catapult Learning will meet quarterly during the school year. Lesson tracking sheets will be reviewed to assess program. Classroom teacher feedback/evaluation will determine adjustments to individual student plans.
- An annual evaluation will be completed by the HCPS Title I Office. The report will include teacher/parent survey, assessments, conducted by Catapult, as well as, other school assessment/reports for the private school.

The size and scope of the services HCPS will provide, and the proportion of funds that HCPS will allocate for those services:

The number of groups served will be determined by Title I funding. The proportion of funds allocated to St. Margaret School will be \$6,464. These funds will support teacher salaries for after school services.

A copy of all the Title I ARRA components will be sent to St. Margaret.

How HCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:

St. Margaret School surveys their parents to determine the number of private school children from low income families.

The services HCPS will give teachers and families of participating students:

Private school Title I parents are provided all parent workshops, conferences, and family night opportunities. Communications about parent involvement activity are sent via courier/email from the public school to the private school. Professional development will be offered by Catapult Learning and the HCPS Title I Office/schools. Title I public schools will notify participating private schools of all parent involvement and professional development opportunities.

COOPERATION BY SCHOOL

By choosing to participate in Title I, Part A of NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the HCPS boundaries. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

SIGNATURE OF AUTHORIZED OFFICIAL

Madeleine M. Hobik
Signature of Authorized Private School Official

MADELEINE M. HOBIK
Name of Private School Official

8/25/2010
Date

St. Margaret School
Name of School

410-879-1113
Telephone Number

AFFIRMATION OF CONSULTATION

I am the administrator of St. Margaret School. I hereby affirm that at a meeting on this date St. Margaret School and Harford County Public Schools have engaged in meaningful consultation about the Title I program at St. Margaret School.

TOPICS DISCUSSED

- √ 1. How the LEA will identify the needs of eligible private school children.
- √ 2. What services the LEA will offer to eligible private school children.
- √ 3. How and when the LEA will make decisions about the delivery of services.
- √ 4. How, where and by whom the LEA will provide the services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider.
- √ 5. How the LEA will assess academically the services to eligible private school children in accordance with S200.10 and how the LEA will use the results of that assessment to improve Title I services.
- √ 6. The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with S200.64, the proportion of funds that will be allocated to provide these services.
- √ 7. The method or sources of data that the LEA will use under S200.78 to determine the number of private school children from low income families residing in participating public school attendance areas, including whether the LEA
- √ 8. The equitable services the LEA provide to teachers and families of participating private school children.
- √ 9. If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons why the LEA chooses not to use a contractor.

COOPERATION BY SCHOOL

By choosing to participate in the Title I program, St. Margaret School agrees to provide all the information necessary to comply with the program's requirements, including but not limited to, the names and addresses of the eligible students enrolled in our school who reside within the Harford County Public Schools' boundaries. St. Margaret School Also agrees to develop such plans and give such other reports as mandated by the Title I program.

Madeline M. Hobbs
SIGNATURE OF PRIVATE SCHOOL OFFICIAL

8/25/2010
DATE

St. Margaret School
NAME OF SCHOOL

Walter C. Watson
SIGNATURE OF PUBLIC SCHOOL OFFICIAL

Harford County Public Schools

102 South Hickory Street • Bel Air, Maryland 21014 • www.HCPS.org

CONTRACT AGREEMENT BETWEEN THE HARFORD COUNTY PUBLIC SCHOOLS AND THIRD PARTY CONTRACTOR

This agreement is entered into to specify the terms and conditions under which the Harford County Public Schools and third party provider – Catapult Learning, LLC will cooperate under the Title I, Part A Grant awarded to HCPS. THIS AGREEMENT, made this 1st day of September, 2010 by and between the **HARFORD COUNTY BOARD OF EDUCATION**, hereinafter referred to as the "BOARD", and the **Catapult Learning, LLC** hereinafter referred to as "CONTRACTOR".

The terms of this Agreement are intended to set forth the obligations of for CONTRACTOR working under Federal Title I mandates and requirements in the performance of this project.

This contract may be modified in the event of the reauthorization of ESEA during the performance period of the contract in the event the reauthorization results in changes in the ESEA which are material to this agreement.

I. STATEMENT OF AGREEMENT

A. AGREEMENT DOCUMENTS.

This agreement consists of the following documents:

1. Contract Agreement
2. Title I – Participation of Children Attending Non-public Schools/BCPS RFP #09033 (Exhibit I)
3. Statement of Work (Exhibit II)
4. FY 2010 Fees and Payment Table (Exhibit III)
5. Affirmation of Consultation (Exhibit IV)
6. Complaint Procedures (Exhibit V)
7. Delivery of Service Calendar (Exhibit VI)

- B. SCOPE OF WORK. The CONTRACTOR agrees to perform services as set forth in this agreement herein including all exhibits hereto. The CONTRACTOR shall outline technical descriptions of the Title I services it will provide in sufficient detail to enable the Board to determine that the Title I statutory and regulatory requirements will be met as required by Section 9306. In addition, CONTRACTOR must ensure that all contract requirements outlined therein are followed to ensure compliance with procurement rules as described in EDGAR, Section 80.36. CONTRACTOR shall furnish efficient business administration and shall use its best efforts to insure that such services being performed under this Agreement are completed in the best way and in the most expeditious and economical manner consistent with the BOARD'S best interests. CONTRACTOR shall provide all the necessary personnel and facilities to conduct the work of this agreement.

KEY PERSONNEL -The following person is considered to be essential to the work performed hereunder: Stephen K. Freeman, President

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In the event that the Key Person becomes unable or unwilling to continue the project, CONTRACTOR shall notify HCPS in writing to propose an individual to replace such Key Person. Any replacement of a Key Person must be approved, in writing, by the Title I Department. In the event a mutually acceptable replacement is not available, HCPS shall have the option to terminate the project.

- C. CONTRACTOR. CONTRACTOR shall not subcontract for any of the services to be performed under this Agreement without the prior written consent of HCPS.
- D. EQUIPMENT. In accordance with the funding agency requirements, HCPS will be accountable for and hold title to all equipment purchased under this Agreement and will be responsible for employing it for the overall purpose of the project. CONTRACTOR agrees to maintain sufficient records to enable HCPS to fulfill its accountability to the Funding Agency. All materials and equipment purchased with Title I funds must remain under the control and ownership of the Title I Department and Harford County Public Schools (HCPS). HCPS will maintain control over equipment through a compliant inventory management system - Sec. 80.83 (c) of EDGAR. Elements of a complaint management system include:
1. Property records (description, serial number or other ID, title information, acquisition date, cost, percent of Federal participation, location, use and condition, and ultimate disposition)
 2. Control system to prevent loss, damage, theft (all must be investigated)
 3. Physical inventories (at least every two years)
 4. Adequate maintenance of equipment
 5. Disposition of equipment
- E. RIGHT TO AUDIT. The CONTRACTOR agrees that the work and records covered by this Agreement will be subject to review, at any time, by representatives of the BOARD. The CONTRACTOR agrees to comply with the requirements of OMB Circular A-133 as appropriate. The CONTRACTOR agrees to provide HCPS with copies of any of the independent auditors' reports presenting instances of noncompliance with federal laws and regulations that directly affect the performance or administration of this agreement. In cases of noncompliance CONTRACTOR will provide copies of responses to audit reports and plan for corrective action. The CONTRACTOR shall be responsible for any audit exceptions that may occur. HCPS, and any of their duly authorized representatives, shall have access to all records for audit purposes.
- F. EQUAL EMPLOYMENT OPPORTUNITY. During the performance of this Agreement, the CONTRACTOR agrees that he will comply with all applicable federal, state and local laws relating to discrimination in employment.
- G. INDEMNIFICATION. The CONTRACTOR agrees to indemnify and hold harmless the BOARD against any liability, claim, demand for personal injury or property damage, and other expenses or losses suffered or arising out of or caused by any negligent act or omission of the CONTRACTOR, servants, agents or employees incurred in the performance of the Agreement.

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- H. PERIOD OF PERFORMANCE. This agreement shall begin on 9 / 1 / 10 and shall not extend beyond 6 / 15 / 11 unless the period is extended by modification of this Agreement. The CONTRACTOR acknowledges that time is of the essence in providing the services under this Agreement and agrees to assign adequate personnel sufficient to complete the required service. This agreement shall begin on the date it is signed by all parties and shall continue through June 15, 2011.
- I. TERMINATION FOR CONVENIENCE. The BOARD may terminate this Agreement for convenience by giving written notice to the CONTRACTOR of such termination and specifying the effective date thereof, at least five (5) days before the effective date of such termination. If the Agreement is terminated by the BOARD as provided in this Section the CONTRACTOR will be paid on a pro-rata basis for work performed.
- J. TERMINATION FOR CAUSE. If through any cause, the CONTRACTOR shall fail to fulfill in a timely and proper manner his obligation under this Agreement, or if the CONTRACTOR shall violate any of the covenants, agreements, or stipulations of this Agreement, the BOARD shall thereupon have the right to terminate this Agreement by giving written notice to the CONTRACTOR of such termination and specifying the effective date thereof, at least five (5) days before the effective date of such termination. If the Agreement is terminated by the BOARD as provided in this Section the CONTRACTOR will be paid an amount based on the number of hours actually worked at the hourly rates set forth herein, or if no hourly rate is set forth, CONTRACTOR shall be paid on a pro-rata basis for work performed. Notwithstanding the above, the CONTRACTOR shall not be relieved of liability to the BOARD for damages sustained by the BOARD by virtue of any breach of the Agreement by the CONTRACTOR, and the BOARD may withhold any payments due the CONTRACTOR up to the full amount of the CONTRACTOR fee, until such a time as the exact amount of damages due the BOARD from the CONTRACTOR is determined by any Court of Competent Jurisdiction.
- K. MODIFICATIONS. Modifications to this Agreement may be made only in writing signed by authorized representatives by both parties.
- L. COMPLIANCE WITH LAWS. The CONTRACTOR provider will comply with all statutory and regulatory requirements under Title I, Part A. CONTRACTOR providers must meet all applicable federal, state, and local health, safety, and civil rights laws. The CONTRACTOR shall observe and comply with federal, state, county and local laws, ordinances and regulations that affect the work to be done herein, and shall indemnify and hold the BOARD harmless, and all of its officers, agents and servants against any claim or liability from or based on the violation of any such law, ordinance or regulation, whether by the CONTRACTOR or the CONTRACTOR agent. Notwithstanding the foregoing, in the event that the CONTRACTOR determines that a conflict exists between any applicable law, ordinance and/or regulation, the CONTRACTOR will so advise the BOARD and the BOARD shall decide which law, ordinance and/or regulation shall be followed.

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- M. ASSIGNMENT. The CONTRACTOR shall not assign or transfer any interest in this Agreement without the prior written approval of the BOARD.
- N. INSURANCE. The CONTRACTOR shall carry workers' compensation insurance as prescribed by law which shall insure to the benefit of CONTRACTOR's personnel, as well as comprehensive general liability and employee fidelity bond insurance in such amounts as the Board deems appropriate and shall provide to the BOARD a certificate evidencing the same.
- O. CONFLICTS OF INTEREST. The CONTRACTOR covenants that it presently has no interest and shall not acquire any interest, direct or indirect, which would conflict in any manner or degree with the performance or services required to be performed under this Agreement. The CONTRACTOR further covenants that in the performance of this Agreement no person having any such interest shall be employed.
- P. GOVERNING LAW. This agreement is executed in the State of Maryland and shall be governed by Maryland law. The CONTRACTOR, by execution of this Agreement, consents to the jurisdiction of the Maryland state courts with respect to any dispute arising out of this agreement and further consents to venue in Harford County, Maryland.
- Q. SUCCESSORS AND ASSIGNS. This Agreement shall be binding and inure to the benefit of all successors and assigns of the parties hereto. Notwithstanding the foregoing, the CONTRACTOR shall not assign any right or obligation under this Agreement without the BOARD'S express written consent, which may be withheld in the BOARD'S sole and absolute discretion.
- R. INDEPENDENT CONTRACTOR. The CONTRACTOR shall perform this Agreement as an independent CONTRACTOR and shall not be considered an agent of the BOARD, nor shall any of the CONTRACTOR's employees or agents be subagents of the BOARD.
- S. PAYMENT AND CONSIDERATION TERMS. The costs associated with this contract shall be expended in accordance with the budget as provided in the FY2010 Fees and Payment Table for Services to HCPS Title I Private School Students (Exhibit III). This is a cost-reimbursement type Subcontract Agreement. Serially numbered monthly invoices from CONTRACTOR shall be sent to the Title I Office for Harford County Public Schools, 102 South Hickory Street, Bel Air, MD 21014. Payment will be made monthly for services performed. The invoices shall contain sufficient detail, by line item budgeted, to enable review and approve them. Invoices that are for more than one type of service, for example, for services for private school students as well as parental involvement activities for their parents must break out the charges for instruction and parental involvement. HCPS has the authority under the GEPA to require documentation from the third party provider to support requested expenditures. Compensation shall be made by the BOARD to the CONTRACTOR. Payments shall be made upon receipt of proper invoices. Payment terms are net thirty (30) days after receipt of invoice.

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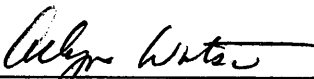
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- T. INVOICING. Invoices for payment shall include a complete description of the services rendered and date of services. Invoices submitted by third party providers must list on their invoice expenditures the instructional activities and administrative costs incurred. Within each category, the CONTRACTOR must provide details such as: name and salary of each teacher, the instructional materials purchased, specific administrative costs, and fees. All invoices shall be submitted to the Title I Department for Harford County Public Schools by the 15th day of each month of service. All invoices shall be submitted to the Title I Office for Harford County Public Schools.
- U. ENTIRE AGREEMENT. This agreement, including the exhibits attached hereto, constitutes the entire agreement between the BOARD and the CONTRACTOR, and the parties shall not be bound by any prior negotiation, representations or promises, not contained herein.
- V. REPORTING REQUIREMENTS. CONTRACTOR shall render to HCPS technical progress reports and a final technical report on work performed under this Agreement as required by HCPS.
- W. DEBARMENT SUSPENSION. CONTRACTOR hereby represents and certifies that neither it nor its principals is:
1. presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any Federal department or agency;
 2. have within a 3-year period preceding this subcontract been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
 3. are presently indicted or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in (b) above; and
 4. have within a 3-year period preceding this application had one or more public transactions (Federal, State, or local) terminated for cause of default.

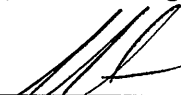
IN WITNESS WHEREOF, the parties have set their hands and seals hereto on the date written above.

Harford County Public Schools

Catapult Learning, LLC.



Allyn Watson, Supervisor of
Compensatory Education



Stephen K. Freeman, President – Catapult
Learning, LLC.

10/7/10
Date

10/7/10
Date

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EXHIBIT I

Title I – Participation of Children Attending Non-public Schools/BCPS RFP #09033

Title I of the Elementary and Secondary Education Act (ESEA), as amended by the *No Child Left Behind Act* of 2001, provides federal financial assistance to local educational agencies (LEAs) to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging academic standards. Accordingly, Title I requires each participating LEA to provide Title I services to eligible non-public school children. These services must be equitable to those provided to public school children in each LEA.

The purpose of this contract is to ensure that eligible children attending non-public schools receive equitable Title I services. This procurement is made pursuant to Sections 1120(e) and 9504 of the ESEA. A portion of the Title I LEA allocation shall be withheld and shall be used in this procurement to provide Title I services to eligible non-public school children.

The target population is non-public school children identified as failing or most at risk of failing to meet challenging content and student achievement standards, and who live in a Title I participating public school attendance area of the LEA, and who are enrolled in participating non-public school.

Services provided to Harford County Public Schools by the CONTRACTOR pursuant to agreement are based on the "riding" of the general Terms and Agreements in the **Baltimore City Public Schools RFP # 09033** by and between BCPS and CONTRACTOR (hereinafter referred to as "the BCPS RFP"). In the event the terms of the BCPS RFP and any other term or provision of this agreement, the latter shall control.

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EXHIBIT II

STATEMENT OF WORK

I. SCOPE OF WORK

The CONTRACTOR will provide professional services for eligible Title I students attending participating non-public schools. The following describes how services will assist eligible non-public school children in acquiring the knowledge and skills to meet challenging State academic content and student achievement standards.

- A. Provide eligible non-public school children enrolled in participating schools with after-school day services, such as reading/language arts, writing, mathematics, and other benefits on an equitable basis to those provided to public school students.
- B. Use program resources to help participating students to meet the challenging student academic standards expected of all children.
- C. Use effective methods and instructional strategies that are based on scientifically based research, that provide an accelerated, high quality curriculum and that give consideration to extended learning time.
- D. Coordinate with and support the educational program in the classroom by conferencing with the classroom teacher to meet individual student needs.
- E. Provide a Complaint Procedure Process (same as Title I Public School Complaint Procedure) for non-public parents and non-public school officials. (Appendix C)
- F. Provide non-public school teachers of participating children an equitable opportunity to participate in allowable professional development activities.
- G. Provide strategies to increase parental (family and community) involvement; affording parents meaningful opportunities to participate in the education of their children at home and at school; engaging family and community resources to provide the support needed to foster school success (for example, efforts to encourage attendance, promote socio-emotional well being that will allow academic achievement, ensure that physical needs are being met).
- H. Review, on quarterly basis, the progress of participating children and revise the program and services, if necessary, to provide more effective services.
- I. The CONTRACTOR will provide services to eligible students in Pre-Kindergarten through Grade 5 in participating non-public schools. Instructional services will begin on or before September 1, 2010, and extend until June 15, 2011. The CONTRACTOR will provide 120 minutes per week of instruction that students will receive in reading/language arts, writing, and mathematics. Students with the greatest need may receive additional services. Safeguards, such as, quarterly monitoring and on-going communication with the HCPS Title I Office and non-public schools will ensure that the program is not supplanting the private school regular program.
- J. The HCPS Title I Office will meet with the non-public officials for an Affirmation of Consultation meeting to set the foundation and guidelines for further communication to ensure alignment with the schools' academic standards/curriculum and Title I services.
- K. The CONTRACTOR will notify the HCPS Title I Office of any complaints from private school parents and non-public school officials. The complaint procedure for non-

complaints

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public schools is commensurate with the HCPS Title I Complaint procedure for public schools.

II. STUDENT SELECTION

Under that section, certain children would be eligible by virtue of their status: for example, homeless children and children who in the preceding two years participated in a Title I preschool. However, the criterion that a student failing, or most at risk of failing, to meet student achievement standards is, for the majority on non-public school children, to be the criterion by which eligibility for Title I services shall be determined.

Using the list of address eligible students provided by the Title I Department, HCPS, in consultation with private school officials will identify students most at risk of failing to meet student achievement standards. The following criterion for selecting eligible students to receive Title I services are as follows:

- Grades Pre-K through 2 – selected solely on the basis of teacher judgment, interviews with parents, developmentally-appropriate criteria and grade level assessments.
- Grades 3 and above – selected using multiple selection criteria (one measure shall be a nationally norm-referenced test. Student test score must be at 49 percent or below).

The Title I Office, in consultation with private school officials will complete the Teacher Student Referral Form for Title I– Pre-Kindergarten *through Grade 5* for reading/language arts and/or mathematics to identify eligible students for Title I services in participating non-public schools. The Title I Office will confirm identified students are address eligible.

Title I funds may not be used to identify those non-public school children that are eligible to participate. Title I funds, however, may be used to select participants from those who are eligible and to determine the specific educational needs of participating children.

III. DELIVERY OF SERVICES

A. Instructional Program

The CONTRACTOR will implement services, including hourly rate and other associated cost to be delivered at contractually assigned non-public schools, including alternatives to direct teacher-student instruction, if any. The services will occur at the non-public schools' site (classrooms).

The CONTRACTOR will implement instructional programs implemented at schools, including the number of hours of instruction that will be provided each week to participating private school children. The program provided to non-public school children shall be based on effective methods and instructional strategies for improving achievement that are based on scientifically based research, give primary consideration to providing after-school learning time, and provide an accelerated, high-quality curriculum. Based on the needs of the children to be served, the CONTRACTOR shall implement the CONTRACTOR instructional program, including subject areas, assessment instruments, content of curriculum, teaching methods, and types of equipment and materials that was approved by Harford County Public Schools. The instructional program developed by the CONTRACTOR shall not only supplement but also coordinate with the instruction

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that the non-public school children are receiving in their regular classrooms.

Instructional costs are defined as:

- Teachers salaries
- Instructional materials, including such items as books, computers and software for student use, workbooks, and supplies

B. Parental Involvement

Section 1120(a)(1) of the ESEA requires that families of participating non-public school children participate, on an equitable basis, in parental involvement activities under Section 1118 of the ESEA. The CONTRACTOR shall assess the needs of the parents of private school students. The CONTRACTOR will implement this process to develop a plan to provide parental involvement activities. This plan will be due to Harford County Public Schools by October 1, 2010. Harford County Public Schools will review the plan for approval. The plan must include specific topics, dates and budget.

The public Title I schools in Harford County will partner with the identified non-public schools with the intent to notify/invite non-public Title I parents to all Title I Public School parent events, such as Family Curriculum Nights, Family Involvement Meetings and the Title I Parent Conference.

Parents are viewed as valuable stakeholders and provide feedback on the annual Title I Satisfaction Survey and Title I Parent Conference Feedback Form.

Parental involvement costs are defined as:

- Costs the CONTRACTOR incurs to provide parental involvement activities to parents of participating private school children.

C. Professional Development

Section 1120(a)(1) of the ESEA requires that non-public school teachers of participating Title I students receive professional development. The CONTRACTOR shall assess the needs of the teachers of private school students to help them better meet the needs of the Title I students. The CONTRACTOR will implement this process to develop a plan to provide professional development activities. This plan will be due to Harford County Public Schools by October 1, 2010. Harford County Public Schools will review the plan for approval. The plan must include specific topics, dates and budget.

The public Title I schools in Harford County will partner with the identified non-public schools with the intent to provide professional development activities to non-public Title I teachers (teachers who instruct Title I students before, during or after school).

Professional development costs are defined as:

- Costs the CONTRACTOR incurs to provide professional development activities to private school teachers of participating private school children.

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D. Administrative Costs

The CONTRACTOR will indicate in the budget narrative the percentage of administrative cost from instructional funds needed to administer services in participating private schools.

Administrative costs are defined as:

- Costs the CONTRACTOR incurs to administer the program, including but not limited to salaries and fringe benefits of the Director, computer assistants (if needed), supervisors and support staff, office rent and utilities, office equipment and supplies, postage and mailings, telephone, travel, special capital expenses, professional development for Title I teachers and supervisors who are employees of the CONTRACTOR, and the CONTRACTOR fee (profit).

IV. INITIAL MANAGEMENT PLAN

The CONTRACTOR, in consultation with HCPS, shall implement the management plan that was developed for their program. The required elements of the initial plan include:

- A. Holding an Affirmation of Consultation meeting and follow-up monitoring throughout the school year. Minutes of the meetings will be kept to document attendees, such as non-public officials, classroom teachers, Catapult personnel and HCPS Title I personnel and will be distributed the same day as the meeting.
- B. Consulting with the HCPS Title I Office before proceeding with any changes to the program.
- C. A discussion of methods of quality control for products and general operational performance.
- D. A discussion of proposed lines of authority, coordination and communication among sub CONTRACTOR, (if applicable), field based staff (if any), and the management staff.
- E. An indication of time commitments of key personnel, by task or activity, and for the project as a whole, expressed in person days. A chart shall be included, which summarizes this information.
- F. A chart showing task and subtasks, deadlines, decision points, and deliverables over the duration of the contract. The expected ending date for each task and subtask, in calendar weeks from the implementation of the contract, shall be indicated. The individual(s) to be involved or consulted for each decision point shall also be included.
- G. Submission of a plan to assess annual progress using a HCPS generated rubric.
- H. A list of materials or services the CONTRACTOR expects Harford County Public Schools or participating non-public schools to provide.
- I. Time for required Harford County Public Schools approval before initiating work on key events or tasks.

As indicated above, this requirement shall not alter the terms of the contract or the proposed design of the contract, but is designed to provide better management information for use by both the

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CONTRACTOR and Harford County Public Schools in monitoring the work to be performed, the time of performance, and the resources to be utilized.

V. MANAGEMENT REPORT

By October 1, 2010, the CONTRACTOR shall prepare and submit an Initial Management Report for the accomplishments of the tasks, subtasks, key events, deadlines, and deliverables.

The CONTRACTOR shall update the Management Report developed for this contract and approved by Harford County Public Schools for the school year under contract. The CONTRACTOR shall implement its program and submit an updated Management Report to Harford County Public School by October 1, 2010 of the contracted year. Harford County Public Schools may seek clarifications or updates on information submitted in the October Management Report as the contract year proceeds. The October report will also include information on the following items:

- A. CONTRACTOR Employees: The CONTRACTOR shall submit information about the qualifications and criminal background checks of persons serving Title I students. Background information for staff serving Title I students include the Criminal Justice Information Services, state and FBI Fingerprinting criminal background check. The CONTRACTOR shall be responsible for conducting or collecting criminal background checks for all employees including persons not employed at the private schools serviced by Title I.
- B. Results of student assessments.
- C. Eligibility Reports: Reports must contain complete and accurate demographic information, eligibility criterion, Title I ranked need and an indication of subject areas addressed in the Title I program for each student being served. Reports must contain current school enrollment information and an assurance from participating schools that all participating students live in a Title I attendance area, with parental consent for participation in the Title I program.
- D. Eligibility Report must indicate service to students in greatest need, so no student with lower Title I ranked need will be served until all students with higher ranked need are being served.
- E. Delivery of Services.
- F. Program Goals/Objectives: Describe instructional program implemented at schools including subject areas, assessment instruments, content of curriculum, teaching methods, types of equipment and materials, and coordination of instruction with regular classroom teachers.
- G. Parental Involvement activities.
- H. Professional Development for the private school classroom teacher of participating Title I students.

VI. INSTRUCTIONAL MATERIALS

The CONTRACTOR shall provide instructional materials to be used in the delivery of Title I services to Title I participants in accordance with the description provided in the Management Plan. The Management Plan will describe the selection and distribution of materials and shall ensure the educational appropriateness of the materials for the children to be served and convenient access to the materials by teachers and students. Materials purchased with Title I funds remain the property of

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Harford County Public Schools Title I Office and should be labeled and inventoried as they are purchased and deployed.

VII. INSTRUCTIONAL FACILITIES

The CONTRACTOR shall obtain facilities and arrange transportation, if necessary, for providing Title I services to selected non-public school students. The facilities shall be suitable for Title I instruction. While it is not necessary to ensure that all religious imagery associated with the non-public school program is absent in the Title I instructional space, a valid program must contain safeguards to ensure that public employees do not promote religion in the course of carrying out their Title I duties. These facilities may be a location in the non-public school or in public or non-public buildings, portable buildings or other mobile units. Title I services must be provided consistent with the Department's October 2003 Guidance on the Supreme Court's Decision in *Agostini v. Felton* and Title I (Part A) of the ESEA.

Facilities may be leased without charge or for a reasonable charge. Transportation may be provided directly by the CONTRACTOR or leased from a non-public operator. Selection and leasing of facilities shall be governed by the following minimum criteria:

- A. Facilities comply with all health, safety and other municipal building codes, including those for housing and instructing children.
- B. Vans, buses, or other mobile units for use as classrooms or for the transportation of children comply with all municipal vehicle and operator traffic codes.
- C. Children, teachers and staff, the public, the Federal Government, and property are protected by quality personal injury, liability, and property damage insurance obtained at competitive premiums.
- D. The environment in and surrounding the facility is safe and socially appropriate.
- E. Children are able to walk or ride in buses or other vehicles to facilities along safe routes in a reasonable amount of time.
- F. In cooperation with non-public school officials, the CONTRACTOR develops a schedule of services that is compatible with the availability of facilities and with the regular school schedule and that contributes to the total instructional needs of students.
- G. Reasonable accommodation is made for students with disabilities.

VII. ASSESSMENT & PROGRESS REPORTING

The CONTRACTOR will administer a pre-assessment to each student entering the program. After analysis of the pre-assessments, student academic achievement goals will be established and a student academic plan will be written for each student. Student academic achievement standards will be determined through consultation between HCPS and private school officials. The CONTRACTOR will be responsible for assessing students on a regular basis throughout the year. Quarterly reports and student attendance reports will be submitted by the CONTRACTOR to school/classroom teacher, parents and Harford County Public Schools Title I Office. The HCPS Title I Office will use the results of the assessments to determine progress in meeting the stated academic goals. HCPS Title I Office will consult with the CONTRACTOR to differentiate instruction to meet the needs of the students being serviced. A post test will be administered by the CONTRACTOR to all participating students and results will be reported to the HCPS Title I Office which will be used to determine effectiveness of the program towards

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meeting academic standards. All reports, minutes, letters, and agendas will be maintained by the HCPS Title I Office.

The CONTRACTOR shall submit its plan to assess annual progress to Harford County Public Schools for review and approval with its initial October Management Plan.

VIII. END OF YEAR EVALUATION

HCPS will complete an annual evaluation of the Title I nonpublic program. Criteria for the annual evaluation will be established through the consultation process between HCPS and private school officials. The annual evaluation report will include results from surveys of teachers and parents of participating students, as well as input from students receiving services; quantitative and qualitative results from assessments administered by the CONTRACTOR, and other indicators to determine the effectiveness of the Title I program in meeting student academic achievement standards.

Within one month of the end of each contract year, the CONTRACTOR shall prepare and submit an end of year evaluation report which includes:

- A. The results of the assessment of the Title I programs the CONTRACTOR is providing, demonstrating whether participating children are meeting, or making annual yearly progress toward meeting the student academic achievement standards or the alternative standards.
- B. A description of program services and activities, especially new services, activities, methods, etc. and the results of their use.
- C. An evaluation of the parental involvement activities to determine the effectiveness of the activities in increasing the participation of parents, to identify barriers to greater participation of parents in activities, and to use the findings to improve the strategies for program improvement and parental involvement.
- D. An evaluation of professional development activities conducted for eligible non-public school staff members.
- E. Special problems encountered and solutions applied or anticipated.

IX. RIGHT TO DISMISS

If a teacher referred by the CONTRACTOR is in the professional judgment of Harford County Public School Administration found to be incompetent, negligent, or has engaged in misconduct, the teacher will be asked to leave the premises and the CONTRACTOR will be informed of this action immediately. Compensation for the teacher's services shall be limited to the hours actually worked by such teacher.

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EXHIBIT III

Catapult Learning, Inc.

FY 2011 Fees and Payment Table for Services Provided to HCPS Title I Private School Students

FY '11 Regular Allocation				
Total FY '11 Instructional Allocation *	Professional Development	Parent Involvement	Administrative Costs	Total Amount
\$36,914.29	\$1,000.00	\$466.39	\$5,174.95	\$43,555.63

FY '11 PPA by Private School				
School	# of Title I Students	PPA	Equitable Share	Total
St. Margaret's School	22	\$21,320.09	\$8,997.23	\$30,317.32
St. Joan of Arc School	5	\$4,554.66	\$2,042.31	\$6,596.97
Total	27	\$25,874.75	\$11,039.54	\$36,914.29

FY '10 Carryover Allocation ***				
Total '10 Carryover Instructional Allocation	Professional Development	Parent Involvement	Administrative Costs	Total Amount
\$0.00	\$0.00	\$0.00	\$0.00	\$0.00

FY '10 Carryover PPA by Private School				
School	# of Title I Students	PPA	Equitable Share	Total
St. Margaret's School	22	\$0.00	\$0.00	\$0.00
St. Joan of Arc School	5	\$0.00	\$0.00	\$0.00
Total	27	\$0.00	\$0.00	\$0.00

*** '10 Carryover PPA will be determined on or about November 15, 2010 when the Carryover amount is known

TOTAL ALLOCATION TO CATAPULT LEARNING, LLC FOR: SY 2010-2011				
Expense Item	St. Margaret's School	St. Joan of Arc School	Combined/ Shared Amounts	Total
Total Instructional Allocation (PPA)	\$21,320.09	\$4,554.66	N/A	
Equitable Share	\$8,997.23	\$2,042.31	N/A	
Professional Development	N/A	N/A	\$1,000.00	
Parent Involvement	N/A	N/A	\$466.39	
Administrative Costs	N/A	N/A	\$5,174.95	
Total	\$30,317.32	\$6,596.97	\$6,641.34	\$43,555.63

Harford County Public Schools

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EXHIBIT IV

Harford County Public Schools
Office of Compensatory Education
102 South Hickory Avenue
Bel Air, MD 21014

410-588-5266

FAX 410-588-5349

EMAIL allyn.watson@hcps.org

AFFIRMATION OF CONSULTATION

I am the administrator of St. Joan of Arc, a private school with students living in an eligible Title I attendance area of Harford County Public Schools (HCPS). The following topics, requiring collaborative decisions about Title I services for 2010-2011, were discussed on 8/17/10.

TOPICS DISCUSSED

How HCPS will identify students' needs:

- Title I referral form
- Stanford test scores grade K-5
- Teacher judgment/observation and evaluation
- Report cards
- Multiple selection process

What services HCPS will offer:

- Small group (6 to 1 ratio) through Catapult Learning in an afterschool K-5 tutoring program.
- Services will be offered at the school site afterschool from 3:00 p.m.– 4:00 p.m.
- Afterschool services will be provided to eligible students for 120 minutes per week in the content areas of need.

How and when HCPS will make decisions about the delivery of services:

- At quarterly meetings with private school administration and Catapult Learning, the Title I Supervisor will review and analyze recent student data for instructional implications.
- Coordination by conferencing with the classroom teacher will support the comprehensive education program for the participating students.
- Delivery of services from Catapult will meet student needs.

How, where, and by whom HCPS will provide services, including whether a third party will provide them?

Catapult Learning will employ St. Joan of Arc certified teachers. The after school tutoring service will be provided at St. Joan of Arc, Monday's and Thursday's. There is an attached calendar for delivery of service for the 2010-2011 school year.

Harford County Public Schools

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How HCPS will academically assess the services and how HCPS will use the results of that assessment to improve Title I services.

Grades K-5

- The Title I Supervisor along with the private school administration and Catapult Learning will meet quarterly during the school year. Lesson tracking sheets will be reviewed to assess program. Classroom teacher feedback/evaluation will determine adjustments to individual student plans.
- An annual evaluation will be completed by the HCPS Title I Office. The report will include teacher/parent survey, assessments, conducted by Catapult, as well as, other school assessment/reports for the private school.

The size and scope of the services HCPS will provide, and the proportion of funds that HCPS will allocate for those services:

The number of groups served will be determined by Title I funding. The proportion of funds allocated to St. Joan of Arc will be \$28, 920. These funds will support teacher salaries for after school services.

A copy of all the Title I ARRA components will be sent to St. Joan of Arc.

How HCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:

St. Joan of Arc surveys their parents to determine the number of private school children from low income families.

The services HCPS will give teachers and families of participating students:

Private school Title I parents are provided all parent workshops, conferences, and family night opportunities. Communications about parent involvement activity are sent via courier/email from the public school to the private school. Professional development will be offered by Catapult Learning and the HCPS Title I Office/schools. Title I public schools will notify participating private schools of all parent involvement and professional development opportunities.

COOPERATION BY SCHOOL

By choosing to participate in Title I, Part A of NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the HCPS boundaries. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

Harford County Public Schools

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SIGNATURE OF AUTHORIZED OFFICIAL

Kathleen Ruth

Signature of Authorized Private School Official

Kathleen Ruth - Assistant Principal

Name of Private School Official

8-17-2010

Date

St. Joan of Arc

Name of School

410-272-1387

Telephone Number

FINAL

Harford County Public Schools

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AFFIRMATION OF CONSULTATION

I am the administrator of St. Joan of Arc School. I hereby affirm that at a meeting on this date St. Joan of Arc School and Harford County Public Schools have engaged in meaningful consultation about the Title I program at St. Joan of Arc School.

TOPICS DISCUSSED

- √ 1. How the LEA will identify the needs of eligible private school children.
- √ 2. What services the LEA will offer to eligible private school children.
- √ 3. How and when the LEA will make decisions about the delivery of services.
- √ 4. How, where and by whom the LEA will provide the services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider.
- √ 5. How the LEA will assess academically the services to eligible private school children in accordance with S200.10 and how the LEA will use the results of that assessment to improve Title I services.
- √ 6. The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with S200.64, the proportion of funds that will be allocated to provide these services.
- √ 7. The method or sources of data that the LEA will use under S200.78 to determine the number of private school children from low income families residing in participating public school attendance areas, including whether the LEA
- √ 8. The equitable services the LEA provide to teachers and families of participating private school children.
- √ 9. If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons why the LEA chooses not to use a contractor.

COOPERATION BY SCHOOL

By choosing to participate in the Title I program, St. Joan of Arc School agrees to provide all the information necessary to comply with the program's requirements, including but not limited to, the names and addresses of the eligible students enrolled in our school who reside within the Harford County Public Schools' boundaries. St. Joan of Arc School Also agrees to develop such plans and give such other reports as mandated by the Title I program.

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Kathleen Ruth
SIGNATURE OF PRIVATE SCHOOL OFFICIAL

8-17-2010
DATE

St. Joan of Arc
NAME OF SCHOOL

Kathleen Ruth
SIGNATURE OF PUBLIC SCHOOL OFFICIAL

FINAL

Harford County Public Schools

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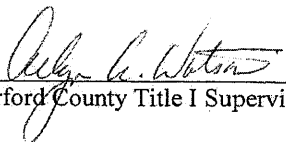
Harford County Public Schools

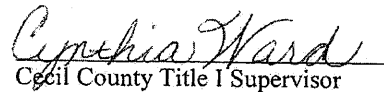
102 S. Hickory Avenue • Bel Air, MD 21014 • 410-838-7300 • Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

August 17, 2010

Harford County agrees to provide services to Cecil County student. Cecil County is transferring \$ 1,419.39 to Harford County (based on Cecil County's PPA) to provide Title I services, and therefore, Cecil county relinquishes all (assessing, monitoring, evaluation, etc.) responsibilities to Harford County in providing equitable services.


Harford County Title I Supervisor


Cecil County Title I Supervisor

Harford County Public Schools

102 South Hickory Street • Bel Air, Maryland 21014 • www.HCPS.org

Harford County Public Schools
Office of Compensatory Education
102 South Hickory Avenue
Bel Air, MD 21014

410-588-5266

FAX 410-588-5349

EMAIL allyn.watson@hcps.org

AFFIRMATION OF CONSULTATION

I am the administrator of St. Margaret School, a private school with students living in an eligible Title I attendance area of Harford County Public Schools (HCPS). The following topics, requiring collaborative decisions about Title I services for 2010-2011, were discussed on 8/25/10.

TOPICS DISCUSSED

How HCPS will identify students' needs:

- Title I referral form
- Stanford test scores grade 3-5
- Teacher judgment/observation and evaluation
- Report cards
- Multiple selection process

What services HCPS will offer:

- Small group (6 to 1 ratio) through Catapult Learning in an afterschool K-5 tutoring program.
- Services will be offered at the school site afterschool from 3:15 p.m.– 4:15 p.m.
- Afterschool services will be provided to eligible students for 120 minutes per week in the content areas of need.

How and when HCPS will make decisions about the delivery of services:

- At quarterly meetings with private school administration and Catapult Learning, the Title I Supervisor will review and analyze recent student data for instructional implications.
- Coordination by conferencing with the classroom teacher will support the comprehensive education program for the participating students.
- Delivery of services from Catapult will meet student needs.

How, where, and by whom HCPS will provide services, including whether a third party will provide them?

Catapult Learning will employ St. Margaret School certified teachers. The after school tutoring service will be provided at St. Margaret School, two days a week for an hour (Tuesday-Thursday-120 minutes per week per subject)

There is an attached calendar for delivery of service for the 2010-2011 school year.

Harford County Public Schools

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How HCPS will academically assess the services and how HCPS will use the results of that assessment to improve Title I services.

Grades K-5

- The Title I Supervisor along with the private school administration and Catapult Learning will meet quarterly during the school year. Lesson tracking sheets will be reviewed to assess program. Classroom teacher feedback/evaluation will determine adjustments to individual student plans.
- An annual evaluation will be completed by the HCPS Title I Office. The report will include teacher/parent survey, assessments, conducted by Catapult, as well as, other school assessment/reports for the private school.

The size and scope of the services HCPS will provide, and the proportion of funds that HCPS will allocate for those services:

The number of groups served will be determined by Title I funding. The proportion of funds allocated to St. Margaret School will be \$6,464. These funds will support teacher salaries for after school services.

A copy of all the Title I ARRA components will be sent to St. Margaret.

How HCPS will determine the number of private school children from low-income families residing in participating public school attendance areas:

St. Margaret School surveys their parents to determine the number of private school children from low income families.

The services HCPS will give teachers and families of participating students:

Private school Title I parents are provided all parent workshops, conferences, and family night opportunities. Communications about parent involvement activity are sent via courier/email from the public school to the private school. Professional development will be offered by Catapult Learning and the HCPS Title I Office/schools. Title I public schools will notify participating private schools of all parent involvement and professional development opportunities.

COOPERATION BY SCHOOL

By choosing to participate in Title I, Part A of NCLB Act, the private school agrees to provide all information necessary to comply with program requirements including, but not limited to, the names and addresses of the eligible students enrolled in the school who reside within the HCPS boundaries. I also agree to develop such plans and give such other reports as mandated by the program in which we will participate.

Harford County Public Schools

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SIGNATURE OF AUTHORIZED OFFICIAL

Madeleine M. Hobik

Signature of Authorized Private School Official

MADELEINE M. HOBIK

Name of Private School Official

8/25/2010

Date

St. Margaret School

Name of School

410-879-1113

Telephone Number

FUNNY

Harford County Public Schools

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AFFIRMATION OF CONSULTATION

I am the administrator of St. Margaret School. I hereby affirm that at a meeting on this date St. Margaret School and Harford County Public Schools have engaged in meaningful consultation about the Title I program at St. Margaret School.

TOPICS DISCUSSED

- √ 1. How the LEA will identify the needs of eligible private school children.
- √ 2. What services the LEA will offer to eligible private school children.
- √ 3. How and when the LEA will make decisions about the delivery of services.
- √ 4. How, where and by whom the LEA will provide the services to eligible private school children, including a thorough consideration and analysis of the views of the private school officials on the provision of services through a contract with a third-party provider.
- √ 5. How the LEA will assess academically the services to eligible private school children in accordance with S200.10 and how the LEA will use the results of that assessment to improve Title I services.
- √ 6. The size and scope of the equitable services that the LEA will provide to eligible private school children and, consistent with S200.64, the proportion of funds that will be allocated to provide these services.
- √ 7. The method or sources of data that the LEA will use under S200.78 to determine the number of private school children from low income families residing in participating public school attendance areas, including whether the LEA
- √ 8. The equitable services the LEA provide to teachers and families of participating private school children.
- √ 9. If the LEA disagrees with the views of the private school officials on the provisions of services through a contract, the LEA must provide the private schools the reasons why the LEA chooses not to use a contractor.

COOPERATION BY SCHOOL

By choosing to participate in the Title I program, St. Margaret School agrees to provide all the information necessary to comply with the program's requirements, including but not limited to, the names and addresses of the eligible students enrolled in our school who reside within the Harford County Public Schools' boundaries. St. Margaret School Also agrees to develop such plans and give such other reports as mandated by the Title I program.

Harford County Public Schools

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Madeline A. Hobek

SIGNATURE OF PRIVATE SCHOOL OFFICIAL

8/25/2010

DATE

St. Margaret School

NAME OF SCHOOL

Walter C. Watson

SIGNATURE OF PUBLIC SCHOOL OFFICIAL

FINAL

Harford County Public Schools

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EXHIBIT V COMPLAINT PROCEDURES

Complaint Procedures For Title I
School Students, Parents, and Teachers
Receiving Harford County Public Schools Title I Services

Purpose:

A policy of the Harford County Public Schools is to comply with all federal, State, and local laws and regulations. On the federal level, we must comply with the *No Child Left Behind Act* of 2001 (NCLB), which includes provision for providing services to private school students, parent and teachers.

These complaint procedures have been established to provide a method of addressing and processing complaints that arise between Harford County Public Schools and private school officials, parents, and teachers. Harford County Public Schools requests that private school officials, parents, and teachers use these complaint procedures when they believe that their right to equitable participation may have been violated or when decisions may have negatively impacted the services to private school children. We will endeavor to respond to and resolve all complaints promptly and equitably.

Procedures:

Phase 1:

Private school officials, parents, and teacher with a complaint are encouraged first to discuss it with the assigned Harford County Public Schools staff, with the objective of resolving the matter promptly and informally. To this end, it is very important that complaints be brought to the attention of the Title I Supervisor as soon as possible. The Title I Office will issue a written decision within fifteen (15) working days.

Phase 2:

When a complaint has not been resolved or cannot be resolved at Phase I, the individual may file a written complaint that is signed and dated, stating at a minimum, the following: (1) the nature of the complaint, (2) a description of the event or incident leading up to the complaint, and (3) the remedy or resolution requested. The written complaint must be filed within fifteen (15) working days of the written decision issued by Harford County Public Schools in Phase 1. This written complaint should be sent to: Title I Supervisor, Harford County Public School System, 102 South Hickory Avenue, Bel Air, MD 21014.

A Harford County Public Schools representative will investigate the complaint and attempt to resolve the matter. A written response to the complaint will be provided within fifteen (15) working days of the receipt of the written complaint.

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Phase 3:

If a complaint cannot be resolved to the satisfaction of the complainant at Phase 2, the complainant may request, in writing, that the Executive Director of Elementary Education review the decision. This written request shall contain, at a minimum, the following: (1) a copy of the complaint made in Phase 2, (2) a copy of the Harford County Public Schools written response from Phase 2, and (3) the issue(s) being presented for the Executive Director's consideration. The Executive Director and/or designee will review the matter and take the appropriate steps to resolve the complaint. The Executive Director shall provide a written decision within fifteen (15) working days.

Phase 4:

If the Executive Director's written decision does not resolve the matter to the complainant's satisfaction, the complainant may file a written appeal to the Maryland State Department of Education (MSDE) within thirty (30) working days of the Executive Director's decision. A Phase 4 complaint is handled at the discretion of the MSDE, including timelines and documentation to be submitted.

Phase 5:

If a Phase 4 appeal to the MSDE fails to resolve the matter to the complainant's satisfaction, the complainant may petition in writing to the Secretary of Education, United States Department of Education.

A Phase 5 complaint is handled at the discretion of the United States Department of Education, including timeline and documentation to be submitted.

Note:

Harford County Public Schools will maintain written records of all complaints filed with resolutions and or appeals for a period of three (3) years.

Harford County Public Schools

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November 2010					December 2010					January 2011				
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
	1	2	3	4	5		1	2	3	3	4	5	6	7
15				16				23		X			28	
8	9	10	11	12	6	7	8	9	10	10	11	12	13	14
17			18		24			25		29			30	
15	16	17	18	19	13	14	15	16	17	17	18	19	20	21
19			20		26			27		X			31	
22	23	24	25	26	20	21	22	23	24	24	25	26	27	28
21		X	X	X		X	X	X	X	32			33	
29	30				27	28	29	30	31	31				
22					X	X	X	X	X	34				

Harford County Public Schools

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February 2011					March 2011					April 2011				
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
	1	2	3	4		1	2	3	4					1
			35					42						
7	8	9	10	11	7	8	9	10	11	4	5	6	7	8
36			37		43			44		51			52	
14	15	16	17	18	14	15	16	17	18	11	12	13	14	15
			39					46		53			54	
38	21	22	23	24	21	22	23	24	25	18	19	20	21	22
	X		40		47			48		55			X	X
28					28	29	30	31		25	26	27	28	29
41					49			50		X	X	X	X	X

Harford County Public Schools

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May 2011					June 2011					July 2011				
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
2	3	4	5	6			1	2	3					1
56			57					Graduation						
9	10	11	12	13	6	7	8	9	10	4	5	6	7	8
58			59		End of school									
16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
60			61											
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
62			63	X										
30	31				27	28	29	30		25	26	27	28	29
X														
Indicate attendance as follows: Write the appropriate Session Number on each day attended.														
Name:														

Harford County Public Schools

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HARFORD COUNTY NON-PUBLIC TITLE I SERVICES														
St Margaret School														
Calendar: After-school														
August 2010				September 2010				October 2010						
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
							1	2	3					1
					6	7	8	9	10					
					X						1		2	
					13	14	15	16	17	11	12	13	14	15
											3		4	
23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
											5		6	
30	31				27	28	29	30		25	26	27	28	29
											7		8	

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November 2010					December 2010					January 2011				
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
	1	2	3	4	5		1	2	3	3	4	5	6	7
	9			10				16		X	21		22	
8	9	10	11	12	6	7	8	9	10	10	11	12	13	14
	11					17		18			23		24	
15	16	17	18	19	13	14	15	16	17	17	18	19	20	21
	13		14			19		20		X	25		26	
22	23	24	25	26	20	21	22	23	24	24	25	26	27	28
X	X	X	X	X	X	X	X	X	X		27		28	
29	30				27	28	29	30	31	31				
	15				X	X	X	X	X					

Harford County Public Schools

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February 2011					March 2011					April 2011				
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri
	1	2	3	4		1	2	3	4					1
	29		30			37		38						
7	8	9	10	11	7	8	9	10	11	4	5	6	7	8
	31		32			39		40			47		48	
14	15	16	17	18	14	15	16	17	18	11	12	13	14	15
	33		34			41		42			49		50	
21	22	23	24	25	21	22	23	24	25	18	19	20	21	22
X	35		36			43		44			51		X	X
28					28	29	30	31		25	26	27	28	29
						45		46		X	X	X	X	X

Harford County Public Schools

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May 2011					June 2011					July 2011					
Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	Mon	Tue	Wed	Thu	Fri	
	2	3	4	5	6		1	2	3					1	
	52			53				61							
	9	10	11	12	13	6	7	8	9	10	4	5	6	7	8
		54		55		End of school									
	16	17	18	19	20	13	14	15	16	17	11	12	13	14	15
		56		57											
	23	24	25	26	27	20	21	22	23	24	18	19	20	21	22
		58		59	X										
	30	31				27	28	29	30		25	26	27	28	29
	X	60													
Indicate attendance as follows: Write the appropriate Session Number on each day attended.															
Name: _____															

**GATAPULT
LEARNING**

DUE DATE

07/02/2011

CURRENT BALANCE / AMOUNT DUE

6,336.13

CATAPULT LEARNING
P.O. BOX 532125
Atlanta GA 30353-2125

Amount Paid

CUSTOMER 201715

INVOICE CL029642

PLEASE DETACH AND RETURN TOP PORTION WITH YOUR PAYMENT

INVOICE

Please Remit To:

CATAPULT LEARNING
P.O. BOX 532125
Atlanta GA 30353-2125

Page: 1
Invoice No: CL029642
Invoice Date: 06/02/2011
Customer Number: 201715
Payment Terms: Net 30
Due Date: 07/02/2011

AMOUNT DUE: \$ 6,336.13 USD

Customer:

HARFORD COUNTY PUBLIC SCHOOLS
102 SOUTH HICKORY AVENUE
BEL AIR MD 21014

Amount Remitted

For billing questions, please call 856/831-7909

Line	Adj	Description	Inv Req	PO Ref	Unit Amt	Quantity	Net Amount
1		School Year 2010-2011 Title 1 Program For the month of May, 2011 Instructional Services: \$6,336.13			6,336.13	1.00	6,336.13
SUBTOTAL:							6,336.13
TOTAL AMOUNT DUE :							\$ 6,336.13

23001-05-01-001-88500

**CATAPULT
LEARNING**

DUE DATE

07/02/2011

CURRENT BALANCE / AMOUNT DUE

585.00

CATAPULT LEARNING
P.O. BOX 532125
Atlanta GA 30353-2125

Amount Paid

CUSTOMER 201715

INVOICE CL029643

PLEASE DETACH AND RETURN TOP PORTION WITH YOUR PAYMENT

INVOICE

Please Remit To:

CATAPULT LEARNING
P.O. BOX 532125
Atlanta GA 30353-2125

Page: 1
Invoice No: CL029643
Invoice Date: 06/02/2011
Customer Number: 201715
Payment Terms: Net 30
Due Date: 07/02/2011

AMOUNT DUE: \$ 585.00 USD

Customer:

HARFORD COUNTY PUBLIC SCHOOLS
102 SOUTH HICKORY AVENUE
BEL AIR MD 21014

Amount Remitted

For billing questions, please call 856/831-7909

Line	Adj	Description	Inv Req	PO Ref	Unit Amt	Quantity	Net Amount
1		School Year 2010-2011 Title 1 Program For the month of May, 2011 Administrative Services: \$585.00			585.00	1.00	585.00

SUBTOTAL:

585.00

TOTAL AMOUNT DUE :

\$ 585.00

23001-02-16-001-52220

Billing for May 2011				
Harford County Public Schools Title I				
2010-2011 school year				
Professional Labor Expense	\$26,280.00			
Taxes and Benefits	\$3,942.00			
Program -related Materials, Supplies and Equip	\$9,979.74			
Professional Development	\$1,250.00			
Parent Involvement	\$466.39			
	\$41,918.13			
			hours to work	total
				hours
		Monthly	jan	worked
		Baur	teacher	rate/hour
		Stauffer	teacher	20
		Flosser	teacher	20
		Pinkowski	teacher	20
		Symanowski	teacher	20
		Komondor	teacher	20
		labor		20
		taxes/benefits		
		materials		
			\$3,600.00	
			\$640.00	
			\$479.74	
		Professional Dev		
		Parent Involvement	\$1,250.00	
		monthly bill	\$466.39	
			\$6,336.13	
administrative fees	\$5,713.85		\$585.00	
Title I funds available for 2010.11	\$47,631.98		\$6,921.13	

**CATAPULT
LEARNING**

DUE DATE

07/02/2011

CURRENT BALANCE / AMOUNT DUE

583.85

CATAPULT LEARNING
P.O. BOX 532125
Atlanta GA 30353-2125

Amount Paid

CUSTOMER 201715

INVOICE CL029644

PLEASE DETACH AND RETURN TOP PORTION WITH YOUR PAYMENT

INVOICE

Please Remit To:

CATAPULT LEARNING
P.O. BOX 532125
Atlanta GA 30353-2125

Page: 1
Invoice No: CL029644
Invoice Date: 06/02/2011
Customer Number: 201715
Payment Terms: Net 30
Due Date: 07/02/2011

AMOUNT DUE: \$ 583.85 USD

Customer:

HARFORD COUNTY PUBLIC SCHOOLS
102 SOUTH HICKORY AVENUE
BEL AIR MD 21014

Amount Remitted

For billing questions, please call 856/831-7909

Line	Adj	Description	Inv Req	PO Ref	Unit Amt	Quantity	Net Amount
1		School Year 2010-2011 Title 1 Program For the month of June, 2011 Administrative Services: \$583.85			583.85	1.00	583.85

SUBTOTAL:

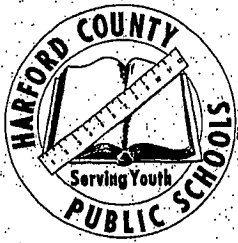
583.85

TOTAL AMOUNT DUE :

\$ 583.85

23001-02-16-001-52220

Billing for June 2011											
Harford County Public Schools Title I											
2010-2011 school year											
Professional Labor Expense	\$26,280.00			Professional Labor Expense	\$26,280.00			Professional Labor Expense	\$26,280.00		
Taxes and Benefits	\$3,942.00			Taxes and Benefits	\$3,942.00			Taxes and Benefits	\$3,942.00		
Program -related Materials, Supplies and Equip	\$9,979.74			Program -related Materials, Supplies and Equip	\$9,979.74			Program -related Materials, Supplies and Equip	\$9,979.74		
Professional Development	\$1,250.00			Professional Development	\$1,250.00			Professional Development	\$1,250.00		
Parent Involvement	\$466.39			Parent Involvement	\$466.39			Parent Involvement	\$466.39		
	\$41,918.13				\$41,918.13				\$41,918.13		
				hours to work				total hours worked			
				Monthly				jan			
				Baur				teacher	\$0.00	0	\$30
				Stauffer				teacher	\$0.00	0	\$30
				Flosser				teacher	\$0.00	0	\$30
				Pinkowski				teacher	\$0.00	0	\$30
				Symanowski				teacher	\$0.00	0	\$30
				Komondor				teacher	\$0.00	0	\$30
				labor					\$0.00		
				taxes/benefits					\$0.00		
				materials					\$0.00		
				Professional Dev							
				Parent Involvement							
				monthly bill					\$0.00		
									\$583.85		
administrative fees	\$5,713.85				\$5,713.85				\$583.85		
Title I funds available for 2010.11	\$47,631.98				\$47,631.98				\$583.85		



Harford County Public Schools

102 S. Hickory Avenue ♦ Bel Air, MD 21014 ♦ 410-838-7300 ♦ Fax 410-893-2478

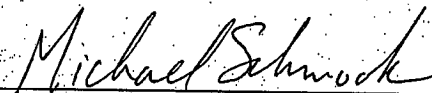
Robert M. Tomback, Ph.D., Superintendent of Schools

July 21, 2011

Harford County agrees to provide services to a Cecil County student. Cecil County is transferring \$1,107.70 to Harford County (based on Cecil County's PPA) to provide Title I services, and therefore, Cecil County relinquishes all (assessing, monitoring, evaluation, etc.) responsibilities to Harford County in providing equitable services.

Student Name	CCPS Elementary School	Grade	Targeted Area
Maura Jones 50 Maxwell Lane North East, MD 21901	Bay View Elementary Cecil County	03	Reading


Harford County Title I Supervisor


Cecil County Title I Representative

Date

7/21/11

Date

7-21-11

**SCHOOL CHOICE TRANSPORTATION 2011-2012 SERVICES ESTIMATE
REVISED 8-3-11**

10-11 Bus #	Contractor Name	High	Middle	Elem 1st	Elem 2nd	Title I Choice	Comments	Area	Driver Cost/Yr	Mileage Cost/Yr	Total
936	B & T	SMA		EMES	WSJES	YES	WP to WSJES	SMA	\$ 4,686.00	\$ 4,561.20	\$ 9,247.20
999	B & T		FMS	AES AM		YES	WSJES Pre-K to AES	F	\$ 2,640.00	\$ 5,040.00	\$ 7,680.00
720	BEARSCH		MMS	RES	DEES	YES	WP to DEES	J	\$ 5,808.00	\$ 6,274.80	\$ 12,082.80
773	BEARSCH	EHS	EMS	AES	WSJES	YES	WP to WSJES	E	\$ 5,412.00	\$ 4,032.00	\$ 9,444.00
837	BENNETT		EMS	AES	WSJES	YES	WP to WSJES	E	\$ 6,336.00	\$ 7,106.40	\$ 13,442.40
703	DAY	JHS		MES	MES Choice Shuttle	YES	Shuttle to JES	J	\$ 990.00	\$ 1,285.20	\$ 2,275.20
785	DAY	JHS		AES	WSJES	YES	WP to WSJES	J	\$ 5,214.00	\$ 4,057.20	\$ 9,271.20
989	DAY	JHS	MMS	EES	DEES	YES	WP to DEES	J	\$ 5,940.00	\$ 5,266.80	\$ 11,206.80
899	EDWARDSJ	INTBAC		MES	DEES	YES	WP to DEES	M-INT	\$ 6,006.00	\$ 8,341.20	\$ 14,347.20
888	OHD	JHS	MMS	JES	DEES AM	YES	WP to DEES AM	J	\$ 2,970.00	\$ 1,512.00	\$ 4,482.00
979	OHD	NRAS		EMES	WSJES	YES	WP to WSJES	M-NAG	\$ 3,969.00	\$ 3,528.00	\$ 7,497.00
818	SANDY'S	EHS	EMS	AES	WSJES	YES	WP to WSJES	E	\$ 5,742.00	\$ 6,199.20	\$ 11,941.20
819	SANDY'S	JHS	MMS	MES	MES Choice Shuttle AM & PM	YES	Shuttle to RES	J	\$ 3,300.00	\$ 2,746.80	\$ 6,046.80
					DEES PM for #888	YES	WP to DEES PM				

Grand Total \$ 118,963.80

Additional SC Service WPES to ABES
Additional SC Service WPES to ABES
Additional SC Shuttle MAES to JOES

Additional 11-1	\$ 8,341.20
Additional 11-1	\$ 7,106.40
Additional 11-1	\$ 2,400.00
	\$ 17,847.60

11-12 Estimate \$ 136,811.40

11-12 REVISED Estimate Rounded \$138,000

SES Calculation for HCPS Title I - SY 2011-2012

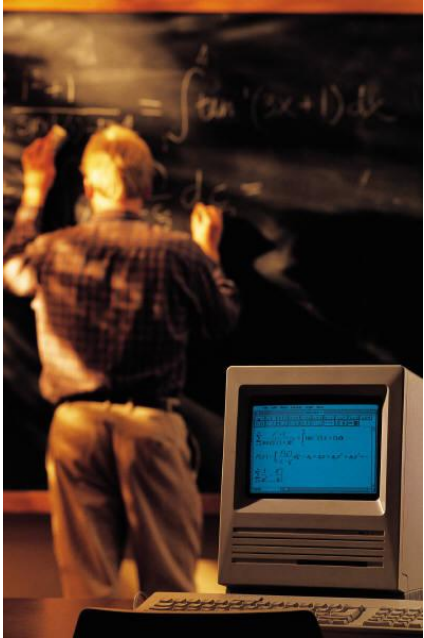
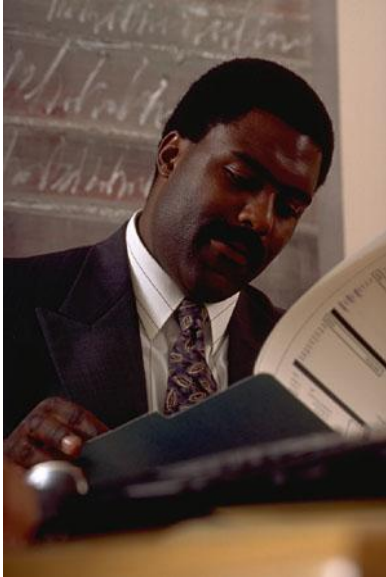
A	Total FY '12 Allocation	# of Census Poverty Children	Per Pupil Limit for SES (Column B divided by Colum C)
	\$4,048,402.00	2,947	\$1,373.74

B	20% Reservation	School Choice Cost	Parent Outreach for School Choice and SES (1% Total FY'12 Allocation)	Total Funds Avail for SES (not less than 5% of 20%)
	\$809,680.40	\$138,000.00	\$8,096.80	\$663,583.60

C	Total Funds Avail for SES	Per Pupil Amount	Served (Column B divided by Column C)
	\$663,583.60	\$1,373.74	483

Note: SES is provided only to children from low income families
 Census poverty for SY 2011-2012 is based on 2009 Census Data

Attachment 8



Title II, Part A Preparing, Training and Recruiting High-Quality Teachers and Principals

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: _____	Harford County Public Schools	Fiscal Year 2012
Title II-A Coordinator: _____	Mary Beth Stapleton	
Telephone: _____	(410 588-5219)	Email: mary.stapleton@hcps.org

A. PERFORMANCE GOALS, INDICATORS, AND TARGETS. In the October 1, 2003 submission of the five-year comprehensive master plan, school systems provided an analysis of the teacher quality performance indicators detailed in Table 8-1. MSDE has established performance targets as part of the September 2003 Consolidated State Application submission to the United States Department of Education (USDE). Although local school systems do not need to respond to this section as part of the Master Plan Annual Update, local planning teams should review the teacher quality information to determine progress in meeting State and local performance targets. School systems should use the annual review of the teacher quality data to determine allowable Title II, Part A activities as well as to revise goals, objectives, and/or strategies in the Master Plan that relate to improving teacher quality.

The Harford County Public School (HCPS) system, home to more than 38,000 students, is privileged to employ and maintain qualified, motivated and successful teachers, focusing each day on connecting with every one of their students. In 2010-2011, 95.9% of HCPS teachers were highly qualified, an increase of 9.6% over the 2005-2006 school year. In 2010, the HCPS teacher retention rate was 94% continuing to be among the highest in the metropolitan area. The primary reason for HCPS teachers leaving is retirement. Retaining a highly qualified workforce to educate each of the students in HCPS system is among the most important priorities for the school system every year. HCPS allocates local dollars that support recruitment of the highly qualified employees. Attendance at college fairs is targeted to include college/universities with teacher education programs in critical shortage areas.

In the fall of 2010, HCPS embraced Maryland’s *Race to the Top (RTTT)* reform agenda. Also in 2010, the HCPS Board of Education (BOE) approved a Strategic Plan that aligns with Maryland’s *RTTT* goals. Included in the HCPS BOE’s plan is the goal “to hire and support skilled staff who are committed to increasing student achievement.” The implementation of *RTTT* and the BOE plans will ensure that all HCPS students can meet high standards. To that end, HCPS commits to the following elements of the State’s reform plan as described in the *American Recovery and Reinvestment Act (ARRA)*:

- Supporting the transition to enhanced standards and high-quality assessments;
- Using data to improve instruction;
- Supporting great teachers and great leaders; and
- Turning around HCPS lowest-achieving schools.

HCPS designs and implements programs to train and support a highly qualified workforce. Through the implementation of activities identified in the *RTTT* application, HCPS will be implementing several activities that will ensure HCPS continuing to retain highly qualified professionals teaching our students.

Highlights of both HCPS *RTTT* efforts and continuation of HCPS professional development opportunities designed to support teacher quality are as follows:

- **Elementary Redistricting – Class Size Reduction:** In the spring of 2010, HCPS completed a class size restructuring process, including the opening of a new elementary school in school year 2011-2012. Elementary school class size reduction efforts will be continued in order to ensure HCPS teachers can teach with quality to a smaller number of students. Class size reduction is vital to the new redistricting plan in order to ensure all students experience smaller classes.

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: _____ Harford County Public Schools _____	Fiscal Year 2012
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- **Educator Effectiveness Academies:** In the summer of 2011, HCPS identified school based teams to participate in the Educator Effectiveness Academies. HCPS has identified professional development days throughout the school year to ensure classroom teachers receive intensive professional development on the implementation of the plans developed at the academies. These professional development activities will engage teachers in basic information regarding key aspects of the Instructional Improvement System (curriculum, assessments, data management, and online resources).
- **New Teacher Induction:** HCPS has a newly hired Coordinator of Teacher Induction who has been charged with participating in the State’s Induction Program Academies and sending HCPS mentors as allowable by the state; overseeing a comprehensive teacher induction program based on the model shared at the Teacher Induction Academies; supervising the continuation of the mentor teacher program; evaluating mentor teachers in collaboration with school administrators; collaborating with the Office of Education Services to assess school needs and to assign mentor teachers as appropriate; and serving as a liaison with MSDE. This new position will be building on the already established HCPS professional development for new teachers including, professional development orientation conference; three hour after school workshops throughout the year; opportunities to observe a model classroom and teacher; and job embedded professional development. The creation of the new position, Coordinator of Teacher Induction, will enhance the work of the mentor teachers and will allow for additional supports provided for new teachers. Clerical support will also be provided for the Coordinator of Teacher Induction.
- **The Model Chairperson:** HCPS is beginning a Model Department Chair initiative for secondary schools who will be assigned to work with four principals and core content supervisors to provide supplementary content specific evaluative services at four high schools. In addition to the high school assignment, the model department chairperson will collaborate with the Office of Professional Development in the development of programs to facilitate the preparation and transition of department chairpersons to their new role. Department Chairs will experience increased roles and responsibilities working to ensure there are highly qualified teachers in core content areas in our secondary schools.
- **The Classroom-Focused Improvement Process (CFIP):** HCPS is currently working to ensure all teachers and administrators use this six-step process as they meet in various work groups to discuss student achievement and school improvement initiatives. HCPS has trained all teachers, supervisory staff, and administrators on Performance Matters so they may access real-time student data as they work through CFIP and address individual student performance.
- **Instructional Leadership Team:** Each school's leadership team includes instructional facilitators, principals and assistant principals who review Maryland School Assessment data. The leadership team reviews school specific data including grade level, sub groups and sub scores. Because quality of teaching influences student achievement, each data point is analyzed by the school’s leadership in order to identify the professional development needs of staff. One goal of HCPS is to institutionalize professional learning communities in every school and the district’s central office. The Instructional Leadership Team comprised of school administrators, instructional facilitators, and teacher mentors, engage in training sessions annually to focus on professional learning communities, group effectiveness, change, research-based best practices, and job-embedded professional development. Teachers have opportunities to engage in PLC’s during faculty meetings, team planning periods, duty periods, and/or during the designated countywide professional development days.

**ATTACHMENT 8 TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2012
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		2005-thereafter Target: 100 HCPS: 2010-11 = 91.6%
	3.2 The percentage of teachers receiving “high-quality professional development (as the term “professional development” is defined in Section 9101(34)).	Percentage of Teachers Receiving High-Quality Professional Development: 2002-2003 Baseline: 33 2003-2004 Target: 40 HCPS: 2003-2004 = 41% 2004-2005 Target: 50 HCPS: 2004-2005 = Estimated 45% 2005-2006 Target: 65 2006-2007 Target: 70 HCPS: 2006-2007 = Estimated 80% HCPS: 2007-2008 = Estimated 90% HCPS: 2008-2009 = Estimated 90% HCPS: 2009-2010 = Estimated 90% HCPS: 2010-2011 = Estimated 90%
	3.3 The percentage of paraprofessionals who are qualified (See criteria in Section 1119(c) and (d)).	Percentage of Qualified Title I Paraprofessionals 2002-2003 Baseline: 21 HCPS: 2002-2003 = Not Available 2003-2004 Target: 30 HCPS: 2003-2004 = 59.80% 2004-2005 Target: 65 HCPS: 2004-2005 = 76.3% 2005-2006 Target: 100 HCPS: 2005-2006 = 64% 2006-2007 Target: 100 HCPS: 2006-2007 = 100% HCPS: 2007-2008 = 100% HCPS: 2008-2009 = 100% HCPS: 2009-2010 = 100% HCPS: 2010-2011 = 100%

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2012
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B. ALLOWABLE ACTIVITIES [Section 2123]. For all allowable activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, and (d) the amount of funding for services to public and nonpublic students and teachers. *Use separate pages as necessary for descriptions.*

1. Strategies and Activities to Recruit and Hire Highly Qualified Teachers and Principals		
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and/or Strategies Detailed in the 5-year comprehensive Bridge to Excellence Master Plan, with Reference to Page Numbers	Public School Costs
<p>1.2 Developing and implementing strategies and activities to recruit, hire, and retain highly qualified teachers and principals. These strategies may include (a) providing monetary incentives such as scholarships, signing bonuses, or differential pay for teachers in academic subjects or schools in which the LEA has shortages*; (b) reducing class size; (c) recruiting teachers to teach special needs children, and (d) recruiting qualified paraprofessionals and teachers from populations underrepresented in the teaching profession, and providing those paraprofessionals with alternative routes to obtaining teacher certification [Section 2123(a)(2)].</p> <p>*Note: Because the purpose of Title II-A is to increase student achievement, programs that</p>	<p><u>REDUCING CLASS SIZE</u> Classroom teachers will continue to be employed under Title II, Part A funding to reduce class size. According to the National Education Association, “Teachers with small classes can spend time and energy helping each child to succeed. Smaller classes also enhance safety, discipline and order in the classroom. Its common sense and the research prove that it works to increase student achievement.” The HCPS system teachers are placed in schools with class sizes that exceed the county averages to provide more individualized instruction. Smaller class sizes should afford every student the opportunity to receive the individual attention necessary to assist him or her in being successful. Class size reduction efforts will support the goals and activities identified in Section D: Great Teachers and Great Leaders.</p> <p>The recruitment of teachers to fill various vacancies for positions used to reduce class size will focus on teacher candidates that have successfully completed all certification requirements. Highly-qualified candidates will be pursued.</p> <p><u>TIMELINE AND TARGET DATES:</u></p> <ul style="list-style-type: none"> • Schools identified, teachers hired and professional development, training provided for teachers employed to reduce class size 9/1/11-6/30/13. • Recruitment of highly-qualified teachers – ongoing. 	<p>FUNDING FOR SERVICES:</p> <ul style="list-style-type: none"> • 17 teachers @ an average of \$44,810 per teacher = \$761,770 • Fixed Costs – As required by law, fixed costs @ 36.5567% per average teacher = \$278,478 <p><u>TOTAL BUDGET ACTIVITY 1.2</u> <u>Reducing Class Size: \$1,040,248</u></p>

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2012
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<p>provide teachers and principals with merit pay, pay differential, and/or monetary bonuses should be linked to measurable increases in student academic achievement produced by the efforts of the teacher or principal [Section 2101(1)].</p>		
<p>2.2 Provide professional development activities that improve the knowledge of teachers and principals, and in appropriate cases, paraprofessionals, regarding effective instructional practices.</p>	<p><u>NON PUBLIC SCHOOLS</u> Non-public schools will provide professional development sessions for non-public school staff members through in-service training, workshops, seminars, professional journals, and convention attendance. The sessions will assist staff members in updating and extending their skills and knowledge base. Sessions will assist staff members in knowing how to create an environment where students will be successful.</p>	<p><u>TOTAL BUDGET ACTIVITY 2.2</u> <u>Nonpublic Schools: \$12,269</u></p>

C. HIGHLY QUALIFIED TEACHERS

- Given your school system’s analysis of data on highly qualified teachers in core academic subjects, describe how these strategies and activities will directly contribute to attracting and retaining highly qualified teachers in core academic subjects at the elementary and secondary level.**

Compelling evidence demonstrates that reducing class size, particularly for younger children, has a positive effect on student achievement overall and an especially significant impact on the education of disadvantaged children. In order to continue to improve our Highly Qualified Teacher status, HCPS must ensure reduced class size in our elementary schools.

Data Analysis: Assessment of the current status of teacher capacity and quality for the HCPS system and for each elementary, middle and high school relative to the hiring, recruiting, and retaining of highly-qualified teachers occurs on a continuous basis. In 2010-2011, 95.6% of the Core Academic Subject Classes were taught by Highly-Qualified Teachers, an increase of 9.6% over the 2005-2006 school year. Of those classes not taught by Highly-Qualified Teachers, the two major reasons cited are that the Testing Requirements have not been met or the teacher holds a Conditional Certificate. System-wide strategies are in place to ensure highly qualified teachers in core academic subject areas are attracted and retained. Additionally, as principals determine a need for specific professional development for their instructional staff, the HCPS teacher calendar designates 5 teacher days for the implementation of targeted professional development at the school level.

Recruitment: Attendance at college fairs is targeted to include colleges/universities with teacher education programs in critical shortage areas as well as in geographical areas of the country with high teacher production and low teacher employment ratios (e.g. Michigan, Illinois). Reshaping our

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: _____ Harford County Public Schools _____	Fiscal Year 2012
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recruitment and recruiter training efforts has allowed us to focus on recruiter selection and training. These changes have proven successful in determining the candidates to focus on during our recruitment efforts. As presented in the 2010 Recruitment and Retention Report to the HCPS BOE the plan included the creation of a recruiter training program which focuses on identifying and targeting candidates (quality vs. quantity), assessment and evaluation of candidates, legal implications, promoting HCPS as an employer of choice and the logistics of a job fair (marketing and booth display). Recruiters are now nominated by the appropriate Executive Director with returning recruiters and new recruiters attending separate training sessions which are focused on their specific needs.

Retention: Preliminary numbers for 2010-11 indicate that the retention rate for certificated positions remains stable at 94.8%, with retirement accounting for 31.5% of the vacancies. As identified in the HCPS 2010 Annual Report, “The importance of recruiting and retaining a highly qualified and diverse workforce is illustrated in the HCPS BOE’s Strategic Plan: Goal 3: To hire and support skilled staff who are committed to increasing student achievement.” With the introduction of *RITT* New Teacher Induction Coordinator, this new position will be building on the already established HCPS professional development for new teachers including, professional development orientation conference; after school workshops throughout the year; opportunities to observe a model classroom and teacher; and job embedded professional development. The creation of the new position, Coordinator of Teacher Induction, will enhance the work of the mentor teachers and will allow for additional supports provided for new teachers. The New Teacher Induction Coordinator will also work to implement best practices provided by the MSDE sponsored New Teacher Center. The following is a list of activities available system-wide designed to support new teachers:

- Teacher Mentors – work directly in schools to teach demonstration lessons, assist in daily and unit planning and organization, provide guidance in addressing classroom behavior management, guide the use of curricula and provide assistance on the many topics facing new teachers such as grading assessment and special education issues.
- Instructional Facilitators – engage in the informal and formal observation and evaluation process and guide the use of curricula and materials of instruction including supporting the small percentage of teachers who are Not Highly-Qualified in Core Content to pursue required certification.
- Content Supervisors – provide curriculum guides, contact specific professional development, and work with secondary Department Chairpersons to support teachers.
- Professional Development – offered at the beginning of the school year via HCPS Orientation Conference, technology workshops, specific curriculum content and the end of year June professional conference; evening professional development sessions including content specific teaching techniques and attendance at state-of-the-art conferences and trainings outside of Harford County.
- Professional learning communities and College Board training for new hires responsible for teaching AP courses.
- Throughout the school year, a Title I Saturday Professional Lab is offered to first and second year teachers.

In addition to the HCPS system-wide structure designed to support the retention of teachers, Harford County provides all professional development based on Maryland Teacher Professional Development Standards. Using the context for High-Quality Teacher Professional Development, HCPS leadership supports:

- The use of Professional Learning Communities.
- Leaders who are committed to high quality Professional Development and encourage teacher participation.

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: _____	Fiscal Year 2012
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- Adequate Resources (see above list of support personnel) designed to provide supports.
- Infusion of clear expectations of what teachers need to know in order to help students learn through performance appraisal and design/content of teacher professional development.

HCPS has institutionalized Professional Learning Communities (PLCs) in all schools and the district’s central office. The Instructional Leadership Team comprised of school administrators, instructional facilitators, and teacher mentors, engage in training sessions annually to focus on professional learning communities, group effectiveness, change, research-based best practices, and job-embedded professional development. This training supports the cultivation of PLC’s within the school community. Teachers have opportunities to engage in PLC’s during faculty meetings, team planning periods, duty periods, and/or during the designated countywide professional development days. Professional learning communities consistently operate along five dimensions: (1) supportive and shared leadership, (2) shared values and vision, (3) collective learning and application of learning (formerly identified as collective creativity), (4) supportive conditions, and (5) shared personal practice.

Second year teachers who are surveyed consistently cite the support of the Teacher Mentors and assistance of Instructional Facilitators as reasons for choosing to return to HCPS. HCPS is committed to providing teachers with access to high-quality professional development opportunities designed to enhance teaching skills and to accelerate student learning.

2. If applicable, describe how these strategies and activities will contribute to reducing the gap between high poverty schools and low poverty schools with respect to the percentage of core academic classes taught by highly qualified teachers.

By the end of the school year 2010-2011, Title I HCPS were staffed 100% with Highly-Qualified Teachers. Intensive professional development activities have been designed for these schools including the implementation of Classroom Learning Systems and other high-quality teacher trainings. Retaining highly-qualified teachers in Title I schools will be promoted through additional professional development activities with stipends and MSDE credit, co-teaching opportunities, and mentoring support (after school/weekends). Two Title I schools have been identified through ARRA funding to assist in supporting our Title I schools.

There are three schools in the HCPS System that are listed as high poverty, Magnolia Elementary School (MES) and Hall’s Cross Roads Elementary School (HXES), and the secondary school, Alternative Education Center (CEO). In FY 2011, both MES and HXES achieved 100% Highly-Qualified Teaching (HQT) staff. In addition to hiring only teachers with HQT status, staff has participated in intensive professional development with resources provided through Title I and the HCPS Central Office. Grade-level and special area teachers meet in Professional Learning Communities (PLC) to identify common goals and develop professional development plans to meet those goals. Professional Development Academy sessions were conducted throughout the year that provided teachers and paraprofessionals the opportunity to learn strategies that would impact student achievement. In addition, Title I staff provided professional development to School Improvement Team (SIT) members on creating quality School Improvement Plans and data assessment.

The ALT/CEO is also listed as a high poverty school and serves students who may have experienced a crisis or have not been successful in a traditional school environment. The ALT/CEO has been identified for restructuring because of graduation rates. As outlined in the Alternative Governance Board Plan, the ALT/CEO will continue to work toward achieving 100% highly qualified teacher status. As with all schools, the ALT/CEO strives to achieve

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: _____	Fiscal Year 2012
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100% in highly qualified teacher. One challenge faced by the ALT/CEO is the transiency of the students. With such a large number of students moving in and out of the school, it is difficult to staff in September not knowing what needs will be later in the year.

To address the gap between high poverty schools and lower poverty schools with respect to the percentage of core academic classes taught by highly qualified teacher, the HCPS system is continuing its effort to employ only highly qualified teachers. Additionally, the supports offered new teachers, specifically in the form of new teacher induction sessions and consistent effective mentoring for all teachers, especially those non-tenured, prepares the non-highly qualified teacher to have a similar positive impact on student achievement as highly qualified teacher. As noted above, extra support is provided for teachers in high poverty schools so that all HCPS students have potential for improving achievement and reaching a high level of success. HCPS Title I schools have been improving in school performance and this is a reflection upon the direct intention to provide assistance through ensuring in-depth content knowledge and improved teaching skills of new and non-highly qualified teacher.

D. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, SECTION 9501]:

- 1. Participating Private Schools and Services: Complete information in Attachment 6 regarding the names of participating private schools and the number of private school staff that will benefit from the Title II-A services.**

Attached

- 2. Describe the school system's process for providing equitable participation to students in private schools:**
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title II-A services. Also, if your non-public schools did not respond to your initial invitation, please describe your follow-up procedures;**

Non-public schools were invited to participate along with the HCPS System in using funding to improve student achievement and better prepare the professional staff for their role in achieving excellence in instruction. A letter was sent inviting non-public representatives to participate in consultations. Non-public schools in Harford County were identified using the lists of eligible non-public schools provided by the Maryland State Department of Education. Only schools with students 5 years of age or older were contacted and included. These schools were forwarded a certified letter requesting their participation in a planning and consultation meeting. At that meeting factors affecting funding were discussed, possible programs outlined and discussed, and comments and questions addressed. The meeting occurred prior to the development of the Title II program. (See meeting agenda, sign-in sheet, and signed affirmation of consultation on the following pages.) During April, May, and early June several non-public schools were again contacted via email and the telephone to encourage their participation in grant-funded activities. Additionally, throughout the school year, as needed, nonpublic schools are contacted either via email and or telephone calls to discuss program and funding issues. A second meeting is usually held in the fall to assist nonpublic schools participating in the Title II, Part A program funding.

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: _____ Harford County Public Schools _____	Fiscal Year 2012
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b) The basis for determining the professional development needs of private school teachers and other staff;

Professional development needs of private school teachers and other staff were determined by the administration and staff of individual schools. Formal evaluations, classroom observations, surveys and accreditation requirements were used to determine need. Professional staffs from private schools were informed of designated programs within the HCPS System. Subsequently, they were afforded the opportunity to either participate in the school system’s programs or design their own professional development sessions thereby meeting their specific needs. Several non-public school administrators indicated that they identified the staff’s professional development needs through surveys.

c) How services, location of services, and grade levels or areas of services were decided and agreed upon;

Each non-public school participating Title II funding develops a proposal and submits a plan for using Title II funds based on their needs assessment. In order to determine need, non-public schools used surveys; others used faculty suggestions to determine specific needs. The plans, which were reviewed by HCPS Central Office staff, will be used to direct the non-public schools’ grant related activities.

d) The differences, if any, between the Title II-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title II-A services the district provides to the public school children. The expenditures for such services, however, must be equal -- consistent with the number of children served -- to Title II-A services provided to public school children.)

Professional development funds were made available to non-public school teachers based on the Title II, A formula determining professional development funds per public school student:

1. Total amount of Fiscal Year funds used for professional development in this proposal divided by the number of public K-12 students = \$ per public school student.
2. \$ Per public school student x the number of nonpublic K-12 students = \$nonpublic funds. Compare \$nonpublic funds to FY02 Eisenhower Funds that were available for nonpublic schools (\$12,269).
3. The greater of the two is the amount that will be made available for use by nonpublic teachers.

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2012
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BUDGET INFORMATION AND NARRATIVE

- 1. Provide a detailed budget on the MSDE Proposed Title II-A Budget Form. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in Part C, Allowable Activities. MSDE budget forms are available in Excel format through the local finance officer or the MSDE Bridge to Excellence Master Plan Web Site at www.marylandpublicschools.org.**
- 2. Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” The accompanying budget narrative should: (a) detail how the school system will use Title II-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title II-A program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.**

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$1,081,566	AMENDED BUDGET #		REQUEST DATE	08/15/11
GRANT NAME	TITLE II, PART A Improving Teacher Quality	GRANT RECIPIENT NAME	HARFORD COUNTY PUBLIC SCHOOLS		
MSDE GRANT #		RECIPIENT GRANT #			
REVENUE SOURCE	FEDERAL	RECIPIENT AGENCY NAME	HARFORD COUNTY PUBLIC SCHOOLS		
FUND SOURCE CODE		GRANT PERIOD	7/1/2011	TO	6/30/2013

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01 - SALARIES & WAGES	02 - CONTRACT SERVICES	03 - SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						29,049.00	29,049.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.	761,770.00						761,770.00
Prog. 02 Special Prog.							0.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers						12,269.00	12,269.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				278,478.00			278,478.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	761,770.00	0.00	0.00	278,478.00	0.00	41,318.00	1,081,566.00

Finance Official Approval	<u>Eric Clark</u>		8/15/2011	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Robert M. Tomback, Ph.D.</u>		8/15/2011	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

**ATTACHMENT 8 TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: _____ Harford County Public Schools _____	Fiscal Year 2012
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2. BUDGET NARRATIVE

MSDE PERFORMANCE GOAL 3: Employment of highly- qualified teachers to reduce the ratio of students per teacher.

Category/Object	Line Item	Calculation	Cost	Total
		SALARY AND WAGES		
Regular Programs/ Salary & Wages	Teachers	17 teachers @ an average of \$44,810/teacher = \$761,770 MSDE Performance Goal 3	761,770	761,770
		TOTAL SALARIES AND WAGES	761,770	761,770
		OTHER CHARGES		
Regular Programs/ Fixed Charges	Fixed Costs	As required by law, fixed costs @ 36.5567% per teacher = \$278,478 MSDE Performance Goal 3	278,478	278,478
		TOTAL OTHER CHARGES	278,478	278,478
TOTAL MSDE PERFORMANCE GOAL 3			\$1,040,248	\$1,040,248

**ATTACHMENT 8 TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2012
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NON-PUBLIC SCHOOL BUDGET

Category/Object	Line Item	Calculation	Cost	Total
NON-PUBLIC SCHOOL PARTICIPATION				
Non Public Transfers	Non-Public School Participation*	<i>John Carroll:</i> <ul style="list-style-type: none"> • Training/professional development activities • Convention attendance and workshop attendance • Professional development supplies and materials 	4,213	4,213
		<i>Mountain Christian:</i> <ul style="list-style-type: none"> • Training/professional development activities • Convention attendance and workshop attendance • Professional development supplies and materials 	1,422	1,422
		<i>St. Joan of Arc:</i> <ul style="list-style-type: none"> • Training/professional development activities • Convention attendance and workshop attendance • Professional development supplies and materials 	979	979
		<i>St. Margaret School:</i> <ul style="list-style-type: none"> • Training/professional development activities • Convention attendance and workshop attendance • Professional development supplies and materials 	4,028	4,028
		<i>Trinity Lutheran:</i> <ul style="list-style-type: none"> • Training/professional development activities • Convention attendance and workshop attendance • Professional development supplies and materials 	1,459	1,459
		<i>Villa Maria:</i> <ul style="list-style-type: none"> • Training/professional development activities • Convention attendance and workshop attendance • Professional development supplies and materials 	168	168
TOTAL TRANSFERS NON-PUBLIC SCHOOL PARTICIPATION			\$12,269	\$12,269

**ATTACHMENT 8 TITLE II, PART A
 PREPARING, TRAINING AND RECRUITING
 HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2012
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BUSINESS SUPPORT

		BUSINESS SUPPORT		
Administrative Business Support Services/Transfers	Administrative Indirect Costs	3% of grant funds. Indirect cost for business support of grant. $1,081,566 \times .026858 = \mathbf{\$29,049}$	29,049	29,049
TOTAL BUSINESS SUPPORT			29,049	29,049
TOTAL MSDE TITLE II, PART A GRANT FUNDING			\$1,081,566	\$1,081,566

**ATTACHMENT 8 TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2012
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F. ATTACHMENTS 4-A & B, 5-A & B, and 6-A

Be certain to complete all appropriate templates in Part II:

Attachments 4-A&B: School Level Budget Summary

Attachments 5-A&B: Transferability of ESEA Funds and Consolidation of ESEA Funds for Local Administration

Attachments 6-A: Non-Public School Information for ESEA Programs

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Harford County Public Schools</u>
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Enter the complete information for each participating nonpublic school, including mailing address. Use the optional “Comments” area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under “Comments.” **NOTE: Complete Attachment 6-A for Title I-A, Title II-A, and Title III services. Use separate pages as necessary.**

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)						
	Title I-A			Title II-A	Title III-A		Comments (Optional)
	Number nonpublic T-I students to be served at the following locations:	Students READING/ LANG. ARTS (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
The John Carroll School 703 Churchville Road Bel Air, MD 21014	Private School			110			
Mountain Christian School 1824 Mountain Road Joppa, MD 21085	Private School			37			
St. Joan of Arc School 230 Law Street Aberdeen, MD 21001	Private School			20			
St. Margaret School 205 N. Hickory Avenue Bel Air, MD 21014	Private School			45			
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School			25			
Villa Maria School 1370 Brass Mill Road Belcamp, MD 21017	Private School			25			



Harford County Public Schools

102 S. Hickory Avenue ♦ Bel Air, MD 21014 ♦ 410-838-7300 ♦ Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

February 14, 2011

Dear Sir/Madam:

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Preparing Training, and Recruiting High Quality Teachers; and Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement.

In order to offer your school the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, a meeting will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2012/School Year 2011-2012, please plan to attend the meeting or send a representative from your school.

Date: Monday, March 21, 2011
Time: 10:00 a.m. – 11:30 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

Your school is not required to attend the meeting to participate in federal grants. However, in order to include your school in available federal grant funded programs, you must complete the attached *Federal Education Programs Intent to Participate Form* and submit by March 11, 2011. (Please see Attachment B for detailed instructions).

In addition, regarding Title I funding, the federally-funded No Child Left Behind Act of 2001 provides supplementary educational services for educationally disadvantaged children residing in economically deprived areas. With these funds under this program, Harford County Public Schools may provide individual/small group instruction and supplies/materials that will improve student performance.

This letter has two purposes: (1) to determine if your institution is interested in participating in Title I, and (2) to determine if there is a sufficient number of eligible children enrolled to include your institution in the Harford County Public Schools Title I project.

Obviously, a communication of this nature cannot begin to describe the scope of the No Child Left Behind Act of 2001, Maryland State Department of Education Guidelines, and the Harford County Public Schools project. However, some essential points are as follows:

1. All participating students must reside in the area of a public Title I funded school.

2. The measure of poverty shall be the number of children ages 5-17 eligible for free and reduced priced lunches under the National School Lunch Act.
3. Student selection is based on multiple criteria for those students who reside in a public school participating attendance area.
4. Strategies must be provided to increase the meaningful involvement of parents of participating children.
5. The state educational agency shall annually review the progress of each local education agency receiving funds to determine whether schools receiving assistance are making adequate progress toward meeting the State's student performance standards.
6. The purchase of goods or services with funds from this grant for sectarian instruction or religious worship is prohibited.
7. All purchases made by Title I funds are the property of Harford County Public Schools.
8. In the 2011-2012 school year, the following elementary schools will be eligible for Title I funding:

Edgewood Elementary
George D. Lisby at Hillsdale Elementary
William Paca/Old Post Road Elementary

Havre de Grace Elementary
Magnolia Elementary
Hall's Cross Roads Elementary

9. Scheduled consultation sessions with Harford County Public School's Title I office.

If your institution would like to pursue inclusion in the Harford County Public Schools 2011-2012 Title I program, please complete and sign the attached information form (Attachment A) and return it to Allyn Watson no later than March 11, 2011.

The Harford County Public Schools federal grant managers are looking forward to meeting with you. If you have questions, please contact Mrs. Joyce Jablecki in the Grants Office at (410) 588-5263, or Ms. Jillian DeFranks in the Title I Office at (410)588-5278. To maintain ongoing communication between the public and nonpublic sectors, please return the enclosed response form on or before Monday, March 11, 2011.

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Allyn A. Watson

Allyn A. Watson
Supervisor of Compensatory Education

MS/AW:jej/jbd

Enclosures

Attachment B

**Harford County Public Schools
Federal Education Programs Intent to Participate Form
2011-2012 School Year**

Please type or print all information.

School: The Highlands School
Address: 2409 Creswell Rd
Bel Air MD 21015
Contact Person: Julie McDowell
Telephone Number: 410-836-1415 Fax Number: 443-412-1098
E-mail Address: jmcowell@highlandsschool.net

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Monday, March 21, 2011.

I am unable to attend the HCPS meeting on Monday, March 21, 2011. However, my school plans to participate in federal grants during the 2011-12 school year.

Please place a check next to all programs in which your school would like to participate. (Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)

Title I, Part A – Improving Basic Programs Operated by LEAs
Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.

Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals
The teacher and principal training and recruiting funds provide assistance for preparing, training, recruiting and retaining high quality teachers. Non-Public school teachers, principals, and other educational personnel are eligible to participate in professional development activities to the extent that HCPS uses funds to provide for professional development, but at least to the FY 2001 levels for non-public school teachers' professional development.

_____ **Title III, Part A – *Language Instruction for Limited English Proficient and Immigrant Students***

The Language Instruction for Limited English Proficient (LEP) and Immigrant Students program provides funds for helping LEP students attain English proficiency and meet the same challenging State academic standards required of all students.

Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

_____ I decline participation in all federal grant programs during the 2011-2012 school year.

Please return this form to:

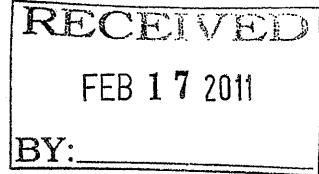
Ms. Jillian DeFranks, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 11th, indicates that your school does not want to participate in the federal grants program for the 2011-12 School Year.

Julie McDowell
Administrator's Name
(printed or typed)

Julie McDowell
Administrator's Signature

2.25.11
Date



Attachment B

**Harford County Public Schools
Federal Education Programs Intent to Participate Form
2011-2012 School Year**

Please type or print all information.

School: St. Joan of Arc
Address: 230 Law Street
Aberdeen Maryland 21001
Contact Person: Mrs. Kathy Ruth
Telephone Number: 410-272-1387 Fax Number: 410-272-1959
E-mail Address: Kruth@stjoanarc.org

Check (✓) the appropriate line.

- Either I or a representative will attend the HCPS meeting on Monday, March 21, 2011.
- I am unable to attend the HCPS meeting on Monday, March 21, 2011. However, my school plans to participate in federal grants during the 2011-12 school year.

Please place a check next to all programs in which your school would like to participate. (Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)

- Title I, Part A – Improving Basic Programs Operated by LEAs**
Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.
- Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals**
The teacher and principal training and recruiting funds provide assistance for preparing, training, recruiting and retaining high quality teachers. Non-Public school teachers, principals, and other educational personnel are eligible to participate in professional development activities to the extent that HCPS uses funds to provide for professional development, but at least to the FY 2001 levels for non-public school teachers' professional development.

Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students

The Language Instruction for Limited English Proficient (LEP) and Immigrant Students program provides funds for helping LEP students attain English proficiency and meet the same challenging State academic standards required of all students.

Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

I decline participation in all federal grant programs during the 2011-2012 school year.

Please return this form to:

Ms. Jillian DeFranks, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 11th, indicates that your school does not want to participate in the federal grants program for the 2011-12 School Year.

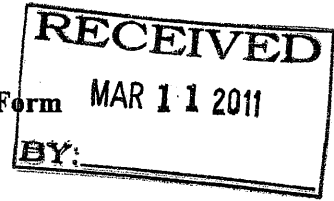
Dr. Jane Towery
Administrator's Name
(printed or typed)

Jane A. Towery
Administrator's Signature

2/17/11
Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2011-2012 School Year



Please type or print all information.

School: ST. MARGARET SCHOOL

Address: 205 HICKORY

BEL AIR, MD 21014

Contact Person: MRS PEGGY MESSARIS

Telephone Number: 410-879-1113 Fax Number: 410-838-5879

E-mail Address: PMESSARIS@SMSCH.ORG

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Monday, March 21, 2011.

I am unable to attend the HCPS meeting on Monday, March 21, 2011. However, my school plans to participate in federal grants during the 2011-12 school year.

Please place a check next to all programs in which your school would like to participate. (Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)

Title I, Part A – Improving Basic Programs Operated by LEAs
Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.

Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals
The teacher and principal training and recruiting funds provide assistance for preparing, training, recruiting and retaining high quality teachers. Non-Public school teachers, principals, and other educational personnel are eligible to participate in professional development activities to the extent that HCPS uses funds to provide for professional development, but at least to the FY 2001 levels for non-public school teachers' professional development.

Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students

The Language Instruction for Limited English Proficient (LEP) and Immigrant Students program provides funds for helping LEP students attain English proficiency and meet the same challenging State academic standards required of all students.

Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

I decline participation in all federal grant programs during the 2011-2012 school year.

Please return this form to:

Ms. Jillian DeFranks, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 11th, indicates that your school does not want to participate in the federal grants program for the 2011-12 School Year.

MARLEINE M. HOBK
Administrator's Name
(printed or typed)

Marlene M. Hobk
Administrator's Signature

2/18/2011
Date

RECEIVED
MAR 10 2011
BY: _____

Attachment B

**Harford County Public Schools
Federal Education Programs Intent to Participate Form
2011-2012 School Year**

Please type or print all information.

School: Trinity Lutheran School
Address: 1100 Philadelphia Road
Joppa, MD 21085
Contact Person: Bridget Kurcoba ext. 180 or Patty Ree ext. 119
Telephone Number: 410-679-4000 Fax Number: 410-679-3472
E-mail Address: bkurcoba@tisonline.org

Check (✓) the appropriate line.

- Either I or a representative will attend the HCPS meeting on Monday, March 21, 2011.
- I am unable to attend the HCPS meeting on Monday, March 21, 2011. However, my school plans to participate in federal grants during the 2011-12 school year.

Please place a check next to all programs in which your school would like to participate. (Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)

Title I, Part A – Improving Basic Programs Operated by LEAs
Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.

Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals
The teacher and principal training and recruiting funds provide assistance for preparing, training, recruiting and retaining high quality teachers. Non-Public school teachers, principals, and other educational personnel are eligible to participate in professional development activities to the extent that HCPS uses funds to provide for professional development, but at least to the FY 2001 levels for non-public school teachers' professional development.

X **Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students**

The Language Instruction for Limited English Proficient (LEP) and Immigrant Students program provides funds for helping LEP students attain English proficiency and meet the same challenging State academic standards required of all students.

_____ Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

_____ I decline participation in all federal grant programs during the 2011-2012 school year.

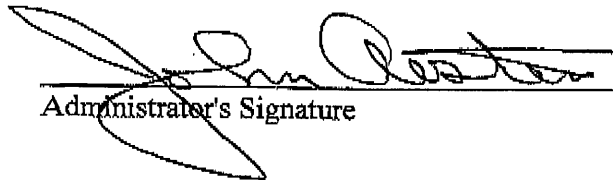
Please return this form to:

Ms. Jillian DeFranks, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 11th, indicates that your school does not want to participate in the federal grants program for the 2011-12 School Year.

John Austin

Administrator's Name
(printed or typed)



Administrator's Signature

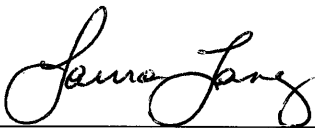
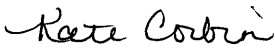
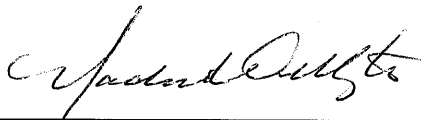





3.9.11

Date

Harford County Public Schools
Non Public School Meeting
Monday, March 21, 2011
A.A. Roberty Building Room 215
10:00 a.m.-11:30 p.m.

Title II Grant 2011-2012

Sign In

Printed Name	Signature	Title	School
LAVETTA LAMG		Dir. of Development	John Conise School
Kate Corbin		Senior Teacher	The Arrow Center for Education
Nadine Wallington		Director of School Ministries	Mountain Christian
Neahey Messers		Elementary School Counselor	St. Margaret School
Bridget Keucoba		School Counselor	Trinity Lutheran
BETH BAKER		GRANT WRITER	Highlands School
Thomas Webber		Asst. Supervisor Title I - HCPs	HCPs
Harve Bennett		Supervisor of World Language	HCPs

Harford County Public Schools
Non Public School Meeting
Monday, March 21, 2011
A.A. Roberty Building Room 215
10:00 a.m.-11:30 p.m.

~~Title III Grant 2011-2012~~

Sign In

Printed Name	Signature	Title	School
LAURALANG	<i>Laura Lang</i>	Dir. of Development	John Carroll School
Kate Corbin	<i>Kate Corbin</i>	Senior Teacher	The Arrow Center for Education
Nicholas Callender	<i>Nicholas Callender</i>	Director of School Ministries	Mountain Christian School
Philly Messias	<i>Philly Messias</i>	Elementary School Counselor	St. Margaret School
Bridget Kurcoba	<i>Bridget Kurcoba</i>	School Counselor	Trinity Lutheran
BETH BAKER	<i>Beth Baker</i>	GRANT WRITER	The Highlands School
Thomas Webber	<i>Tom Webber</i>	Asst. Supervisor Title I - HCPS	HCPS

Affirmation of Consultation

I am an administrator/representative of The Arrow Center for Education School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on March 21, 2011, the HCPS System and The Arrow Center for Education School engaged in consultation about the following federally funded programs for the 2011-2012 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, The Arrow Center for Education School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Kate Corbin
Signature of Non-Public School Representative

3/21/11
Date

410 734-0560
Telephone Number

Affirmation of Consultation

I am an administrator/representative of The Highlands School, Inc.
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on March 21, 2011, the HCPS System
and The Highlands School, Inc. School engaged in
consultation about the following federally funded programs for the 2011-2012 school year.
(Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, The Highlands
School agrees to provide all information necessary to comply with
program requirements, including program plans along with the method of identifying students'
and teachers' needs, related to federally funded grant programs. Additionally, the school agrees
to provide documentation which will enable the HCPS System to distribute federal funds on
behalf of non-public school students and teachers. The school agrees to provide reports as
mandated by the programs in which participation occurs.

Beth Baker

Signature of Non-Public School Representative

March 21, 2011

Date

410-836-1415

Telephone Number

Affirmation of Consultation

I am an administrator/representative of The John Carroll School
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on March 21, 2011, the HCPS System
and The John Carroll School School engaged in
consultation about the following federally funded programs for the 2011-2012 school year.
(Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, The John Carroll School School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

James E. Jay
Signature of Non-Public School Representative

March 21, 2011
Date

410 879 5053
Telephone Number

Affirmation of Consultation

I am an administrator/representative of Mountain Christian School
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on March 21, 2011, the HCPS System
and Mountain Christian School engaged in
consultation about the following federally funded programs for the 2011-2012 school year.

(Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Mountain Christian School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Madame W. Oulter
Signature of Non-Public School Representative

3-21-11
Date

410-897-7333
Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Margaret School
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on March 21, 2011, the HCPS System
and St. Margaret School School engaged in
consultation about the following federally funded programs for the 2011-2012 school year.

(Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, _____
St. Margaret Elementary School agrees to provide all information necessary to comply with
program requirements, including program plans along with the method of identifying students'
and teachers' needs, related to federally funded grant programs. Additionally, the school agrees
to provide documentation which will enable the HCPS System to distribute federal funds on
behalf of non-public school students and teachers. The school agrees to provide reports as
mandated by the programs in which participation occurs.


Signature of Non-Public School Representative

3/21/11
Date

410-879-1113 ext 148
Telephone Number

Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on March 21, 2011, the HCPS System
and Trinity Lutheran School engaged in
consultation about the following federally funded programs for the 2011-2012 school year.

(Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Trinity Lutheran School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Budgit Kurcoba

Signature of Non-Public School Representative

3/21/11

Date

410-679-4000 ext. 180

Telephone Number

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <i>[Signature]</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee	
1. Article Addressed to: Advent Lutheran Elementary School 2230 Rock Spring Road Forest Hill, MD 21050		B. Received by (Printed Name) <i>Diane Angere</i> C. Date of Delivery <i>2/15</i>	
2. Article Number (Transfer from service) <u>7004 1160 0002 4993 8716</u>		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-15	

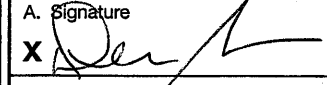
SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <i>[Signature]</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee	
1. Article Addressed to: Awakening Child Montessori 2529 Conowingo Road Bel Air, MD 21015		B. Received by (Printed Name) <i>Lisa Mullany</i> C. Date of Delivery <i>2/15/11</i>	
2. Article Number (Transfer from service) <u>7006 0810 0000 2056 7653</u>		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-15	

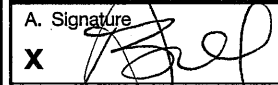
SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <i>[Signature]</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee	
1. Article Addressed to: The Children's Center of North Harford 708 Highland Road Street, MD 21154		B. Received by (Printed Name) <i>Brenda Marsden</i> C. Date of Delivery <i>2-15-11</i>	
2. Article Number (Transfer from service label) <u>7006 0810 0000 2056 7790</u>		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
PS Form 3811, February 2004		Domestic Return Receipt	
		19	
		102595-02-M-15	

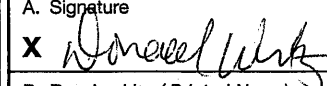
SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> <i>[Signature]</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address</p>	
1. Article Addressed to:		B. Received by (Printed Name)	C. Date of Delivery 2-15
<p>Harford Day School 715 Moores Mill Road Bel Air, MD 21014</p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
3. Service Type		<input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
2. Article Number (Transfer from service label)		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		7006 0810 0000 2056 7783	
PS Form 3811, February 2004		Domestic Return Receipt 102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> <i>[Signature]</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address</p>	
1. Article Addressed to:		B. Received by (Printed Name) Jennifer Butler	C. Date of Delivery 2/16/11
<p>Harford Friends School 708 Highland Road Street, MD 21154</p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
3. Service Type		<input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
2. Article Number (Transfer from service label)		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		7006 0810 0000 2056 7691	
PS Form 3811, February 2004		Domestic Return Receipt 102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> <i>[Signature]</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address</p>	
1. Article Addressed to:		B. Received by (Printed Name) Theresa Miguez	C. Date of Delivery 2-15-11
<p>The Highlands School 2409 Creswell Road Bel Air, MD 21015</p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
3. Service Type		<input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
2. Article Number (Transfer from service label)		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		7006 0810 0000 2056 7899	
PS Form 3811, February 2004		Domestic Return Receipt 102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/>  <input type="checkbox"/> Agent <input type="checkbox"/> Addressed</p>	
1. Article Addressed to:		B. Received by (Printed Name) Dense Jemuth	C. Date of Delivery 2/16/11
<p>Monarch Montessori School 6 Ashbury Road Churchville, MD 21028</p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
2. Article Number (Transfer from service label)		7006 0810 0000 2056 7936	
PS Form 3811, February 2004		Domestic Return Receipt 102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/>  <input type="checkbox"/> Agent <input type="checkbox"/> Addressed</p>	
1. Article Addressed to:		B. Received by (Printed Name)	C. Date of Delivery 2-15-11
<p>Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085</p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input checked="" type="checkbox"/> No</p>	
2. Article Number (Transfer from service label)		7006 0810 0000 2056 7929	
PS Form 3811, February 2004		Domestic Return Receipt 102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/>  <input type="checkbox"/> Agent <input type="checkbox"/> Addressed</p>	
1. Article Addressed to:		B. Received by (Printed Name) Donald Wirtz	C. Date of Delivery 2-15-11
<p>The Arrow Center for Education Fair Meadows Campus 2416 Creswell Road Bel Air, MD 21015</p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
2. Article Number (Transfer from service label)		7006 0810 0000 2056 7967	
PS Form 3811, February 2004		Domestic Return Receipt 21 102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Address</p> <p><i>X Maria Botary</i></p> <p>B. Received by (Printed Name) <input type="checkbox"/> C. Date of Delivery</p> <p><i>Maria Botary</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
<p>1. Article Addressed to:</p> <p>Villa Maria at Edgewood Middle School 2311 Willoughby Beach Road Edgewood, MD 21041</p>		<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>2. Article Number (Transfer from service label) 7006 0810 0000 2056 7974</p>		<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1E</p>	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Address</p> <p><i>X Kathy Shively</i></p> <p>B. Received by (Printed Name) <input type="checkbox"/> C. Date of Delivery</p> <p><i>KATHY SHIVELY</i> <i>2/10/11</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
<p>1. Article Addressed to:</p> <p>Villa Maria School of Harford County 1370 Brass Mill Road Belcamp, MD 21017</p>		<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>2. Article Number (Transfer from service label) 7006 0810 0000 2056 7943</p>		<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1E</p>	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Address</p> <p><i>X Jan Schutt</i></p> <p>B. Received by (Printed Name) <input type="checkbox"/> C. Date of Delivery</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
<p>1. Article Addressed to:</p> <p>Bel Forest Christian Academy 603 Vale Road Bel Air, MD 21014</p>		<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p> <p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>2. Article Number (Transfer from service label) 7006 0810 0000 2056 7981</p>		<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1E</p>	

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	A. Signature X <i>Melissa Garcia</i> <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee	
	B. Received by (Printed Name) <i>Melissa Garcia</i>	C. Date of Delivery 2/15/11
1. Article Addressed to: Bethel Christian Academy 21 North Earlton Road Havre de Grace, MD 21078	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.		
4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes		
2. Article Number (Transfer from service label)	7006 0810 0000 2056 7707	
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15		

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	A. Signature X <i>Cindy Antique</i> <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee	
	B. Received by (Printed Name) <i>Cindy Antique</i>	C. Date of Delivery 2/15/2011
1. Article Addressed to: Christ Our King Coop Nursery 10 Lexington Road Bel Air, MD 21014	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.		
4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes		
2. Article Number (Transfer from service label)	7006 0810 0000 2056 7714	
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15		

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	A. Signature X <i>Melissa</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee	
	B. Received by (Printed Name) <i>HB</i>	C. Date of Delivery 2/15
1. Article Addressed to: Emmorton Baptist Academy 106 Plumtree Road Bel Air, MD 21015	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.		
4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes		
2. Article Number (Transfer from service label)	7006 0810 0000 2056 7721	
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15		

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Address <i>Debra S Myers</i></p>	
<p>1. Article Addressed to:</p> <p>First Presbyterian Preschool 224 North Main Street Bel Air, MD 21014</p>		<p>B. Received by (Printed Name) <i>Debra S Myers</i></p>	<p>C. Date of Delivery <i>2-15</i></p>
		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:</p>	
		<p>3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>2. Article Number (Transfer from service label)</p>		<p>7006 0810 0000 2056 7738</p>	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Address <i>Ruth E Marten</i></p>	
<p>1. Article Addressed to:</p> <p>Good Shepherd Lutheran Preschool 1515 Emmorton Road Bel Air, MD 21014</p>		<p>B. Received by (Printed Name) <i>Ruth E Marten</i></p>	<p>C. Date of Delivery <i>2-15</i></p>
		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:</p>	
		<p>3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>2. Article Number (Transfer from service label)</p>		<p>7006 0810 0000 2056 7745</p>	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Address <i>Dorothy Burns</i></p>	
<p>1. Article Addressed to:</p> <p>Good Shepherd's Children's Center 622 Joppa Farm Road Joppa, MD 21085</p>		<p>B. Received by (Printed Name) <i>Dorothy Burns</i></p>	<p>C. Date of Delivery <i>2-15-11</i></p>
		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:</p>	
		<p>3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>2. Article Number (Transfer from service label)</p>		<p>7006 0810 0000 2056 7752</p>	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> <i>[Signature]</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address</p>	
<p>1. Article Addressed to:</p> <p>Grace Baptist Christian Academy 1501 Stockton Road Joppa, MD 21085</p>		<p>B. Received by (Printed Name) _____ C. Date of Delivery _____</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
<p>2. Article Number (Transfer from service label)</p>		<p>7006 0810 0000 2056 7905</p>	
<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15</p>			

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> <i>[Signature]</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address</p>	
<p>1. Article Addressed to:</p> <p>Grace Cooperative Nursery 110 West Bel Air Avenue Aberdeen, MD 21001</p>		<p>B. Received by (Printed Name) <i>Barb Jacobs</i> C. Date of Delivery <i>2-16-11</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
<p>2. Article Number (Transfer from service label)</p>		<p>7006 0810 0000 2056 7769</p>	
<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15</p>			

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> <i>[Signature]</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address</p>	
<p>1. Article Addressed to:</p> <p>Harford Christian School PO Box 88 Darlington, MD 21034</p>		<p>B. Received by (Printed Name) _____ C. Date of Delivery <i>2-15-11</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
<p>2. Article Number (Transfer from service label)</p>		<p>7006 0810 0000 2056 7776</p>	
<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15</p>			

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	A. Signature X <i>Judy A. Rudisail</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address	
	B. Received by (Printed Name) <i>Judy A. Rudisail</i>	C. Date of Delivery <i>2/15/11</i>
1. Article Addressed to: Harford Jewish Center Pre-School 8 North Earlton Road Havre de Grace, MD 21078	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.		
4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes		
2. Article Number (Transfer from service label)	7006 0810 0000 2056 7806	
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15		

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	A. Signature X <i>Melba J. Warfield</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address	
	B. Received by (Printed Name) <i>Melba J. Warfield</i>	C. Date of Delivery <i>2-15-11</i>
1. Article Addressed to: Helping Hands Child Development Academy 3237 Level Road Churchville, MD 21028	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.		
4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes		
2. Article Number (Transfer from service label)	7006 0810 0000 2056 7813	
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15		

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	A. Signature X <i>Greg Albrooks</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address	
	B. Received by (Printed Name) <i>Greg Albrooks</i>	C. Date of Delivery <i>2/15/11</i>
1. Article Addressed to: Hickory Child Development Center 2430 Conowingo Road Bel Air, MD 21014	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.		
4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes		
2. Article Number (Transfer from service label)	7006 0810 0000 2056 7820	
PS Form 3811, February 2004 Domestic Return Receipt 26 102595-02-M-15		

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <i>Patricia Sullivan</i> <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee	
1. Article Addressed to:		B. Received by (Printed Name)	C. Date of Delivery
Mountain Christian School 1824 Mountain Road Joppa, MD 21085			<i>Feb 15</i>
		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
		3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
2. Article Number (Transfer from service label)		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		7006 0810 0000 2056 7837	

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15

rd County Pub
102 S. Hick
Bel Air, M



SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <i>Patricia Sullivan</i> <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee	
1. Article Addressed to:		B. Received by (Printed Name)	C. Date of Delivery
New Covenant 128 St. Mary's Abingdon, MD			<i>02/14/2011</i>
		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
		3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
2. Article Number (Transfer from service label)		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		7006 0810 0000 2056 7844	

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Postage	\$	\$0.71
Certified Fee	\$	\$7.30
Return Receipt Fee (Endorsement Required)	\$	\$1.50
Restricted Delivery Fee (Endorsement Required)	\$	\$0.00
Total Postage & Fees	\$	\$5.71

Postmark Here: *FEB 14 2011*

Sent To: New Covenant Christian School
 128 St. Mary's Church Road
 Abingdon, MD 21009

PS Form 3800, February 2004

U.S. POSTAGE PAID
 BEL AIR, MD 21014
 FEB 14, 2011
 AMOUNT
\$5.71
 00077883-07

1? Yes
 No

01 03/07/11

SENDER MED FORWARD

BC: 21014373102 *1427-01735-14-44

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <i>Ruth Serrano</i> <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee	
1. Article Addressed to:		B. Received by (Printed Name)	C. Date of Delivery
St. Francis de Sales Preschool 1450 Abingdon Road Abingdon, MD 21009		<i>Ruth Serrano</i>	<i>2/15/11</i>
		D. Is delivery address different from item 1? <input checked="" type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
		3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
2. Article Number (Transfer from service label)		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		7006 0810 0000 2056 7851	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <input checked="" type="checkbox"/> <i>Sandra Jacob</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addresssee	
		B. Received by (Printed Name) <i>Sandra Jacob</i>	C. Date of Delivery <i>2-15-11</i>
1. Article Addressed to:		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
St. Joan of Arc School 230 S. Law Street Aberdeen, MD 21001			
2. Article Number (Transfer from service label)		3. Service Type	
7006 0810 0000 2056 7868		<input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
PS Form 3811, February 2004		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		Domestic Return Receipt	
		102595-02-M-154	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <input checked="" type="checkbox"/> <i>Clare Maher</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee	
		B. Received by (Printed Name) <i>Clare Maher</i>	C. Date of Delivery <i>2-15-2011</i>
1. Article Addressed to:		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
St. Margaret School 205 North Hickory Avenue Bel Air, MD 21014			
2. Article Number (Transfer from service label)		3. Service Type	
7006 0810 0000 2056 7875		<input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
PS Form 3811, February 2004		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		Domestic Return Receipt	
		102595-02-M-154	

County Public Schools
22 S. Hickory Avenue
Bel Air, MD 21014

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OFFICIAL USE

Postage	\$ 90.61	0214
Certified Fee	\$2.80	
Return Receipt Fee (Endorsement Required)	\$0.30	
Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$93.71	

Postmark: BEL AIR, MD 21014 FEB 14 2011

Sent To: St. Mary's School
2807 Mountain Road
Joppa, MD 21085

PS Form 3800

U.S. POSTAGE PAID
BEL AIR, MD 21014
FEB 14, 11
AMOUNT
\$5.71
00077883-07

UNITED STATES POSTAL SERVICE

1000 21085

5:10:44 am call provided on MSDE site. ft msa

212 DE 1 00 02/18/11
RETURN TO SENDER
NOT DELIVERABLE AS ADDRESSED
UNABLE TO FORWARD 28
BC: 21014373102 *0492-00269-18-21

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	A. Signature X <i>Sharon Jarrett</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee	
	B. Received by (Printed Name) <i>Sharon Jarrett</i>	C. Date of Delivery <i>2-15-11</i>
1. Article Addressed to: St. Matthew Cooperative Nursery 1200 Churchville Road Bel Air, MD 21014	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
2. Article Number (Transfer from service label)	7006 0810 0000 2056 7882	
	PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15	

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	A. Signature X <i>Norma Smith</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee	
	B. Received by (Printed Name) <i>NORMA SMITH</i>	C. Date of Delivery <i>2/15/11</i>
1. Article Addressed to: Tiny Tot School 21 Linwood Avenue Bel Air, MD 21014	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
2. Article Number (Transfer from service label)	7006 0810 0000 2056 7912	
	Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15	

Nonpublic Schools Approved By The Maryland State Board Of Education

Approved Nonpublic Schools in Harford County

[Private Schools](#) || [Publicly Funded Special Schools](#)

List of Private Schools:

[Get Mailing Labels](#)

(Formatted for Avery 5163)

09-12-5851

Awakening Child Montessori

2529 Conowingo Road
Bel Air 21015
(410) 836-0833
Kindergarten and Grade 1

09-12-5824

Children's Center of North Harford, The

708 Highland Road
Street 21154
(410) 836-0444
Kindergarten

09-12-5880

Harford Day School

715 Moores Mill Road
Bel Air 21014
(410) 879-2350
Kindergarten and Grades 1 through 8

09-12-3924

Harford Friends School

708 Highland Road
Street 21154
(410) 452-5507
Kindergarten and Grades 1 through 8

09-12-5875

Highlands School, The

2409 Creswell Road
Bel Air 21015
(410) 836-1415
Kindergarten and Grades 1 through 8

09-12-1294

John Carroll School, Inc., The

703 Churchville Road
Bel Air 21014
(410) 879-2480
Grades 9 through 12

09-12-5820

Legacy High School

603 Vale Road

Bel Air 21014
(410) 877-1576
Grades 9 through 12

09-12-5826

Monarch Montessori School

6 Asbury Road
Churchville 21028
(410) 836-9560
Kindergarten

09-12-5830

Trinity Lutheran School

1100 Philadelphia Road
Joppa 21085
(410) 679-4414
Kindergarten and Grades 1 through 8

List of Publicly Funded Special Schools:

[Get Mailing Labels](#)

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09-12-5825

Arrow Center for Education Fair Meadows Campus, The

2416 Creswell Road
Bel Air 21015
(410) 734-0560
Grades 6 through 12

09-12-2759

Villa Maria at Edgewood Middle School

2311 Willoughby Beach Road
Edgewood 21041
(410) 612-1518
Grades 6 through 8

09-12-1292

Villa Maria School of Harford County

1370 Brass Mill Road
Belcamp 21017
(410) 297-4100
Kindergarten and Grades 1 through 9

Attachment 10



Title III, Part A English Language Acquisition, Language Enhancement, and Academic Achievement

	Local School System: _____ Harford County Public Schools _____	Fiscal Year 2012
	Title III-A Coordinator: _____ Harve Bennett _____	
	Telephone: (410) 588-5218 _____	Email: harvey.bennett@hcps.org _____

SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

A. REQUIRED ACTIVITIES [Section 3115 (c)]: For all required activities that will be implemented, (a) provide a brief description of services, (b) timelines or target dates, (c) the specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan, (d) the amount of funding for services to public and nonpublic students and teachers, and e) any revision to the plan as part of this annual update (including page numbers). *Use separate pages as necessary for descriptions.*

1. To increase the English proficiency of ELL children by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating effectiveness of the programs in increasing English proficiency and student academic achievement in the core academic subjects. [section 3115 (c)(1)]			
Authorized Activities	Descriptions a. brief description of the services b. timelines or target dates c. specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d. services to non public schools e. any revision to the plan as part of this annual update (including page numbers).	Public School Costs	Nonpublic Costs
1.1 Upgrading program objectives and effective instructional strategies [section 3115(d) (1)].		Funding for Source	

Local School System: _____ Harford County Public Schools _____	Fiscal Year 2012
Title III-A Coordinator: _____ Harve Bennett _____	
Telephone: (410) 588-5218 _____	Email: harvey.bennett@hcps.org _____

<p>1.2 Improving the instruction program for ELL children by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].</p>	<p>Activity: Requisition curricular materials to support the content area instruction for ELLs based on individual school needs and requests.</p> <p>Timeline: August, 2011 <i>NCLB Goal 2:</i> 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.</p> <p>Purchase sheltered English instructional materials for the ESOL Center.</p> <p>Activity: Continue to provide <i>Rosetta Stone</i> educational software for English language learners. This will reflect 50 user licenses.</p> <p>Timeline: Daily access, September 2011 – June 2012 <i>Goal 2:</i> Accelerate student learning and eliminate the achievement gaps. (pg 2-1) <i>Operational Objective 2.1a:</i> The Harford County Public School System and each school and each subgroup therein will make adequate yearly progress toward meeting federal standards. 2.1a (pg 2-4) <i>Strategy 2.1a 3:</i> Identify and implement intervention and remediation programs for students based on appropriate data. (pg 2-4)</p> <ul style="list-style-type: none"> • Provide enhanced, individualized English acquisition tutorial support within and beyond the school day. 2.1a.3 (pg 2-12) • Reinforce listening, speaking, and comprehension skills. (pg 2-12) 	<p>Funding for Service Materials</p> <p>Purchase sheltered English instructional texts for content areas (English, Math, Science, Social Studies) \$2,500</p> <p>Funding for Service Supplies & Materials</p> <p><i>Rosetta Stone Internet Licensing</i> Individual user access to English language tutorials Rate: 50 licenses/\$100 per license (\$100 x 50 = \$5,000)</p> <p>Subtotal Activity 1.2: \$7,500</p>	
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Local School System:	Harford County Public Schools	Fiscal Year 2012
Title III-A Coordinator:	Harve Bennett	
Telephone: (410) 588-5218		Email: harvey.bennett@hcps.org

	<p>Activity: Design and provide 4 experiential learning opportunities for the high school ESOL Center students to support an enhanced understanding of Maryland Core Learning Goals 2: Biology-Concepts of Life Sciences; and Core Learning Goal 3: Social Studies-Government Standards.</p> <p>Timeline: 2011-2012 academic year</p> <ul style="list-style-type: none"> • Provide high school ELLs an opportunity to visit the National Aquarium to further their understanding of the diverse living organisms and their interactions with components of the biosphere. (Expectation 3.5) • Provide high school ELLs with an opportunity to sail aboard the Skipjack Martha Lewis and conduct experiments related to Chesapeake Bay conservation efforts. (Expectations 3.5) • Provide high school ELLs an opportunity to visit Annapolis during legislative sessions to further their understanding of the structure and functions of government and politics at the Federal and State level. (Expectation 1.0) • Provide high school ELLs an opportunity to visit Washington, D.C. to promote an improved understanding of this Federal government location and related sites of cultural significance. 	<p><i>Transportation Fee</i> Rate: \$400 x 1 bus for roundtrip transportation between Harford Technical High School and Baltimore, MD. =\$400</p> <p>Rate: \$400 x 1 bus for roundtrip transportation between Harford Technical High School and Havre de Grace = \$400</p> <p>Rate: \$2,100 x 1 bus for roundtrip transportation between Harford Technical High School and Washington, D.C. =\$2,100</p> <p>Rate: \$2,100 x 1 bus for roundtrip transportation between Harford Technical High School and Annapolis, MD = \$2,100</p> <p><i>Materials and Entrance Fees</i> Skipjack, "Martha Lewis" estimated at \$750 for 25 students; a 4 hour "Discovery Bay" studies of the upper Chesapeake Bay= \$750</p> <p>National Aquarium Total Experience Package at \$25 per student for 25 students=\$625</p> <p>Subtotal Activity 1.2: \$6,375</p> <p style="text-align: right;">TOTAL Activity 1.2 \$13,875</p>	
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	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2012
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A. REQUIRED ACTIVITIES [Section 3115(c)], Continued.

2. To provide high-quality professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel. [section 3115(c)(2)]			
Authorized Activities Note: High quality professional development shall not include activities such as one-day or short-term workshops and conferences. Also, high quality professional development shall apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher or the teacher's supervisor based on an assessment of needs of the teacher, supervisor, the students of the teacher, and any school system employing the teacher [section 3115(c)(2)(D)]	Descriptions a. brief description of the services b. timelines or target dates c. specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d. services to non public schools e. any revision to the plan as part of this annual update (including page numbers).	Public School Costs	Nonpublic Costs
2.2 Providing for professional development designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for ELL children [section 3115(c) (2) (B)].	<p>Activity: Provide professional development activities for teachers of ELLs through four sequentially-developed training modules.</p> <p>Timeline: September 2011 – June 2012</p> <p>NCLB Goal 2: 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. (Page 45 and #2)</p>	<p>Funding for Service <i>Salary and Wages</i> Teacher stipends compensated at \$120 per 6 hours Rate: \$20/hr, 30 teachers, 6 hours each (\$20 x 30 x 6 = \$3,600)</p> <p><i>Fixed Charges</i> Fringe benefits Rate: 8% of salary (\$3,600 x 8% = \$288)</p> <p>Subtotal Activity 2.2: \$3,888</p>	

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2012
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	<ul style="list-style-type: none"> • Provide an overview of HCPS’s ELL Program and Title III funding resources. • Increase teacher understanding of the language acquisition process. • Provide training in the use of strategies that work for ELLs through curriculum integration. • Provide collaborative opportunities for teachers to integrate research-based lesson design models to meet the needs of ELLs. <p>Activity: Provide professional development for classroom teachers through an MSDE approved 3-credit in-service course, “Instructing English Language Learners: Connecting Research to Classroom Practices”.</p> <p>Timeline: Spring 2012</p> <ul style="list-style-type: none"> • Provide an overview of HCPS’s ELL Program and Title III funding resources. • Increase teacher understanding of the language acquisition stages and process. • Provide training in the use of research-based strategies that work for ALL children, including ELLs, through curriculum integration • Provide collaborative opportunities for teachers to integrate research-based lesson design models to meet the needs of ELLs. 	<p><i>Materials and Supplies</i></p> <p>Purchase Echevarria, Vogt, and Short textbook ,“The SIOP Model” Rate: \$20 /ea, 30 copies + 10% shipping & handling (text \$20 x 30 = \$600) (S/H \$600 x 10% =\$59) (Total \$659)</p> <p>Subtotal Activity 2.2: \$659</p>	
		<p>TOTAL Activity 2.2 \$4,547</p>	

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2012
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SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under section 3114 (a) may use the funds to achieve one or more of the following activities:

3. To provide community participation programs, family literacy services, and parent outreach and training activities to ELL children and their families. [section 3115(d)(6)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
	<p>a. brief description of the services</p> <p>b. timelines or target dates</p> <p>c. specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan</p> <p>d. services to non public schools</p> <p>e. any revision to the plan as part of this annual update (including page numbers).</p>		
3.1 Providing programs to improve the English language skills of ELL children [section 3115(d) (6) (A)].	<p>Activity: Continue to provide an authentic language experience summer camp offering for ELLs to promote language development, enhance curricular connections, and increase awareness for community organizations and services.</p> <p>Timeline: June 18-22, 2012</p>	<p>Funding for Service Salaries and Wages Instructor stipend compensated at 75% of daily rate Rate: \$40/hr, 10 teachers, 5 days/8 hours daily (\$40 x 10 x 40 = \$16,000)</p> <p><i>Fixed Charges</i> Fringe Benefits Rate: 8% of salary (\$16,000 x 8% = \$1,280)</p> <p>Subtotal Activity 3.1: \$17,280</p>	

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	<p>NCLB Goal 2: 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. (Page 45 and #2)</p> <ul style="list-style-type: none"> • Enhance students’ use of language in the areas of reading, listening, speaking, and written communication by maintaining a daily reflection journal. • Participate in the Nature Program at Harford Glen to learn about the geography and eco systems of the region as well as conservation efforts. • Visit the Harford Lanes Bowling Alley to experience available recreation and apply math computation skills. 	<p><i>Materials and Entrance Fees</i> Bowling activity estimated at \$20/student x 50 students= \$1,000</p> <p><i>Refreshments</i> Daily snacks estimated @\$5/student, 50 students, 5 days (\$5 x 50 x 5 = \$1,250)</p> <p><i>Transportation Fee</i> Provide roundtrip bus pickup to/from Harford Glenn and five school sites Rate: \$1,200/weekly/per bus, 2 buses (\$1,200 x 2 = \$2,400)</p> <p>Subtotal Activity 3.1: \$4,650</p> <p style="text-align: right;">TOTAL Activity 3.1 \$21,930</p>	
<p>3.2 Providing programs to assist parents in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d) (6) (B)].</p>	<p>Activity: Provide transportation (to increase parent involvement) for family outreach to the Family Welcome Center from various school locations.</p> <p>Timeline: Twice/Semester, September 2011-June 2012</p> <p>NCLB Goal 2: 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. (Page 45 and #2)</p> <ul style="list-style-type: none"> • Assist families with English language acquisition. • Engage families in the education of their children. 	<p>Funding for Service <i>Transportation Fee</i> Provide roundtrip bus pickup to/from school Rate: \$400/ bus/4 trips/3 buses (\$400 x 4 x 3 = \$4,800)</p>	

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2012
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	<p>Activity: Provide translation/interpretation support to the parents of ELLs as they choose to attend Back to School presentations at the beginning of the school year and Teacher Parent Conferences as requested.</p> <p>Timeline: September 2011-June 2012</p> <p>Objective: To promote and encourage parent attendance/participation at school events.</p> <ul style="list-style-type: none"> • Offer the parents of ELLs the opportunity to collaborate with their school community. 	<p><i>Salary and Wages</i> Translation/interpretation stipends compensated @\$21/hr, 2 translators/interpreters, 1hr sessions, 20 sessions (\$21 x 2 x 1 x 20 = \$840)</p> <p><i>Fixed Charges</i> Fringe benefits calculated at 8% of salary. (\$840 x 8% = \$67)</p> <p>Subtotal Activity 3.2: \$5,707</p> <p style="text-align: right;">TOTAL Activity 3.2 \$5,707</p>	
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B. ALLOWABLE ACTIVITIES [Section 3115(d)]: An eligible entity receiving funds under section 3114 (a) may use the funds to achieve one or more of the following activities:

4. Improving the instruction of limited English Proficient children by providing the following: [section 3115(d)(2)(3)]			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
4.1 Providing tutorials and academic and vocational education for ELL children [section 3115(d) (3) (A)].	<p>Activity: Provide additional tutorial intervention services to English Language Learners.</p> <p>Timeline: September 2011-June 2012</p> <p>NCLB Goal 2: 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. (Page 45 and #2)</p> <ul style="list-style-type: none"> • Provide extended day instruction in grade specific content areas with emphasis on language use. 	<p>Funding for Service <i>Salary and Wages</i> Teacher stipend for tutorial services compensated at \$21/hr Rate: \$21/hr, 1,200 hourly sessions ($\\$21 \times 1,200 = \\$25,200$)</p> <p><i>Fixed Charges</i> Fringe Benefits Rate: 8% of Salary ($\\$25,200 \times 8\% = \\$2,016$)</p> <p style="text-align: right;">TOTAL Activity 4.1 \$27,216</p>	
4.3 Providing for access to, and participation in electronic networks for materials, training and communication [section 3115(d) (7) (B)].	<p>Activity: Provide for monthly subscription to <i>Line CTS Language Link services</i>.</p> <p>Timeline: August 2011 – June 2012</p> <p>NCLB Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics. (Page 45 and #2)</p> <ul style="list-style-type: none"> • Enhance parent participation in the educational programs of ELLs. • Provide telephone interpretation service to all school sites. 	<p>Funding for Service: <i>Contracted Services</i> Provide monthly access plus costs accrued per minute based on HCPS usage. Rate: \$50/monthly service + accrued minutes, 12 months ($\\$50 \times 12 + \text{per minute accrued usage} = \text{estimated } \\$5,545$)</p> <p>Subtotal Activity 4.3: \$5,545</p> <p style="text-align: right;">TOTAL Activity 4.3 \$5,545</p>	

	Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2012
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5. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>No Child Left Behind</i> . (Specify and describe below.) [section 3115(d)(8)]:			
Other Activities	Descriptions	Public School Costs	Nonpublic Costs
	a. brief description of the services b. timelines or target dates c. specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d. services to non public schools e. any revision to the plan as part of this annual update (including page numbers).		
5.1 Carrying out other activities that are consistent with the purposed of this section [section 3115(d) (8)].			

C. ADMINISTRATIVE EXPENSES [section 3115(b)]: Each eligible entity receiving funds under section 3114(a) for a fiscal year may not use more than 2% for the cost of administering this subpart.

6. Administrative Expenses			
6.1 Each eligible entity receiving funds under section 3114 (a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs not more than 2%.	<i>Administrative costs:</i> Total Direct Costs times 1.96% $\$80,396 \times 1.96\% = \$1,576$	
		TOTAL Activity 6.1	
		\$1,576	
TOTAL ELL TITLE III-A (FUNDING) AMOUNT		\$80,396	

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SUPPLEMENT, NOT SUPPLANT [Section 3115(g)]: Federal funds made available under this subgrant shall be used so as to supplement the level of Federal, State, and local public funds that in the absence of such availability, would have been expended for programs for limited English proficient children and immigrant children and youths and in no case to supplant such Federal, State, and local public funds.

D. IMMIGRANT ACTIVITIES [section 3115(e)]: Activities by agencies experiencing substantial increases in immigrant children and youth.

1. An eligible entity receiving funds under section 3114 (d) (1) shall use the funds to pay for activities that provide enhanced instructional opportunities for immigrant children and youth. [section (e) (1)].			
Authorized Activities	Descriptions	Public School Costs	Nonpublic Costs
	<ul style="list-style-type: none"> a. brief description of the services b. timelines or target dates c. specific goals, objectives, and/or strategies detailed in the 5-year comprehensive Bridge to Excellence Master Plan d. services to non public schools e. any revision to the plan as part of this annual update (including page numbers). 		
1.1 Providing for family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children [section 3115(e) (1) (A)].			
2. Administrative Expenses			
2.1 Each eligible entity receiving funds under section 3114 (a) for a fiscal year may use not more than 2 percent of such funds for the cost of administering this subpart [section 3115(b)].	Allowable administrative costs not more than 2%.		
TOTAL IMMIGRANT TITLE III-A (FUNDING) AMOUNT		0	0

Local School System: Harford County Public Schools

Fiscal Year 2012

A. ANNUAL CERTIFICATION OF EQUITABLE SERVICES TO STUDENTS IN PRIVATE (NONPUBLIC) SCHOOLS [ESEA, Section 9501]:

- 1. Participating Private Schools and Services: Complete information in Attachment 6-A on page 9 regarding the names of participating private schools and the number of private school students and/or staff that will benefit from the Title III-A services.**

Please see the following pages.

- 2. Describe the school system's process for providing equitable participation to students in private schools:**
 - a) The manner and extent of consultation with the officials of interested private schools during all phases of the development and design of the Title III-A services;**

Non public and private school officials were contacted in August 2011, to ascertain the current enrollment of English language learners. These schools have been made aware of the current Title III funding, and the categories of funding services provided. Representatives of the various non public and private schools in Harford County meet with HCPS administrative personnel, and are provided an overview of current grants, including the Title III grant.

- b) The basis for determining the needs of private school children and teachers;**

As non public representatives contact HCPS, a sharing of information relevant to the instruction and assessment of English language learners is provided. Should a request be made for a sharing of diagnostic language assessment, professional development, textual support, etc., those requests are honored.

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and**

Should a non public school request servicing through the use of Title III funding, such a request would be honored based on the location of the school, the identification of an HCPS ESOL staff member, and the amount of time the ELL would be provided additional instructional support. During the 20010-2011 school year, Mountain Christian School, St. Margaret Middle School, and John Carroll High School requested and received teacher professional development and Title III information for their staff.

- d) The differences, if any, between the Title III-A services that will be provided to public and private school students and teachers, and the reasons for any differences. (Note: The school system provides services on an equitable basis to private school children whether or not the services are the same Title III-A services the district provides to the public school children.)**

The Office of World Languages, upon request, will offer suggestions to non-public school officials and teachers as it relates to the instruction of English language learners. Additionally, as professional development sessions are offered throughout the 2011-2012 school year to HCPS

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personnel, non public school staffs will be invited to participate. As comprehensive instructional and assessment materials become available within the school system, the materials will, likewise, be made available to the non public schools in this geographical area for preview and/or use.

3. **ATTACH WRITTEN AFFIRMATION** (meeting dates, agenda, sign-in sheets, letters/forms) for the school year 2011-2012 signed by officials at each participating non public school and/or their designee that **consultation regarding Title III services has occurred**. DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN ATTACHMENT 10.

ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS Fiscal Year 2012	Local School System: <u>Harford County Public Schools</u>
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Enter the complete information for each participating nonpublic school, including mailing address. Use the optional “Comments” area to provide additional information about ESEA services to nonpublic school students, teachers, and other school personnel. For example, if Title I services are provided through home tutoring services or by a third party contractor, please indicate that information under “Comments.” **NOTE: Complete Attachment 6-A for Title I-A, Title II-A, Title II-Ed Tech, and Title III services. Complete Attachment 6-B for Title IV-A services. Use separate pages as necessary.**

NONPUBLIC SCHOOL NAME AND ADDRESS	Number of Nonpublic School Participants (Students, Teachers, and Other School Personnel)							
	Title I-A			Title II-A	Title II-D Ed Tech		Title III-A	
	Number nonpublic T-I students to be served at the following locations:	<i>Students Reading/Lang. Arts (Can be a duplicated count)</i>	<i>Students Mathematics (Can be a duplicated count)</i>	Staff	Students	Staff	Students	Staff
The John Carroll School 703 Churchville Road Bel Air MD 21014	Private School						ELL - 0	102
							800	
Mountain Christian School 1824 Mountain Road Joppa, MD 21085	Private School						ELL - 1	37
							270	
St. Joan of Arc School 230 Law Street Aberdeen, MD 21001	Private School						ELL - 0	20
							186	
St. Margaret School 205 N. Hickory Avenue Bel Air, MD 21014	Private School						ELL - 2	95
							765	
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School						ELL - 1	28
							277	
Villa Maria School 1370 Brass Mill Road Belcamp, MD 21017	Private School						ELL - 0	33
							32	

LOCAL SCHOOL SYSTEM: Harford County Public Schools

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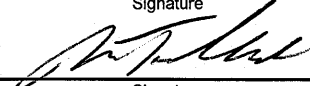
B. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Title III-A Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives, and correlated to the activities and costs detailed in *Part C, Allowable Activities*. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.
2. Provide a detailed budget narrative using the attached “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 11-13 of this guidance document). The accompanying budget narrative should (a) detail how the school system will use Title III-A funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Title III-A program and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	08/10/11
GRANT NAME	English Language Acquisition	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	22872		
REVENUE SOURCE	English Language Acquisition (LEP Portion)	RECIPIENT AGENCY NAME			
FUND SOURCE CODE	F	GRANT PERIOD	7/1/2011	TO	6/30/2013

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						1,576.00	1,576.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.	42,040.00	17,745.00	7,500.00	3,625.00			70,910.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	3,600.00	0.00	659.00				4,259.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				3,651.00			3,651.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	45,640.00	17,745.00	8,159.00	7,276.00	0.00	1,576.00	80,396.00

Finance Official Approval	<u>Eric Clark</u>		8/10/2011	(410) 809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	<u>Robert M. Tomback, Ph.D.</u>		8/10/2011	(410) 588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

LOCAL SCHOOL SYSTEM: Harford County Public Schools

FISCAL YEAR 2012

B.2 BUDGET NARRATIVE: LEP GRANT FUNDS

Category/Object	Item	Calculation	Requested	Total
SALARIES AND WAGES				
Special Programs Salaries & Wages	Salary Stipends	\$120/6 hours for teachers per negotiated agreement. 30 classroom teachers x 4 professional development sessions, 6 hrs/1.5 hrs each. \$20/hr x 30 x 6 = \$3,600 Activity 2.2	3,600	3,600
	Salary Stipends	75% of daily salary @\$40/hour for 10 classroom teachers for 5 days/8 hours daily to provide instruction for an authentic language experience summer camp offering. \$40/hour x 10 teachers x 40 hours = \$16,000 Activity 3.1	16,000	16,000
	Salary Stipend	\$21/hourly translation/interpretation services for 2 translators/interpreters for 20 hourly sessions to support the parents of ELLs with school related activities. \$21/hourly x 2 x 20 hour sessions = \$840 Activity 3.2	840	840
	Salary Stipend	Student tutorial services teacher stipends @\$21/hour for 1200 hourly sessions. \$21/hour x 1200 = \$25,200 Activity 4.1	25,200	25,200
TOTAL SALARIES AND WAGES			45,640	45,640
Other - FIXED CHARGES				
Special Programs Other	Fixed Charges	Fixed Costs: Fringe benefits based on salary stipends of \$3,600 for 30 classroom teachers professional development. \$3,600 x 8% = \$288 Activity 2.2	288	288
	Fixed Charges	Fixed Costs: Fringe benefits based on salary stipends of \$16,000 for 10 classroom teachers for 5 days @75% of daily salary. \$16,000 x 8% = \$1,280 Activity 3.1	1,280	1,280
	Fixed Charges	Fixed Costs: Fringe benefits based on salary stipends of \$840 for translation/interpretation services. \$840 x 8% = \$67 Activity 3.2	67	67
	Fixed Charges	Fixed Costs: Fringe benefits based on salary stipends of \$25,200 for tutorial services. \$25,200 x 8% = \$2,016 Activity 4.1	2,016	2,016
TOTAL Other - FIXED CHARGES			3,651	3,651

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Category/Object	Item	Calculation	Requested	Total
CONTRACTED SERVICES				
Instructional Staff Development – Contracted Services	Buses for 4 School Event	Bus transportation for 4 high school field trips for the high school ESOL Center 2 trips @ \$400 each = \$800; 2 trips @ \$2,100 each = \$4,200 Total \$5,000 Activity 1.2	5,000	5,000
Special Programs Contracted Services	Buses for Summer Activity	Bus transportation for summer school authentic language camp students to/from various sites within Harford County. \$1,200/per bus x 2 buses x 1 week = \$2,400 Activity 3.1	2,400	2,400
	Buses for 4 School Events	Bus transportation to/from the Family Welcome Center. Provide roundtrip transportation from satellite school locations to the Family Welcome Center four times during the school year. \$400/per bus x 3 bus x 4 events = \$4,800 Activity 3.2	4,800	4,800
Special Programs Contracted Services	Provident Language Line OR CTS Language Line Subscriber Charges	\$50 monthly access charge for translation services in addition to the monthly accrued costs per minute of usage among all schools that utilize the service for immediate translation and interpretation services = \$4,747 Activity 4.3	5,545	5,545
TOTAL CONTRACTED SERVICES			17,745	17,745
Category/Object	Item	Calculation	Requested	Total
SUPPLIES AND MATERIALS				
Special Programs Supplies and Materials	Materials for Assessment and Instruction	Purchase instructional support materials to support sheltered English language instruction in the core content area for individual school requests estimated @\$2,500 Activity 1.2	2,500	2,500
		Purchase 50 <i>Rosetta Stone</i> internet user subscriptions to provide English language intervention support at various school sites. \$100 x 50 = \$5,000 Activity 1.2	5,000	5,000
Instructional Staff Development – Supplies & Materials	Materials for Instruction	“Making Content Comprehensible for English Learners/The SIOP Model”, \$20/ea x 30 copies and 10% shipping & handling = \$659 Activity 2.2	659	659
TOTAL SUPPLIES AND MATERIALS			8,159	8,159

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		Calculation	Cost	Total
		OTHER CHARGES		
Special Programs Other	Refreshments	Snacks for scheduled days of an authentic language camp, Summer 2012, for 50 English language learners estimated at \$5/student. \$5/student x 50 students x 5 days = \$1,250 Activity 3.1	1,250	1,250
Special Programs Other	Student Materials and Entrance Fees for Summer Camp	National Aquarium Total Experience Package for the High School ESOL Center students (\$25 entry fee x 25 students = \$625) Activity 1.2	625	625
		The Skipjack <i>Martha Lewis</i> Discovery Bay Program for the High School ESOL Center students (\$750 fee for 25 students = \$750) Activity 1.2	750	750
		Authentic summer camp materials and student entry fees to participate in content-related experiences at Harford Lanes Bowling (\$20 per student x 50 students = \$1,000) Activity 3.1	1,000	1,000
		TOTAL OTHER CHARGES	3,625	3,625
		Calculation	Cost	Total
		BUSINESS SUPPORT		
Administrative Business Support Services/Transfers	Administrative/ Indirect Costs	Indirect costs for business support of grants calculated at 1.96% of total grand funds \$80,396 x 1.96% = \$1,576 Activity 5.1	1,576	1,576
		TOTAL BUSINESS SUPPORT	1,576	1,576
		TOTAL BUDGET	80,396	80,396

LOCAL SCHOOL SYSTEM: Harford County Public Schools

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**TITLE III BUDGET NARRATIVE:
LEP GRANT FUNDS FISCAL YEAR 2012****Personnel Costs:**

Teachers will be compensated through Title III funding to participate in high quality ESOL Module professional development. \$3,600 has been budgeted to accommodate teachers' remuneration at the negotiated \$120/6 hour day and associated fixed cost charges of \$288. **Activity 2.2**

Teachers will serve ELL students by providing tutorial intervention services at the negotiated \$21/hour rate. All sessions will occur either during or beyond the school day. A total of 1200 hours equaling \$25,200 will be utilized by HCPS to assist ELLs in achieving progress and success in their acquisition of English. The associated fixed costs equal \$2,016. **Activity 4.1**

Title III grant funding will be used to compensate lead instructors and support staff in providing an authentic language experience summer camp in June 18 – 22, 2012, at the Harford Glen Environmental Center. A total of ten teachers will be compensated at 75% of their daily salary rate which equals \$16,000. Associated fixed charges for all teachers will equal \$1,280. **Activity 3.1**

Translators and interpreters will be utilized to provide additional support to the parents of ELLs and school staffs during this grant period. Translator/interpreter stipends will be \$21/hour for 20 hourly sessions calculated at \$840 with associated fixed costs of \$67. **Activity 3.2**

Contracted Services:

Title III funds have been allocated for the use of bus transportation to assist the students at the high school ESOL Newcomer Center in improving their understanding of state and federal government and science education through field excursions to Washington, D.C., Annapolis, the National Aquarium, and Havre de Grace, Maryland (Skipjack 'Martha Lewis'). Funding for these four trips has been allocated at \$5,000. **Activity 1.2**

Sixty ELLs will have the opportunity to participate in an authentic language camp experience in June, 2012. Bus transportation will be utilized to offer various pick up and drop off sites within the county to promote and facilitate student participation in this activity. The allocation of \$2,400 has been budgeted. **Activity 3.1**

The *Rosetta Stone* internet based language acquisition program has been identified for Title III funding. Fifty individual user subscriptions @\$100 each have been budgeted, which is calculated at \$5,000 to promote English language conversational acquisition. **Activity 1.2**

Title III funding has been allocated to support the authentic involvement of elementary and secondary English language learners in participating on a discovery sailing on the Chesapeake Bay(\$750); a bowling activity(\$1000); and, entrance to the National Aquarium (\$625) experiential activity as part of authentic learning opportunities. These three activities are budgeted to total \$2,375. **Activities 3.1 and 1.2**

LOCAL SCHOOL SYSTEM: <u>Harford County Public Schools</u>	FISCAL YEAR 2012
--	-------------------------

Harford County Public Schools will continue to retain the translation/interpretation services offered through the CTS Language Link. All school sites have access to this telephone translation service. A monthly base rate of \$50 is charged, in addition to per minute costs associated with the requested language interpretation. \$4,747 in Title III funds have been allocated for the 2011 - 2012 school years. **Activity 4.3**

Materials of Instruction:

Sheltered language texts to support sheltered English language instruction in the core content areas have been designated for purchase through the use of Title III funding. These texts are estimated to cost \$2,500. **Activity 1.2**

The text, "The SIOP Model" will be purchased to reinforce realistic and useful teacher professional development relevant to English language learners. Thirty copies of this text, including shipping and handling, are estimated to cost \$659. **Activity 2.2**

Parent Outreach:

Bus transportation to **promote and increase ELL parent participation** at quarterly after school professional development opportunities at the ESOL Family Welcome Center is budgeted at \$2,400. **Activity 3.2**

Other – Refreshments:

Title III funding has been allocated to support afternoon snacks for the English language learners who will participate in the June, 2012 authentic language camp experience. This allocation is estimated at \$1,250. **Activity 3.1**

Transfers:

The indirect costs associated with the HCPS's Budget Office administration of the Title III grant is calculated at 2.0% of the total grant funds equaling \$1,576. **Activity 5.1**

LOCAL SCHOOL SYSTEM: Harford County Public Schools

FISCAL YEAR 2012

C. ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B

Be certain to complete all appropriate templates in Part II:

Attachments 6-A: Non-Public School Information for ESEA Programs
Included

Attachment 7: Affirmation of Consultation (with nonpublic schools) documentation
See following pages.

**Affirmation of Consultation with Non Public Schools
Documentation**



Harford County Public Schools

102 S. Hickory Avenue ♦ Bel Air, MD 21014 ♦ 410-838-7300 ♦ Fax 410-893-2478

Robert M. Tomback, Ph.D., Superintendent of Schools

February 14, 2011

Dear Sir/Madam:

The Harford County Public School System will begin the process of developing grant funded activities for Title I, Part A: Improving Basic Programs; Title II, Part A: Preparing Training, and Recruiting High Quality Teachers; and Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement.

In order to offer your school the opportunity to consult with Harford County Public Schools, share information regarding the federal grant proposals, and discuss issues and specific needs of non-public school students and teachers, a meeting will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2012/School Year 2011-2012, please plan to attend the meeting or send a representative from your school.

Date: Monday, March 21, 2011
Time: 10:00 a.m. – 11:30 a.m.
Place: Harford County Public Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Curriculum Conference Room 215 – 2nd Floor

Your school is not required to attend the meeting to participate in federal grants. However, in order to include your school in available federal grant funded programs, you must complete the attached *Federal Education Programs Intent to Participate Form* and submit by March 11, 2011. (Please see Attachment B for detailed instructions).

In addition, regarding Title I funding, the federally-funded No Child Left Behind Act of 2001 provides supplementary educational services for educationally disadvantaged children residing in economically deprived areas. With these funds under this program, Harford County Public Schools may provide individual/small group instruction and supplies/materials that will improve student performance.

This letter has two purposes: (1) to determine if your institution is interested in participating in Title I, and (2) to determine if there is a sufficient number of eligible children enrolled to include your institution in the Harford County Public Schools Title I project.

Obviously, a communication of this nature cannot begin to describe the scope of the No Child Left Behind Act of 2001, Maryland State Department of Education Guidelines, and the Harford County Public Schools project. However, some essential points are as follows:

1. All participating students must reside in the area of a public Title I funded school.

2. The measure of poverty shall be the number of children ages 5-17 eligible for free and reduced priced lunches under the National School Lunch Act.
3. Student selection is based on multiple criteria for those students who reside in a public school participating attendance area.
4. Strategies must be provided to increase the meaningful involvement of parents of participating children.
5. The state educational agency shall annually review the progress of each local education agency receiving funds to determine whether schools receiving assistance are making adequate progress toward meeting the State's student performance standards.
6. The purchase of goods or services with funds from this grant for sectarian instruction or religious worship is prohibited.
7. All purchases made by Title I funds are the property of Harford County Public Schools.
8. In the 2011-2012 school year, the following elementary schools will be eligible for Title I funding:

Edgewood Elementary
George D. Lisby at Hillsdale Elementary
William Paca/Old Post Road Elementary

Havre de Grace Elementary
Magnolia Elementary
Hall's Cross Roads Elementary

9. Scheduled consultation sessions with Harford County Public School's Title I office.

If your institution would like to pursue inclusion in the Harford County Public Schools 2011-2012 Title I program, please complete and sign the attached information form (Attachment A) and return it to Allyn Watson no later than March 11, 2011.

The Harford County Public Schools federal grant managers are looking forward to meeting with you. If you have questions, please contact Mrs. Joyce Jablecki in the Grants Office at (410) 588-5263, or Ms. Jillian DeFranks in the Title I Office at (410)588-5278. To maintain ongoing communication between the public and nonpublic sectors, please return the enclosed response form on or before Monday, March 11, 2011.

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Allyn A. Watson

Allyn A. Watson
Supervisor of Compensatory Education

MS/AW:jej/jbd

Enclosures

Attachment B

**Harford County Public Schools
Federal Education Programs Intent to Participate Form
2011-2012 School Year**

Please type or print all information.

School: The Highlands School
Address: 2409 Creswell Rd
Bel Air MD 21015
Contact Person: Julie McDowell
Telephone Number: 410-836-1415 Fax Number: 443-412-1098
E-mail Address: jmcowell@highlandsschool.net

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Monday, March 21, 2011.

I am unable to attend the HCPS meeting on Monday, March 21, 2011. However, my school plans to participate in federal grants during the 2011-12 school year.

Please place a check next to all programs in which your school would like to participate. (Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)

Title I, Part A – Improving Basic Programs Operated by LEAs
Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.

Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals
The teacher and principal training and recruiting funds provide assistance for preparing, training, recruiting and retaining high quality teachers. Non-Public school teachers, principals, and other educational personnel are eligible to participate in professional development activities to the extent that HCPS uses funds to provide for professional development, but at least to the FY 2001 levels for non-public school teachers' professional development.

_____ **Title III, Part A – *Language Instruction for Limited English Proficient and Immigrant Students***

The Language Instruction for Limited English Proficient (LEP) and Immigrant Students program provides funds for helping LEP students attain English proficiency and meet the same challenging State academic standards required of all students.

Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

_____ I decline participation in all federal grant programs during the 2011-2012 school year.

Please return this form to:

Ms. Jillian DeFranks, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 11th, indicates that your school does not want to participate in the federal grants program for the 2011-12 School Year.

Julie McDowell
Administrator's Name
(printed or typed)

Julie McDowell
Administrator's Signature

2.25.11
Date

RECEIVED
FEB 17 2011
BY: _____

Attachment B

**Harford County Public Schools
Federal Education Programs Intent to Participate Form
2011-2012 School Year**

Please type or print all information.

School: St. Joan of Arc
Address: 230 Law Street
Aberdeen Maryland 21001
Contact Person: Mrs. Kathy Ruth
Telephone Number: 410-272-1387 Fax Number: 410-272-1959
E-mail Address: Kruth@stjoanarc.org

Check (✓) the appropriate line.

- Either I or a representative will attend the HCPS meeting on Monday, March 21, 2011.
- I am unable to attend the HCPS meeting on Monday, March 21, 2011. However, my school plans to participate in federal grants during the 2011-12 school year.

Please place a check next to all programs in which your school would like to participate. (Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)

- Title I, Part A – Improving Basic Programs Operated by LEAs**
Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.
- Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals**
The teacher and principal training and recruiting funds provide assistance for preparing, training, recruiting and retaining high quality teachers. Non-Public school teachers, principals, and other educational personnel are eligible to participate in professional development activities to the extent that HCPS uses funds to provide for professional development, but at least to the FY 2001 levels for non-public school teachers' professional development.

Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students

The Language Instruction for Limited English Proficient (LEP) and Immigrant Students program provides funds for helping LEP students attain English proficiency and meet the same challenging State academic standards required of all students.

Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

I decline participation in all federal grant programs during the 2011-2012 school year.

Please return this form to:

Ms. Jillian DeFranks, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 11th, indicates that your school does not want to participate in the federal grants program for the 2011-12 School Year.

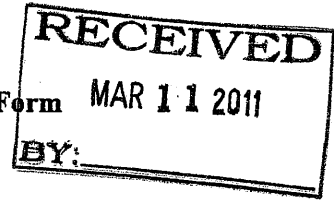
Dr. Jane Towery
Administrator's Name
(printed or typed)

Jane A. Towery
Administrator's Signature

2/17/11
Date

Attachment B

Harford County Public Schools
Federal Education Programs Intent to Participate Form
2011-2012 School Year



Please type or print all information.

School: ST. MARGARET SCHOOL

Address: 205 HICKORY

BEL AIR, MD 21014

Contact Person: MRS PEGGY MESSARIS

Telephone Number: 410-879-1113 Fax Number: 410-838-5879

E-mail Address: PMESSARIS@SMSCH.ORG

Check (✓) the appropriate line.

Either I or a representative will attend the HCPS meeting on Monday, March 21, 2011.

I am unable to attend the HCPS meeting on Monday, March 21, 2011. However, my school plans to participate in federal grants during the 2011-12 school year.

Please place a check next to all programs in which your school would like to participate. (Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)

Title I, Part A – Improving Basic Programs Operated by LEAs
Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.

Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals
The teacher and principal training and recruiting funds provide assistance for preparing, training, recruiting and retaining high quality teachers. Non-Public school teachers, principals, and other educational personnel are eligible to participate in professional development activities to the extent that HCPS uses funds to provide for professional development, but at least to the FY 2001 levels for non-public school teachers' professional development.

Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students

The Language Instruction for Limited English Proficient (LEP) and Immigrant Students program provides funds for helping LEP students attain English proficiency and meet the same challenging State academic standards required of all students.

Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

I decline participation in all federal grant programs during the 2011-2012 school year.

Please return this form to:

Ms. Jillian DeFranks, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 11th, indicates that your school does not want to participate in the federal grants program for the 2011-12 School Year.

MARLEINE M. HOBK
Administrator's Name
(printed or typed)

Marlene M. Hobk
Administrator's Signature

2/18/2011
Date

RECEIVED
MAR 10 2011
BY: _____

Attachment B

**Harford County Public Schools
Federal Education Programs Intent to Participate Form
2011-2012 School Year**

Please type or print all information.

School: Trinity Lutheran School
Address: 1100 Philadelphia Road
Joppa, MD 21085
Contact Person: Bridget Kurcoba ext. 180 or Patty Ree ext. 119
Telephone Number: 410-679-4000 Fax Number: 410-679-3472
E-mail Address: bkurcoba@tisonline.org

Check (✓) the appropriate line.

- Either I or a representative will attend the HCPS meeting on Monday, March 21, 2011.
- I am unable to attend the HCPS meeting on Monday, March 21, 2011. However, my school plans to participate in federal grants during the 2011-12 school year.

Please place a check next to all programs in which your school would like to participate. (Non-Public school students and teachers may receive benefits, services, and materials from these programs. Non-Public schools do not receive direct funding from these programs. The HCPS System maintains control of the funds.)

Title I, Part A – Improving Basic Programs Operated by LEAs
Title I, Part A, provides supplementary instruction by public school teachers or through a third-party contractor to students who are educationally disadvantaged and failing or most at-risk of failing to meet high academic standards and who live in participating public school attendance areas.

Title II, Part A – Preparing, Training and Recruiting High Quality Teachers and Principals
The teacher and principal training and recruiting funds provide assistance for preparing, training, recruiting and retaining high quality teachers. Non-Public school teachers, principals, and other educational personnel are eligible to participate in professional development activities to the extent that HCPS uses funds to provide for professional development, but at least to the FY 2001 levels for non-public school teachers' professional development.

X **Title III, Part A – Language Instruction for Limited English Proficient and Immigrant Students**

The Language Instruction for Limited English Proficient (LEP) and Immigrant Students program provides funds for helping LEP students attain English proficiency and meet the same challenging State academic standards required of all students.

_____ Please check here if you are interested in being contacted when HCPS applies for other grants that require involvement of non-public schools.

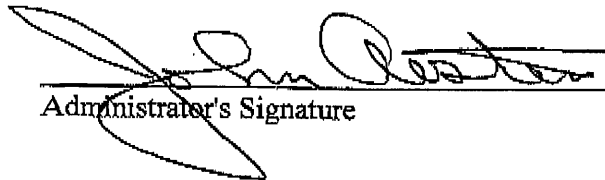
_____ I decline participation in all federal grant programs during the 2011-2012 school year.

Please return this form to:

Ms. Jillian DeFranks, Title I Office, Harford County Public Schools, 102 S. Hickory Avenue, Bel Air, MD 21014, or fax to her at (410) 588-5349.

Failure to return this form by Friday, March 11th, indicates that your school does not want to participate in the federal grants program for the 2011-12 School Year.

John Austin
Administrator's Name
(printed or typed)

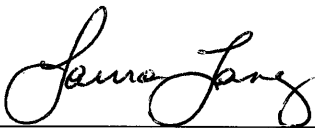
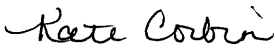
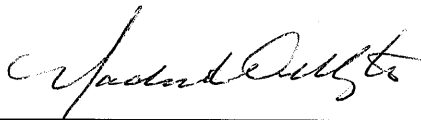






Administrator's Signature

3.9.11
Date

Harford County Public Schools
Non Public School Meeting
Monday, March 21, 2011
A.A. Roberty Building Room 215
10:00 a.m.-11:30 p.m.

Title II Grant 2011-2012

Sign In

Printed Name	Signature	Title	School
LAVETTA LAMG		Dir. of Development	John Conise School
Kate Corbin		Senior Teacher	The Arrow Center for Education
Nadine Wallington		Director of School Ministries	Mountain Christian
Neahey Messers		Elementary School Counselor	St. Margaret School
Bridget Keucoba		School Counselor	Trinity Lutheran
BETH BAKER		GRANT WRITER	Highlands School
Thomas Webber		Asst. Supervisor Title I - HCPSS	HCPSS
Harve Bennett		Supervisor of World Language	HCPSS

Harford County Public Schools
Non Public School Meeting
Monday, March 21, 2011
A.A. Roberty Building Room 215
10:00 a.m.-11:30 p.m.

~~Title III Grant 2011-2012~~

Sign In

Printed Name	Signature	Title	School
LAURALANG	<i>Laura Lang</i>	Dir. of Development	John Carroll School
Kate Corbin	<i>Kate Corbin</i>	Senior Teacher	The Arrow Center for Education
Nicholas Callender	<i>Nicholas Callender</i>	Director of School Ministries	Mountaintop Christian School
Philly Messias	<i>Philly Messias</i>	Elementary School Counselor	St. Margaret School
Bridget Kurcoba	<i>Bridget Kurcoba</i>	School Counselor	Trinity Lutheran
BETH BAKER	<i>Beth Baker</i>	GRANT WRITER	The Highlands School
Thomas Webber	<i>Tom Webber</i>	Asst. Supervisor Title I - HCPS	HCPS

Affirmation of Consultation

I am an administrator/representative of The Arrow Center for Education School, a non-public school within attendance area boundaries of the Harford County Public School (HCPS) System. I hereby affirm that in a meeting on March 21, 2011, the HCPS System and The Arrow Center for Education School engaged in consultation about the following federally funded programs for the 2011-2012 school year. (Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, The Arrow Center for Education School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Kate Corbin
Signature of Non-Public School Representative

3/21/11
Date

410 734-0560
Telephone Number

Affirmation of Consultation

I am an administrator/representative of The Highlands School, Inc.
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on March 21, 2011, the HCPS System
and The Highlands School, Inc. School engaged in
consultation about the following federally funded programs for the 2011-2012 school year.
(Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, The Highlands
School agrees to provide all information necessary to comply with
program requirements, including program plans along with the method of identifying students'
and teachers' needs, related to federally funded grant programs. Additionally, the school agrees
to provide documentation which will enable the HCPS System to distribute federal funds on
behalf of non-public school students and teachers. The school agrees to provide reports as
mandated by the programs in which participation occurs.

Beth Baker
Signature of Non-Public School Representative

March 21, 2011
Date

410-836-1415
Telephone Number

Affirmation of Consultation

I am an administrator/representative of The John Carroll School
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on March 21, 2011, the HCPS System
and The John Carroll School School engaged in
consultation about the following federally funded programs for the 2011-2012 school year.
(Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, The John Carroll School School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.


Signature of Non-Public School Representative

March 21, 2011
Date

410 879 5053
Telephone Number

Affirmation of Consultation

I am an administrator/representative of Mountain Christian School
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on March 21, 2011, the HCPS System
and Mountain Christian School engaged in
consultation about the following federally funded programs for the 2011-2012 school year.

(Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Mountain Christian School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Madame W. Oulter
Signature of Non-Public School Representative

3-21-11
Date

410-897-7333
Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Margaret School
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on March 21, 2011, the HCPS System
and St. Margaret School School engaged in
consultation about the following federally funded programs for the 2011-2012 school year.

(Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, _____
St. Margaret Elementary School agrees to provide all information necessary to comply with
program requirements, including program plans along with the method of identifying students'
and teachers' needs, related to federally funded grant programs. Additionally, the school agrees
to provide documentation which will enable the HCPS System to distribute federal funds on
behalf of non-public school students and teachers. The school agrees to provide reports as
mandated by the programs in which participation occurs.


Signature of Non-Public School Representative

3/21/11
Date

410-879-1113 ext 148
Telephone Number

Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran
School, a non-public school within attendance area boundaries of the Harford County Public
School (HCPS) System. I hereby affirm that in a meeting on March 21, 2011, the HCPS System
and Trinity Lutheran School engaged in
consultation about the following federally funded programs for the 2011-2012 school year.

(Check each program the consultation has covered):

Federal Programs:

- Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies
- Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals
- Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Cooperation by Non-Public School

By choosing to participate in one or more of the programs listed above, Trinity Lutheran School agrees to provide all information necessary to comply with program requirements, including program plans along with the method of identifying students' and teachers' needs, related to federally funded grant programs. Additionally, the school agrees to provide documentation which will enable the HCPS System to distribute federal funds on behalf of non-public school students and teachers. The school agrees to provide reports as mandated by the programs in which participation occurs.

Budgit Kurcoba

Signature of Non-Public School Representative

3/21/11

Date

410-679-4000 ext. 180

Telephone Number

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p><i>[Signature]</i></p>	
<p>1. Article Addressed to:</p> <p>Advent Lutheran Elementary School 2230 Rock Spring Road Forest Hill, MD 21050</p>	<p>B. Received by (Printed Name)</p> <p><i>Diane Angere</i></p>	<p>C. Date of Delivery</p> <p><i>2/15</i></p>
	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If YES, enter delivery address below:</p>	
<p>2. Article Number (Transfer from service)</p> <p>7004 1160 0002 4993 8716</p>	<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15</p>		

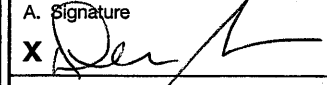
SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p><i>[Signature]</i></p>	
<p>1. Article Addressed to:</p> <p>Awakening Child Montessori 2529 Conowingo Road Bel Air, MD 21015</p>	<p>B. Received by (Printed Name)</p> <p><i>Lisa Mullany</i></p>	<p>C. Date of Delivery</p> <p><i>2/15/11</i></p>
	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If YES, enter delivery address below:</p>	
<p>2. Article Number (Transfer from service label)</p> <p>7006 0810 0000 2056 7653</p>	<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15</p>		

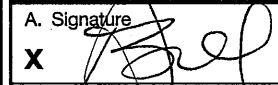
SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Addressee</p> <p><i>[Signature]</i></p>	
<p>1. Article Addressed to:</p> <p>The Children's Center of North Harford 708 Highland Road Street, MD 21154</p>	<p>B. Received by (Printed Name)</p> <p><i>Brenda Marsden</i></p>	<p>C. Date of Delivery</p> <p><i>2-15-11</i></p>
	<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input type="checkbox"/> No</p> <p>If YES, enter delivery address below:</p>	
<p>2. Article Number (Transfer from service label)</p> <p>7006 0810 0000 2056 7790</p>	<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
	<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>PS Form 3811, February 2004 Domestic Return Receipt 19 102595-02-M-15</p>		

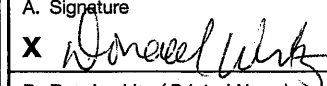
SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> <i>[Signature]</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address</p>	
1. Article Addressed to:		B. Received by (Printed Name)	C. Date of Delivery 2-15
<p>Harford Day School 715 Moores Mill Road Bel Air, MD 21014</p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
3. Service Type		<input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
2. Article Number (Transfer from service label)		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		7006 0810 0000 2056 7783	
PS Form 3811, February 2004		Domestic Return Receipt 102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> <i>[Signature]</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address</p>	
1. Article Addressed to:		B. Received by (Printed Name) Jennifer Butler	C. Date of Delivery 2/16/11
<p>Harford Friends School 708 Highland Road Street, MD 21154</p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
3. Service Type		<input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
2. Article Number (Transfer from service label)		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		7006 0810 0000 2056 7691	
PS Form 3811, February 2004		Domestic Return Receipt 102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> <i>[Signature]</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address</p>	
1. Article Addressed to:		B. Received by (Printed Name) Theresa Miguez	C. Date of Delivery 2-15-11
<p>The Highlands School 2409 Creswell Road Bel Air, MD 21015</p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
3. Service Type		<input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
2. Article Number (Transfer from service label)		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		7006 0810 0000 2056 7899	
PS Form 3811, February 2004		Domestic Return Receipt 102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/>  <input type="checkbox"/> Agent <input type="checkbox"/> Addressed</p>	
1. Article Addressed to:		B. Received by (Printed Name) Dense Jemuth	C. Date of Delivery 2/16/11
<p>Monarch Montessori School 6 Ashbury Road Churchville, MD 21028</p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
2. Article Number (Transfer from service label)		7006 0810 0000 2056 7936	
PS Form 3811, February 2004		Domestic Return Receipt 102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/>  <input type="checkbox"/> Agent <input type="checkbox"/> Addressed</p>	
1. Article Addressed to:		B. Received by (Printed Name)	C. Date of Delivery 2-15-11
<p>Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085</p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input checked="" type="checkbox"/> No</p>	
2. Article Number (Transfer from service label)		7006 0810 0000 2056 7929	
PS Form 3811, February 2004		Domestic Return Receipt 102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/>  <input type="checkbox"/> Agent <input type="checkbox"/> Addressed</p>	
1. Article Addressed to:		B. Received by (Printed Name) Donald Wirtz	C. Date of Delivery 2-15-11
<p>The Arrow Center for Education Fair Meadows Campus 2416 Creswell Road Bel Air, MD 21015</p>		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
2. Article Number (Transfer from service label)		7006 0810 0000 2056 7967	
PS Form 3811, February 2004		Domestic Return Receipt 21 102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Address</p> <p><i>X Maria Botary</i></p> <p>B. Received by (Printed Name) <input type="checkbox"/> C. Date of Delivery</p> <p><i>Maria Botary</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
<p>1. Article Addressed to:</p> <p>Villa Maria at Edgewood Middle School 2311 Willoughby Beach Road Edgewood, MD 21041</p>		<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
<p>2. Article Number (Transfer from service label) <u>7006 0810 0000 2056 7974</u></p>		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-1E	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Address</p> <p><i>X Kathy Shively</i></p> <p>B. Received by (Printed Name) <input type="checkbox"/> C. Date of Delivery</p> <p><i>KATHY SHIVELY</i> <i>2/10/11</i></p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
<p>1. Article Addressed to:</p> <p>Villa Maria School of Harford County 1370 Brass Mill Road Belcamp, MD 21017</p>		<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
<p>2. Article Number (Transfer from service label) <u>7006 0810 0000 2056 7943</u></p>		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-1E	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input type="checkbox"/> Agent <input type="checkbox"/> Address</p> <p><i>X Jan Schutt</i></p> <p>B. Received by (Printed Name) <input type="checkbox"/> C. Date of Delivery</p> <p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
<p>1. Article Addressed to:</p> <p>Bel Forest Christian Academy 603 Vale Road Bel Air, MD 21014</p>		<p>3. Service Type</p> <p><input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail</p> <p><input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise</p> <p><input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
<p>2. Article Number (Transfer from service label) <u>7006 0810 0000 2056 7981</u></p>		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-1E	

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	A. Signature X <i>Melissa Garcia</i> <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee	
	B. Received by (Printed Name) <i>Melissa Garcia</i>	C. Date of Delivery 2/15/11
D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No		
3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.		
4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes		
1. Article Addressed to: Bethel Christian Academy 21 North Earlton Road Havre de Grace, MD 21078		
2. Article Number (Transfer from service label)	7006 0810 0000 2056 7707	
PS Form 3811, February 2004	Domestic Return Receipt	102595-02-M-15

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	A. Signature X <i>Cindy Antique</i> <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Addressee	
	B. Received by (Printed Name) <i>Cindy Antique</i>	C. Date of Delivery 2/15/2011
D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No		
3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.		
4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes		
1. Article Addressed to: Christ Our King Coop Nursery 10 Lexington Road Bel Air, MD 21014		
2. Article Number (Transfer from service label)	7006 0810 0000 2056 7714	
PS Form 3811, February 2004	Domestic Return Receipt	102595-02-M-15

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 	A. Signature X <i>Melissa</i> <input type="checkbox"/> Agent <input type="checkbox"/> Addressee	
	B. Received by (Printed Name) <i>HB</i>	C. Date of Delivery 2/15
D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No		
3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.		
4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes		
1. Article Addressed to: Emmorton Baptist Academy 106 Plumtree Road Bel Air, MD 21015		
2. Article Number (Transfer from service label)	7006 0810 0000 2056 7721	
PS Form 3811, February 2004	Domestic Return Receipt	102595-02-M-15

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Address <i>Debra S Myers</i></p>	
<p>1. Article Addressed to:</p> <p>First Presbyterian Preschool 224 North Main Street Bel Air, MD 21014</p>		<p>B. Received by (Printed Name) <i>Debra S Myers</i></p>	<p>C. Date of Delivery <i>2-15</i></p>
		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:</p>	
		<p>3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>2. Article Number (Transfer from service label)</p>		<p>7006 0810 0000 2056 7738</p>	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Address <i>Ruth E Marten</i></p>	
<p>1. Article Addressed to:</p> <p>Good Shepherd Lutheran Preschool 1515 Emmorton Road Bel Air, MD 21014</p>		<p>B. Received by (Printed Name) <i>Ruth E Marten</i></p>	<p>C. Date of Delivery <i>2-15</i></p>
		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:</p>	
		<p>3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>2. Article Number (Transfer from service label)</p>		<p>7006 0810 0000 2056 7745</p>	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> Agent <input type="checkbox"/> Address <i>Dorothy Burns</i></p>	
<p>1. Article Addressed to:</p> <p>Good Shepherd's Children's Center 622 Joppa Farm Road Joppa, MD 21085</p>		<p>B. Received by (Printed Name) <i>Dorothy Burns</i></p>	<p>C. Date of Delivery <i>2-15-11</i></p>
		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If YES, enter delivery address below:</p>	
		<p>3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>2. Article Number (Transfer from service label)</p>		<p>7006 0810 0000 2056 7752</p>	
PS Form 3811, February 2004		Domestic Return Receipt	
		102595-02-M-15	

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> <i>[Signature]</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address</p>	
<p>1. Article Addressed to:</p> <p>Grace Baptist Christian Academy 1501 Stockton Road Joppa, MD 21085</p>		<p>B. Received by (Printed Name)</p>	<p>C. Date of Delivery</p>
		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
		<p>3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>2. Article Number (Transfer from service label)</p>		<p>7006 0810 0000 2056 7905</p>	
<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15</p>			

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> <i>[Signature]</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address</p>	
<p>1. Article Addressed to:</p> <p>Grace Cooperative Nursery 110 West Bel Air Avenue Aberdeen, MD 21001</p>		<p>B. Received by (Printed Name) <i>Barb Jacobs</i></p>	<p>C. Date of Delivery 2-16-11</p>
		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
		<p>3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>2. Article Number (Transfer from service label)</p>		<p>7006 0810 0000 2056 7769</p>	
<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15</p>			

SENDER: COMPLETE THIS SECTION		COMPLETE THIS SECTION ON DELIVERY	
<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		<p>A. Signature <input checked="" type="checkbox"/> <i>[Signature]</i> <input type="checkbox"/> Agent <input type="checkbox"/> Address</p>	
<p>1. Article Addressed to:</p> <p>Harford Christian School PO Box 88 Darlington, MD 21034</p>		<p>B. Received by (Printed Name)</p>	<p>C. Date of Delivery 2-15-11</p>
		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
		<p>3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
		<p>4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes</p>	
<p>2. Article Number (Transfer from service label)</p>		<p>7006 0810 0000 2056 7776</p>	
<p>PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15</p>			

SENDER: COMPLETE THIS SECTION	COMPLETE THIS SECTION ON DELIVERY	
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	B. Received by (Printed Name) <i>Judy A. Rudisail</i>	C. Date of Delivery <i>2/15/11</i>
1. Article Addressed to: Harford Jewish Center Pre-School 8 North Earlton Road Havre de Grace, MD 21078	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.		
4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes		
2. Article Number (Transfer from service label)	7006 0810 0000 2056 7806	
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15		

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	B. Received by (Printed Name) <i>Melba J. Warfield</i>	C. Date of Delivery <i>2-15-11</i>
1. Article Addressed to: Helping Hands Child Development Academy 3237 Level Road Churchville, MD 21028	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.		
4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes		
2. Article Number (Transfer from service label)	7006 0810 0000 2056 7813	
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15		

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	B. Received by (Printed Name) <i>Greg Albrooks</i>	C. Date of Delivery <i>2/15/11</i>
1. Article Addressed to: Hickory Child Development Center 2430 Conowingo Road Bel Air, MD 21014	D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.		
4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes		
2. Article Number (Transfer from service label)	7006 0810 0000 2056 7820	
PS Form 3811, February 2004 Domestic Return Receipt 26 102595-02-M-15		

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1. Article Addressed to:		B. Received by (Printed Name)	C. Date of Delivery
Mountain Christian School 1824 Mountain Road Joppa, MD 21085			<i>Feb 15</i>
		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
		3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
2. Article Number (Transfer from service label)		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		7006 0810 0000 2056 7837	

PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-15

rd County Pub
102 S. Hick
Bel Air, M



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<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <i>Patricia Sullivan</i> <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee	
1. Article Addressed to:		B. Received by (Printed Name)	C. Date of Delivery
New Covenant 128 St. Mary's Abingdon, MD			<i>02/14/2011</i>
		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
		3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
2. Article Number (Transfer from service label)		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		7006 0810 0000 2056 7844	

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Certified Fee		\$7.30	07
Return Receipt Fee (Endorsement Required)		\$1.50	
Restricted Delivery Fee (Endorsement Required)		\$0.20	
Total Postage & Fees	\$	\$5.71	02/14/2011

Sent To: New Covenant Christian School
 128 St. Mary's Church Road
 Abingdon, MD 21009

PS Form 3800, February 2004

U.S. POSTAGE PAID
 BEL AIR, MD 21014
 FEB 14, 2011
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\$5.71
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1? Yes
 No

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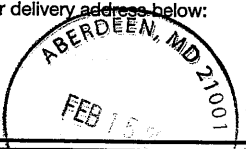
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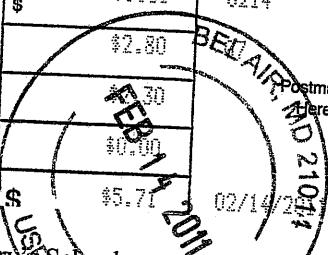
PS Form 3811, February 2004 Domestic Return Receipt 102595-02-M-1540

BC: 21014373102 *1427-01735-14-44

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<ul style="list-style-type: none"> Complete items 1, 2, and 3. Also complete item 4 if Restricted Delivery is desired. Print your name and address on the reverse so that we can return the card to you. Attach this card to the back of the mailpiece, or on the front if space permits. 		A. Signature <i>Ruth Serrano</i> <input type="checkbox"/> Agent <input checked="" type="checkbox"/> Addressee	
1. Article Addressed to:		B. Received by (Printed Name)	C. Date of Delivery
St. Francis de Sales Preschool 1450 Abingdon Road Abingdon, MD 21009		<i>Ruth Serrano</i>	<i>2/15/11</i>
		D. Is delivery address different from item 1? <input checked="" type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
		3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
2. Article Number (Transfer from service label)		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		7006 0810 0000 2056 7851	

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		B. Received by (Printed Name) <i>Sandra Jacob</i>	C. Date of Delivery <i>2-15-11</i>
1. Article Addressed to:		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
St. Joan of Arc School 230 S. Law Street Aberdeen, MD 21001			
2. Article Number (Transfer from service label)		3. Service Type	
7006 0810 0000 2056 7868		<input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
PS Form 3811, February 2004		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		Domestic Return Receipt	
		102595-02-M-154	

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		B. Received by (Printed Name) <i>Clare Maher</i>	C. Date of Delivery <i>2-15-2011</i>
1. Article Addressed to:		D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No	
St. Margaret School 205 North Hickory Avenue Bel Air, MD 21014			
2. Article Number (Transfer from service label)		3. Service Type	
7006 0810 0000 2056 7875		<input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.	
PS Form 3811, February 2004		4. Restricted Delivery? (Extra Fee) <input type="checkbox"/> Yes	
		Domestic Return Receipt	
		102595-02-M-154	

County Public Schools
22 S. Hickory Avenue
Bel Air, MD 21014

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Restricted Delivery Fee (Endorsement Required)	\$0.00	
Total Postage & Fees	\$5.71	

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2807 Mountain Road
Joppa, MD 21085

PS Form 3800

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5:10:44 am call provided on MSDE site. ft msa

212 DE 1 00 02/18/11
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NOT DELIVERABLE AS ADDRESSED
UNABLE TO FORWARD 28
BC: 21014373102 *0492-00269-18-21

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<p>1. Article Addressed to:</p> <p>St. Matthew Cooperative Nursery 1200 Churchville Road Bel Air, MD 21014</p>		<p>B. Received by (<i>Printed Name</i>) <i>Sharon Jarrett</i></p>	<p>C. Date of Delivery <i>2-15-11</i></p>
		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
		<p>3. Service Type <input checked="" type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
		<p>4. Restricted Delivery? (<i>Extra Fee</i>) <input type="checkbox"/> Yes</p>	
<p>2. Article Number (Transfer from service label)</p>		<p>7006 0810 0000 2056 7882</p>	
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<p>1. Article Addressed to:</p> <p>Tiny Tot School 21 Linwood Avenue Bel Air, MD 21014</p>		<p>B. Received by (<i>Printed Name</i>) <i>NORMA SMITH</i></p>	<p>C. Date of Delivery <i>2/15/11</i></p>
		<p>D. Is delivery address different from item 1? <input type="checkbox"/> Yes If YES, enter delivery address below: <input type="checkbox"/> No</p>	
		<p>3. Service Type <input type="checkbox"/> Certified Mail <input type="checkbox"/> Express Mail <input type="checkbox"/> Registered <input checked="" type="checkbox"/> Return Receipt for Merchandise <input type="checkbox"/> Insured Mail <input type="checkbox"/> C.O.D.</p>	
		<p>4. Restricted Delivery? (<i>Extra Fee</i>) <input type="checkbox"/> Yes</p>	
<p>2. Article Number (Transfer from service label)</p>		<p>7006 0810 0000 2056 7912</p>	
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Nonpublic Schools Approved By The Maryland State Board Of Education

Approved Nonpublic Schools in Harford County

[Private Schools](#) || [Publicly Funded Special Schools](#)

List of Private Schools:

[Get Mailing Labels](#)

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09-12-5851

Awakening Child Montessori

2529 Conowingo Road
Bel Air 21015
(410) 836-0833
Kindergarten and Grade 1

09-12-5824

Children's Center of North Harford, The

708 Highland Road
Street 21154
(410) 836-0444
Kindergarten

09-12-5880

Harford Day School

715 Moores Mill Road
Bel Air 21014
(410) 879-2350
Kindergarten and Grades 1 through 8

09-12-3924

Harford Friends School

708 Highland Road
Street 21154
(410) 452-5507
Kindergarten and Grades 1 through 8

09-12-5875

Highlands School, The

2409 Creswell Road
Bel Air 21015
(410) 836-1415
Kindergarten and Grades 1 through 8

09-12-1294

John Carroll School, Inc., The

703 Churchville Road
Bel Air 21014
(410) 879-2480
Grades 9 through 12

09-12-5820

Legacy High School

603 Vale Road

Bel Air 21014
(410) 877-1576
Grades 9 through 12

09-12-5826

Monarch Montessori School

6 Asbury Road
Churchville 21028
(410) 836-9560
Kindergarten

09-12-5830

Trinity Lutheran School

1100 Philadelphia Road
Joppa 21085
(410) 679-4414
Kindergarten and Grades 1 through 8

List of Publicly Funded Special Schools:

[Get Mailing Labels](#)

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09-12-5825

Arrow Center for Education Fair Meadows Campus, The

2416 Creswell Road
Bel Air 21015
(410) 734-0560
Grades 6 through 12

09-12-2759

Villa Maria at Edgewood Middle School

2311 Willoughby Beach Road
Edgewood 21041
(410) 612-1518
Grades 6 through 8

09-12-1292

Villa Maria School of Harford County

1370 Brass Mill Road
Belcamp 21017
(410) 297-4100
Kindergarten and Grades 1 through 9

**HARFORD COUNTY PUBLIC SCHOOLS
IS NOT AWARDED TITLE I, PART D FUNDS.**

Attachment 12



**Title I, Part D
Prevention and Intervention Programs for
Children And Youth Who Are
Neglected, Delinquent, or At-Risk**

Attachment 13



FINE ARTS

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2012
Fine Arts Coordinator: <u>Jim Boord</u>	
Telephone: <u>(410) 588-5277</u>	Email: <u>Jim.Boord@hcps.org</u>

The Bridge to Excellence in Public Schools Act requires that the updated Master Plan “shall include goals, objectives, and strategies” for Programs in Fine Arts. Local school systems are expected to provide a cohesive, stand-alone response to the prompts and questions outlined below.

Harford County Public Schools (HCPS) offers all students fine arts instruction in a variety of venues. Students in full day kindergarten through grade 8 receive art and music instruction each year of their schooling. Instrumental music and choral programs are available for students in grades 4 through 12. The high school students of HCPS have the opportunity to select from a wide variety of fine arts courses to meet graduation requirements. Throughout their school years, students have multiple opportunities to display art productions and to perform musical, drama and dance selections for a wide range of audiences.

The *Fine Arts State Curriculum and Essential Learner Outcomes* documents serve as the guidelines and blueprints for all curriculum development in music, art, drama, and dance. As stated in the document, “. . . the primary purpose of the fine arts curriculum is to establish a foundation for a life-long relationship with the arts for every student,” and HCPS has supported this concept in the past and will continue to do so in the future. High quality fine arts instruction is an essential part of students’ educational experience in HCPS.

1. Describe the progress that was made in 2010-2011 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the System’s Bridge to Excellence (BTE) Master Plan.

During the 2010-2011 school year, HCPS addressed the majority of the goals pertaining to fine arts outlined in the Bridge to Excellence Master Plan. Progress for each of FY 11’s objectives is listed below:

- a. **Art** – The HCPS Art program continues to move forward, placing an emphasis on training for AP Art History and Art Studio as well as providing appropriate equipment and materials in the classroom. The 2010-2011 Fine Arts Grant helped to fund 12 sets of Scholastic Art to be placed in each of the 10 high schools as well as the alternative school housed at the Center for Educational Opportunity.
- b. **Music** – The HCPS Music program continues to provide students with an exceptional package of opportunities which include All County Band, Orchestra, Chorus and Solo and Ensemble at both middle and high school levels. All County Jazz Band and Choir are becoming ever more popular and give students a different type of musical experience for our high school students. Elementary music curriculum was revisited and corrections and additions were made based on the comments and suggestions of the classroom music teachers who use the document. The curriculum will be presented to the General Curriculum Committee in the fall of 2011 for final approval. A new Music Technology Lab was added to the system at Edgewood High School with two more planned for the opening of school, fall 2011, at Fallston High School and Havre de Grace High School. Trumpet Day also continued this school year drawing more vendors and participants than previous years. Reference materials were purchased to continue the HCPS initiative on content literacy.
- c. **Dance** – Two high schools continue to offer a dance program, Aberdeen High School and Edgewood High School. Costumes were purchased to enhance both programs.

Local School System: Harford County Public Schools

Fiscal Year 2012

- d. **Drama** – The drama program continued to hold its annual drama clinic by contracting a professional acting troop. Schools also received money to purchase needed supplies and materials to enhance instruction.

2. Identify the programs, practices, or strategies and related resource allocations that are related to the progress reported in prompt #1.

- a. **Art** – The HCPS Master Plan has provided guidance for the art program and is a blueprint for measuring the successes that were achieved in 2010-2011. It is an ongoing organized process which outlines specific program related materials to be purchased for identified schools so that all students are provided with a quality program of art studies. Local funding for this process has been steadily increasing from \$1,600 to more than \$10,000 over the past few years. Even with local budget cuts, funding has been maintained for the art program. Grant funding has made a dramatic impact on the county-wide art program. Additionally, over the past several years HCPS has been working on providing AP course offerings in Art History and Art Studio available in every high school
- b. **Music** – The HCPS Master Plan has provided guidance for the music program and is a blueprint for measuring the successes that were achieved in 2010-2011. The county-wide activities associated with the music program have been supported in the Master Plan through the strategies of maintaining funding and resources to support the HCPS Fine Arts Program and implementing music all-county events and festivals. The direction and focus afforded the music program through inclusion in the Master Plan has provided support for the program within the school system. The Superintendent’s Senior Staff and Board of Education (BOE) members are kept aware of music department activities through invitations to events and awards received by students, staff and the department as a whole. Even with recent budget cuts county support has remained steady. Also, the purchase of reference materials has been well received by teachers. Combined with the Content Literacy initiative, teachers are beginning to utilize materials to develop units that go beyond performance and contribute to total musicianship. Finally, teachers were given ample time to work on curriculum in grades pre-K through 5th and have completed the work which will be taken to the General Curriculum Committee during the fall (2011) semester.
- c. **Dance** – The HCPS Master Plan has provided guidance for the dance program and a blueprint for measuring successes that were achieved in 2010-2011. The strategy of maintaining funding and resources to support the HCPS Fine Arts Program has helped the dance program focus on areas that can improve the level of students’ experience. Funding from the Fine Arts Initiative (FAI) grant has been allocated for two schools in the program and progress is being made in establishing a program that is well received by students, teachers and administration in the schools where it is located.
- d. **Drama** - The HCPS Master Plan has provided guidance for the drama program and a blueprint for measuring successes that were achieved in 2010-2011. The strategy of maintaining funding and resources to support the HCPS Fine Arts Program has helped the drama program focus on areas that can improve the level of students’ experience. The Drama Program held its annual Drama Festival and was able to give supply and material money to schools to assist with program needs through the FAI Grant.

Local School System: Harford County Public Schools

Fiscal Year 2012

3. Describe which goals, objectives, and strategies included in the BTE Master Plan were not attained and where challenges in making progress toward meeting Programs in Fine Arts goals and objectives are evident.
- a. **Art** – The Art Program of the HCPS was very productive during 2010-2011, meeting all of the identified goals and objectives. The continued challenge relative to the art program is the fact that the supervisor in charge of the Art Program is also responsible for several curricular areas. It is necessary for her to split her time attending to numerous and extensive duties. Regardless of this obstacle, the Art Program has continued to move forward making remarkable progress with a heightened awareness of goals and standards not present in the past. The continued cuts in the FAI grant are causing a slowdown of progress. No new sources of funds are available.
 - b. **Music** – The Music Program was very productive during 2010-2011. All of the goals were met as outlined in the Master Plan. One area that will continue to be a focus is work on the high school curriculum guide and the completion of a Music Technology II course that will complete a career pathway for students interested in music technology. The elementary curriculum guide has completed its pilot year, recommendations were collected for revisions and a committee of teachers worked to make it ready for approved status for the fall semester. The continued cuts in the FAI grant are causing a slowdown of progress. No new sources of funds are available.
 - c. **Dance** – Dance Program goals for the 2010-2011 school year have been completed. The priority of HCPS to maintain funding and resources to support the HCPS Fine Arts Program, as outlined in the Master Plan, has given the program visibility. The main challenge continues to be that Dance is under the direction of the Supervisor for FACS/Art and Career Programs. With the demands placed on the supervisor, little time exists to focus on the needs of the Dance Program. The continued cuts in the FAI grant are causing a slowdown of progress. No new sources of funds are available and those we rely on are becoming almost non-existent.
 - d. **Drama** - Dance Program goals for the 2010-2011 school year have been completed. The priority of HCPS to maintain funding and resources to support the HCPS Fine Arts Program has made it possible for the Drama Program to enhance its offerings to students through a county-wide Drama Festival. The main challenge continues to be that Drama is under the direction of the Supervisor for English/Language Arts. With the demands placed on the supervisor, little time exists to focus on the needs of the Drama Program. The continued cuts in the FAI grant are causing a slowdown of progress. No new sources of funds are available.

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2012
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4. Describe the goals, objectives, and strategies that will be implemented during 2011-2012 and plans for addressing the challenges identified in prompt #3. Include a description of the adjustments that will be made along with related resources to ensure progress toward meeting identified goals, objectives, and strategies. Where appropriate, include timelines.

The Fine Arts goals, objectives and strategies outlined in the 2011 Master Plan are aligned with transition to High-Quality Standards and Assessments (Section B), and Great Teachers and Great Leaders (Section D).

In the fall of 2010, HCPS BOE developed a new strategic plan. The following BOE goal and supporting objective support implementation of HCPS Fine Arts strategies.

<p>Board of Education: Goal 1: <i>To prepare every student for success in postsecondary education and a career.</i> Goal 3: <i>To hire and support skilled staff who are committed to increasing student achievement.</i></p>
<p>Supporting Objective:</p> <ul style="list-style-type: none"> ➤ Review and analyze available data to ascertain graduates’ career and post-secondary educational success ➤ Provide all staff with professional development, resources, and services.
<p>Strategy 1: Music: During 2011-2012 school year, the music program funding will continue to be focused on curriculum development particularly for Music Technology II. In addition, elementary school general music assessments will begin and will also be in alignment with the state standards. Stipends will be paid to teachers to assist in curriculum development.</p>
<p>Strategy 2: Music: The Music Program will continue the highly successful All County and Festival Programs that have been part of the HCPS educational system since 1960. In addition, the phase-in of a new county-wide method book will take place for grades 4-8 band and orchestra.</p>
<p>Strategy 3: Art: During 2011-2012 school year, funding for the Art Program will continue to be used to support teachers in the classroom through the purchasing of Scholastic Art sets for 12 HCPS schools as well as equipment to support art classroom activities.</p>
<p>Strategy 4: Dance: The Dance Program in Harford County Public Schools has grown considerably over the past several years. During the 2011-2012 school year, funds will be allocated to purchase costumes for the students in the program.</p>
<p>Strategy 5: Drama: Drama productions in Harford County Public Schools have grown considerably over the past several years. During the 2011-2012 school year, HCPS will contract professional actors to assist teachers with program delivery and staff development. Funds will also be allocated to supplement in-kind funding for the purchase of scripts.</p>

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2012
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A. BUDGET INFORMATION AND NARRATIVE

1. Provide a detailed budget on the *MSDE Proposed Fine Arts Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objective. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence Master Plan Web Site* at www.marylandpublicschools.org.
2. Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 11-13 of this guidance document). The accompanying budget narrative should detail how the school system will use Fine Arts funds to pay only reasonable and necessary direct administrative costs associated with the operation of the Fine Arts program. **All expenditures must be directly linked to the goals, objectives, and strategies identified in Attachment 13 of the BTE Master Plan.**

**MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25**

ORIGINAL GRANT BUDGET	\$27,886	AMENDED BUDGET #		REQUEST DATE	08/11/11
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	HARFORD COUNTY PUBLIC SCHOOLS		
MSDE GRANT #		RECIPIENT GRANT #	24062		
REVENUE SOURCE	State	RECIPIENT AGENCY NAME	HARFORD COUNTY PUBLIC SCHOOLS		
FUND SOURCE CODE		GRANT PERIOD	7/1/2011	TO	6/30/2012

CATEGORY/PROGRAM	BUDGET OBJECT						BUDGET BY CAT./PROG.
	01- SALARIES & WAGES	02 - CONTRACT SERVICES	03- SUPPLIES & MATERIALS	04 - OTHER CHARGES	05 - EQUIPMENT	08 - TRANSFERS	
201 Administration							
Prog. 21 General Support							0.00
Prog. 22 Business Support						623.00	623.00
Prog. 23 Centralized Support							0.00
202 Mid-Level Administration							
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin. & Supv.							0.00
203-205 Instruction Categories							
Prog. 01 Regular Prog.							0.00
Prog. 02 Special Prog.		5,200.00	12,184.00		4,695.00		22,079.00
Prog. 03 Career & Tech Prog.							0.00
Prog. 04 Gifted & Talented Prog.							0.00
Prog. 07 Non Public Transfers							0.00
Prog. 08 School Library Media							0.00
Prog. 09 Instruction Staff Dev.	4,800.00						4,800.00
Prog. 10 Guidance Services							0.00
Prog. 11 Psychological Services							0.00
Prog. 12 Adult Education							0.00
206 Special Education							
Prog. 04 Public Sch Instr. Prog.							0.00
Prog. 09 Instruction Staff Dev.							0.00
Prog. 15 Office of the Principal							0.00
Prog. 16 Inst. Admin & Superv.							0.00
207 Student Personnel Serv.							0.00
208 Student Health Services							0.00
209 Student Transportation							0.00
210 Plant Operation							
Prog. 30 Warehousing & Distr.							0.00
Prog. 31 Operating Services							0.00
211 Plant Maintenance							0.00
212 Fixed Charges				384.00			384.00
214 Community Services							0.00
215 Capital Outlay							
Prog. 34 Land & Improvements							0.00
Prog. 35 Buildings & Additions							0.00
Prog. 36 Remodeling							0.00
Total Expenditures By Object	4,800.00	5,200.00	12,184.00	384.00	4,695.00	623.00	27,886.00

Finance Official Approval	Eric Clark		8/11/2011	410-809-6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Robert M. Tomback, Ph.D.		8/11/2011	410-588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2012
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HCPS FINE ARTS INITIATIVE GRANT BUDGET NARRATIVE

ART/DANCE

Category/Object	Line Item	Calculation	Cost	Total
		SUPPLIES AND MATERIALS		
Special Programs Supplies and Materials	Supplies and materials of instruction to support Instructional Program	<ul style="list-style-type: none"> • (Art) 12 sets of <i>Scholastic Art</i> \$300 each for schools. $300 \times 12 =$ \$3,600 • (Dance) 40 dance costumes for Aberdeen High School at \$69.20 each. $69.20 \times 40 =$ \$2,768 	3,600 2,768	6,368
		Total Supplies and Materials	6,368	6,368
		EQUIPMENT		
Special Programs Equipment	Equipment to support classroom activities	<ul style="list-style-type: none"> • 4 document cameras @ \$620/each = \$2,480 • 4 digital cameras @ \$160/each = \$640 • 5 light boxes @ \$160/each = \$800 • Matt cutter @ \$775 = \$775 	2,480 640 800 775	4,695
		Total Equipment	4,695	4,695
		TOTAL ART/DANCE BUDGET	\$11,063	\$11,063

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2012
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MUSIC

Category/Object	Line Item	Calculation	Cost	Total
SALARY AND WAGES				
Special Programs Salaries and Wages	Stipends for curriculum development	<ul style="list-style-type: none"> • 40 teacher days for curriculum development at \$120/day = \$4,800 	4,800	4,800
Total Salaries and Wages			4,800	4,800
CONTRACTED SERVICES				
Special Programs Contracted Services	To support music instruction and activities	<ul style="list-style-type: none"> • \$4,000 to pay 8 honorariums at \$500 each to All County Conductors 	4,000	4,000
Total Contracted Services			4,000	4,000
SUPPLIES AND MATERIALS				
Special Programs Supplies and Materials	Materials to support music in secondary school classrooms	<ul style="list-style-type: none"> • \$4,412 to purchase reference materials for all school to include new <i>Teaching Music Through Performance</i> books and CDs as well as other texts. 53 schools x \$83.25 = \$4,412 	4,412	4,412
Total Supplies and Materials			4,412	4,412
TOTAL MUSIC BUDGET			\$13,212	\$13,212

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2012
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DRAMA

Category/Object	Line Item	Calculation	Cost	Total
		CONTRACTED SERVICES		
Special Programs Contracted Services	Conductors to support All County Music activities	Professional acting troop to hold clinic for students and teachers <ul style="list-style-type: none"> • Honorariums = \$1,200 	1,200	1,200
		Total Contracted Services	1,200	1,200
		SUPPLIES AND MATERIALS		
Special Program Supplies and Materials	Materials for Drama Program support	<ul style="list-style-type: none"> • \$140.40/each for ten high schools to offset royalties costs for drama productions = \$1,404 	1,404	1,404
		Total Supplies and Materials	1,404	1,404
		TOTAL DRAMA BUDGET	\$2,604	\$2,604

Local School System: <u>Harford County Public Schools</u>	Fiscal Year 2012
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SUMMARY

Category/Object	Line Item	Calculation	Cost	Total
SALARY AND WAGES				
Instructional Staff Development Salaries and Wages	Stipends for curriculum development	Music: 40 teacher days @ \$120/day = \$4,800	4,800	4,800
Total Salaries and Wages			4,800	4,800
CONTRACTED SERVICES				
Special Programs Contracted Services	Support for music activities	Music: To provide support for students at music activities. • Honorariums for 8 conductors @ \$500/each = \$4,000	4,000	4,000
	Professional Actors	Drama: Professional Acting Troop = \$1,200	1,200	1,200
Total Contracted Services			5,200	5,200
SUPPLIES AND MATERIALS				
Special Programs Supplies and Materials	Materials for professional development and classroom instruct.	Materials of Instruction: Art/Dance - \$6,368 for K-12 program Music - \$4,412 for K-12 program Drama - \$1,404 for high school drama productions	6,368 4,412 1,404	12,184
Total Supplies and Materials			12,184	12,184
OTHER CHARGES				
Special Programs Fixed Charges	<i>Fixed Costs</i>	<i>Teacher salary stipends x 8% for fixed benefits.</i> <i>Music – \$4,800 * .08 = \$384</i>	384	384
Total Other Charges			384	384
EQUIPMENT				
Special Programs Equipment	Equipment to support professional development, assessment and classroom activities	Art: New or replacement items to support K-12 curriculum = \$4,695	4,695	4,695
Total Equipment			4,695	4,695
TRANSFERS				
Business Support/Transfers	Administrative Costs	Administrative costs figured at 2.76% total grant funds. \$27,263 - \$4,695 (equipment) = \$22,568 x .0276% = \$623	623	623
Total Transfers			623	623
TOTAL HCPS FINE ARTS INITIATIVE GRANT BUDGET			\$27,886	\$27,886

Additional Federal and State Reporting Requirements



Victims of Violent Criminal Offenses in Schools (VVCO) SY 2010-11

-+

Local School System: Harford County Public Schools

Local Point of Contact: Buzz Williams

Telephone: (410) 588-5336 E-mail: buzz.williams@hcps.org

Violent Criminal Offenses	Number of VVCOs (Note 1)	Number of Victims Requesting Transfers (Note 2)	Transfers Granted Prior to Final Case Disposition (Note 3)
Abduction & attempted abduction			
Arson & attempted arson in the first degree			
Kidnapping & attempted kidnapping			
Manslaughter & attempted manslaughter, except involuntary manslaughter			
Mayhem & attempted mayhem			
Murder & attempted murder			
Rape & attempted rape			
Robbery & attempted robbery			
Carjacking & attempted carjacking			
Armed carjacking & attempted armed carjacking			
Sexual offense & attempted sexual offense in the first degree			
Sexual offense & attempted sexual offense in the second degree			
Use of a handgun in the commission or attempted commission of a felony or other crime of violence			
Assault in the first degree	1	Perpetrator was expelled	
Assault with intent to murder			
Assault with intent to rape			
Assault with intent to rob			
Assault with intent to commit a sexual offense in the first degree			
Assault with intent to commit a sexual offense in the second degree			
TOTAL	1	0	0

NOTE: See attached guidance for completing the VVCO Report.

**State Fiscal Stabilization Fund Program Requirements – Phase II
Achieving Equity in Teacher Distribution**

Summary

To enable State officials, parents, the Department of Education, local educators and other key stakeholders to measure States’ progress towards improving teacher effectiveness and achieving equity in the distribution of teachers and principals, States will need to collect, publish, and analyze basic information about how districts evaluate teacher and principal effectiveness and distribute their highly qualified and effective teachers among schools. The objective is to highlight inequities that result in low-income and minority students being taught by inexperienced, unqualified, out-of-field or ineffective teachers at higher rates than other students. Similarly, because principals play a critical role in teaching and learning, it is important to highlight inequities that result in low-income and minority students being taught in schools overseen by ineffective principals at higher rates than other students.

General Instructions:

Please update the school system web site to report required information. **For this reporting year, use 2010-2011 data to update system web site.**

PART I: Teacher and Principal Evaluation Systems

Directions:

Include the following information **for descriptors (a)(1), (a)(2), and indicators (a)(4), (a)(5), (a)(7)** on the local school system's designated website.

Citation	Description	Rationale
Descriptor (a)(1)	Describe, for each local education agency (LEA) in the State, the systems used to evaluate the performance of teachers and the use of results from those systems in decisions regarding teacher development, compensation, promotion, retention, and removal.	Teacher evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective teachers.

HCPS Response: Evaluation of teachers is based on established performance standards which include observation of instruction and criteria identified in Characteristics of a Competent Teacher. The evaluation process includes development of the individual's professional development goals. Key components of the observation instrument include instructional planning, lesson implementation, pupil involvement, management and organization, and professional characteristics. Indicators within these components are tied to state curriculum outcomes and student achievement. Teachers exhibiting weaknesses in any of the observation components are placed on assistance plans accordingly. This professional development allows administrators and supervisors to meet the identified needs of individual teachers directly connected to their instructional practices. Additionally, as principals determine a need for specific professional development for their instructional staffs, the HCPS teacher calendar designates 5 teacher days for the implementation of targeted professional development at the school level. Currently there is no performance pay or performance compensation for teachers other than the established salary scale. Promotional opportunities for teachers are advertised as needed and require 3 to 5 years of successful teaching experience in addition to job-specific

qualifications. The teacher observation and evaluation process is used to determine retention and dismissal.

Citation	Description	Rationale
Descriptor (a)(2)	Describe, for each LEA in the State, the systems used to evaluate the performance of principals and the use of results from those systems in decisions regarding principal development, compensation, promotion, retention, and removal.	Principal evaluation systems should reflect a comprehensive review of the established criteria and are an important information source for assessing the distribution of effective principals.

HCPS Response: The evaluation of principals is based on established performance criteria which include five key domains: Student Achievement; School/Workplace Culture; Environmental Management Skills; Parent and Community Relationships; and Leadership, Knowledge and Skills. The principal evaluation form has an overall domain for student achievement that includes specific indicators which are based on the ISLC Standards. Student achievement data are included in the School Improvement Plans, and AYP is used as a factor in the evaluation process. Performance goals are tied to student achievement data. Professional development is available for new principals. Additional professional development opportunities are provided per principal or director request relative to performance evaluations. HCPS provides performance adjustment increases for principals linked directly to the evaluation process. Past performance tied to evaluations is a factor when considering principal promotion. The evaluation process includes stipulations for retention and/or removal of any principal not meeting improvement plan requirements.

Citation	Description	Rationale
Indicator (a)(4)	Provide, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level.	Ratings from teacher evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective teachers across districts.

Performance Rating or Level	Number of Teachers	Percentage of Teachers
Satisfactorily	1,794	82.9%
Meeting Initial Expectations	251	11.6%
Causing Concern	64	3.0%
Performing Unsatisfactorily	52	2.4%
	Total: 2,161	

Citation	Description	Rationale
Indicator (a)(5)	Indicate, for each LEA in the State whose teachers receive performance ratings or levels through an evaluation system, whether the number and percentage (including numerator and denominator) of teachers rated at each performance rating or level are publicly reported for each school in the LEA.	To the extent information on the distribution of teacher performance ratings is readily accessible by school; State officials, parents and other key stakeholders can identify and address inequities in the distribution of effective teachers on an ongoing basis.

HCPS Response: The number and percentage of teachers rated at each performance rating or level are not publicly reported for each school in the LEA.

Citation	Description	Rationale
Indicator (a)(7)	Provide, for each LEA in the State whose principals receive performance ratings or levels through an evaluation system, the number and percentage (including numerator and denominator) of principals rated at each performance rating or level .	Ratings from principal evaluation systems further highlight the strengths and weaknesses of those systems and provide valuable information on the distribution of effective principals across districts.

Performance Rating or Level	Number of Principals	Percentage of Principals
Distinguished	17	33%
Highly Proficient	23	44%
Proficient	6	12%
Unsuccessful	0	0%
New – not yet rated	6	12%
	Total: 52	

Please provide the link on the line below:

URL: This information can be found on the hcps.org website at this link:
<http://www.hcps.org/boe/masterplan.aspx>

PART II: Achievement Outcomes and Evaluation Systems

Directions: Check the appropriate response for questions 1 and 2 to report information for indicators **(a)(3)** and **(a)(6)**.

Citation	Description	Rationale
Indicator (a)(3)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of teachers include student achievement outcomes or student growth as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

1. Do your evaluation systems include student achievement outcomes or student growth?
(Mark "Yes" or "No")
- a. Yes, the systems used to evaluate the performance of **teachers** include student achievement outcomes or student growth as an evaluation criterion.
- b. If Yes, please respond (check one):
- Student achievement outcomes are included as an evaluation criterion.
- Student growth is included as an evaluation criterion.
- c. No, the systems used to evaluate the performance of teachers do not include student achievement outcomes or student growth as an evaluation criterion.

Citation	Description	Rationale
Indicator (a)(6)	Indicate, for each LEA in the State, whether the systems used to evaluate the performance of principals include student achievement outcomes or student growth data as an evaluation criterion.	Evaluation systems that include student achievement outcomes yield reliable assessments of teacher performance. Knowing if an evaluation system includes these outcomes informs the value of teacher performance ratings.

2. Do the systems used to evaluate the performance of **principals** include student achievement outcomes or student growth as an evaluation criterion? (Mark "Yes" or "No")
- a. Yes, the systems used to evaluate the performance of principals include student achievement outcomes or student growth as an evaluation criterion.
- b. If Yes, please respond (check one):
- Student achievement outcomes are included as an evaluation criterion.
- Student growth is included as an evaluation criterion.
- c. No, the systems used to evaluate the performance of principals do not include student achievement outcomes or student growth as an evaluation criterion.

2010-11 Teacher Evaluation Summary by School

School Number	School Name	% Successful
Elementary		
23	Abingdon Elementary	96.7
12	Bakerfield Elementary	80
14	Bel Air Elementary	100
25	Church Creek Elementary	94.6
16	Churchville Elementary	94.7
18	Darlington Elementary	100
20	Deerfield Elementary	79.3
22	Dublin Elementary	100
15	Edgewood Elementary	92
21	Emmorton Elementary	100
26	Forest Hill Elementary	100
28	Forest Lakes Elementary	90.9
27	Fountain Green Elementary	92.9
11	George D. Lisby Elementary	88.9
30	Hall's Cross Roads Elementary	100
32	Havre de Grace Elementary	80
33	Hickory Elementary	100
35	Homestead/Wakefield	100
36	Jarrettsville Elementary	100
37	Joppatowne Elementary	93.8
31	Magnolia Elementary	100
38	Meadowvale Elementary	90.5
41	Norrisville Elementary	90
47	North Bend Elementary	94.1
44	North Harford Elementary	100
29	Prospect Mill Elementary	87.2
45	Ring Factory Elementary	100
43	Riverside Elementary	95.5
39	Roye-Williams Elementary	92.3
40	William Paca/Old Post Road Elementary	92.3
13	William S. James Elementary	96.2
48	Youth's Benefit Elementary	95.1

School Number	School Name	% Successful
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Middle

65	Aberdeen Middle	98.4
82	Bel Air Middle	97.9
77	Edgewood Middle	92.5
86	Fallston Middle	97.2
79	Havre de Grace Middle	95.2
84	Magnolia Middle	95.1
83	North Harford Middle	100
88	Patterson Mill Middle	91.3
74	Southampton Middle	100

High

70	Aberdeen High	98.9
73	Bel Air High	100
85	C. Milton Wright High	100
76	Edgewood High	81.7
82	Fallston High	97.4
4	Harford Technical High	95.1
78	Havre de Grace High	97.1
81	Joppatowne High	100
80	North Harford High	100
87	Patterson Mill High	97.3

Other

91	John Archer	88.2
92	Center for Educational Opportunity	100

Facilities to Support Master Plan Strategies and Early Childhood Programs

The purpose of this section is to a.) Identify any major changes to the school system's overall plan for facilities in support of Bridge to Excellence Master Plan strategies and b.) Monitor the implementation of prekindergarten programs as required by COMAR 13.06.02.

A. Overall Facilities Plan:

1. Provide a list of board of education goals, objectives, and implementation strategies that significantly impact facility needs, such as class size reduction plans and required prekindergarten programs.

In the fall of 2010, HCPS Board of Education developed a new strategic plan, including the goal to "Provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning." The description for this goal states that HCPS will provide facilities and associated resources that support the physical, social and academic development of students. The supporting objective is to provide functional and efficient school buildings.

In March 2011, the Board of Education of Harford County unanimously approved the Comprehensive Elementary Redistricting Plan. In effect for the 2011-12 school year, approximately 1,900 elementary students, representing 11% of the Harford County Public Schools (HCPS) elementary population, will transfer to new schools. The elementary redistricting process was an extensive one and included parent Focus Groups in each elementary school; the Superintendent's Technical Advisory Committee (STAC), which gathered and analyzed student enrollment data, demographic data, and other data that would assist with formulating a proposed plan to meet the goals established by the Board of Education; seven public hearings to allow the public the opportunity to seek clarification and to provide testimony to the Superintendent and Board regarding the initiative; and an Elementary Redistricting Steering Committee to develop a transition plan for the students changing schools.

2. Provide a brief description of any major changes to these goals, objectives, and implementation strategies since the last update.

Recent Capital Improvements and Facilities Updates

Edgewood High School: Construction for the project began in 2008. The replacement Edgewood High is a four story structure was being constructed behind the existing school. This approximately 268,000 square foot building has updated technology, a triple gymnasium, auditorium, and designated space for the International Baccalaureate Diploma Programme. The complex provides for a new stadium with an artificial turf field. The new high school opened in the fall of this year and the existing high school is scheduled to be demolished. The site will be restored with additional parking and practice fields with final completion in 2011.

Deerfield Elementary: This approximately 102,000 square foot building has current technology, an enlarged gymnasium, and a stage that is between both the cafeteria and the gymnasium, music rooms, art room, and computer lab. The school features space that is designated as a day care for non-school age children. The enlarged gymnasium is made possible through a partnership with Parks and Recreation, who have added \$600,000 to this project. The previous elementary is scheduled to be demolished. The site will be restored with additional parking and a bus loop with final completion in 2011.

Red Pump Elementary: The Board of Education of Harford County approved contracts for the construction of the new Rep Pump Elementary School at its September 2009 business meeting. Construction of the new 100,600 square-foot school facility began in October 2009 and is budgeted for \$28.9 million. The project will include facilities for the Department of Parks and Recreation and is anticipated to be completed in June of 2011. The entrance to the school and park complex will be off Red Pump Road and the school's mailing address will be 600 Red Pump Road. The image to the above is a rendering of how the new elementary school will look.

3. Provide a brief narrative description of any major facilities needs, processes, participants, and/or timelines identified in the last update that have changed substantially due to actual State and local government capital budget allocations or other factors. Detailed capital improvement project descriptions and schedules are not required.

There are no current changes that will impact facility needs. All current HCPS facility needs are addressed above.

B. Full or Half-Day Prekindergarten Programs:

Please address the following statements related to mandatory early childhood programs:

1. Provide a brief narrative description of any continuing issues related to providing facilities for mandated prekindergarten programs.

HCPS prekindergarten program continues to operate in two half-day sessions for economically disadvantaged families. Harford County elementary schools with a prekindergarten program include: Abingdon, Bakerfield, Bel Air, Church Creek, Darlington, Dublin, Edgewood, George Lisby at Hillsdale, Hall's Cross Roads, Havre de Grace, Homestead-Wakefield, Joppatowne, Magnolia, Meadowvale, North Harford, Prospect Mill, Riverside, Roye-Williams, and William Paca/Old Post Road. There are no current issues related to facilities for these programs.

2. Provide a list of schools by name where new prekindergarten programs will be added for school year 2011-2012. Please identify if the new programs will be full-day or half-day.

There are no new prekindergarten programs in Harford County for the 2011-2012 school year.

3. Provide a list of schools by name where existing prekindergarten programs will be eliminated for school year 2011-2012. Please identify if the eliminated programs are full-day or half-day.

William S. James eliminated the prekindergarten program. It was a half-day morning and half-day afternoon program.

**Transfer of School Records for Children in State-Supervised Care
Annual Certification Statement**

Local School System: Harford County Public Schools

Point of Contact: Stephen Lentowski


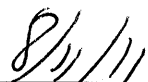
Address: 102 S. Hickory Avenue

Bel Air, Maryland 21014

Telephone: (410) 588-5334 **FAX:** (410) 638-4313

Email: steve.lentowski@hcps.org

I certify that the local school system is implementing the requirements for the transfer of educational records for children in State-supervised care in compliance with §8-501 - 8-506 of the Education Article, Annotated Code of Maryland, and Code of Maryland Regulations (COMAR) 13A.08.07.

 _____ 
Signature - Local Superintendent of Schools/Chief Executive Officer **Date**

Please complete certification statement and submit as part of your 2011 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel and School Social Worker Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295 Fax: (410) 333-8148 Email: jmcginnis@msde.state.md.us

**STUDENT RECORDS REVIEW AND UPDATE VERIFICATION
Certification Statement**

Local School System: Harford County Public Schools



Point of Contact: Stephen Lentowski

Address: 102 S. Hickory Avenue
Bel Air, Maryland 21014

Telephone: (410) 588-5334 **FAX:** (410) 638-4313

Email: steve.lentowski@hcps.org

I certify that the local school system is implementing the requirements for the transfer of educational records for children in State-supervised care in compliance with §8-501 - 8-506 of **The Education Article, Annotated Code of Maryland, and Code of Maryland Regulations (COMAR) 13A.08.07.**

 
Signature - Local Superintendent of Schools/Chief Executive Officer **Date**

Please complete certification statement and submit as part of your 2011 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel and School Social Worker Specialist
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201

Phone: (410) 767-0295 Fax: (410) 333-8148 Email: jmcginnis@msde.state.md.us