

Bridge to Excellence

Harford County Public Schools

Master Plan

2016 Annual Update



Barbara P. Canavan
Superintendent of Schools
102 S. Hickory Avenue
Bel Air, Maryland 21014

November 17, 2016

**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.*

**Members of the Board of Education
2016-2017**

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SUPERINTENDENT OF SCHOOLS

102 S. Hickory Avenue

Bel Air, Maryland 21014

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 2016 Annual Update.

Acknowledgements

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

Essential Vocabulary

AP	Advanced Placement
BOE	Board of Education
BTE	Bridge to Excellence
C3	College, Career, and Civic Life
Common Core Standards	State Board-adopted standards that detail what students should know in the academic areas kindergarten through grade twelve
EEA	Educator Effectiveness Academy
EL	English Learners
ELA	English Language Arts
ELL	English Language Learners
ESOL	English for Speakers of Other Languages
FARMS	Free and Reduced Meals
Formative Assessments	Classroom assessment that assists teachers in planning the next steps for instruction of individual students
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
IEP	Individualized Education Plan
Instructional Technology	Software that supports the instructional program
LEA	Local Education Agency – The Harford County Public School System
LEP	Limited English Proficiency
MCCRS	Maryland College and Career Ready Standards

MSA	Maryland School Assessment
MSDE	Maryland State Department of Education
NCLB	No Child Left Behind – Elementary and Secondary Education Act of 2002
NGSS	Next General Science Standards
PARCC	Partnership for College and Career Readiness
PD	Professional Development
Performance Levels	Categories of student performance on state academic tests: Basic, Proficient, and Advanced levels
PM	Performance Matters
PS	Performance Series – Web-based assessment in reading and/or mathematics to determine student performance levels (scaled scores) and student performance growth over time.
RELA	Reading, English, and Language Arts
RTTT	Race to the Top
SC	State Curriculum
SIP	School Improvement Plan
SIOP	Sheltered Instruction Observation Protocol
SIT	School Improvement Team
SLO	Student Learning Objective
SMI	Scholastic Mathematics Inventory
SRI	Scholastic Reading Inventory
STEM	Science, Technology, Engineering, and Math

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Maryland's Bridge to Excellence Master Plan

Authorization

The 2016 Bridge to Excellence Master Plan Annual Update is authorized by the following:

- 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*;
- 2016 Maryland General Assembly Legislation House Bill 999, *Commission on Innovation and Excellence in Education, Chapter 702*;
- 2016 Maryland General Assembly Legislation House Bill 412, *Assessment Administration and Provision of Information, Chapter 264*; and
- Section 7-203.3, Education Article of the Annotated Code of Maryland, as enacted by Senate Bill 533/House Bill 412 of the General Assembly of 2016.

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 Local Education Agencies (LEAs) 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. Each LEA shall develop and implement a comprehensive master plan that describes the goals, objectives, and strategies that will be used to improve student achievement in each segment of the student achievement. Additionally, each annual update will include detailed summaries of the alignment between the LEA's current year approved budget, prior year actual budget and the master plan goals and objectives.

In 2016, the Maryland General Assembly passed House Bill (HB) 999, the Commission on Innovation and Excellence in Education, and HB 412, Assessment Administration and Provision of Information. HB 999 outlines the reporting structure of the 2016 and 2017 Bridge to Excellence Master Plan Annual Update, which limits specified requirements to be reported in the master plan annual update for these two years. HB 412 outlines assessment reporting details specified in the new Education Article Section 7-203.3 for each assessment administered in each LEA, and the information that shall be provided for each administrated assessment. Below you will find the details of House Bill 999, House Bill 412 and Section 7-203.3 demonstrating the revisions that must be included in the 2016 and 2017 master plan annual updates.

House Bill 999

Section 3 and be it further enacted,

that: (a) Notwithstanding any other provision of law, for calendar years 2016 and 2017, a county board of education's annual update of the comprehensive master plan required by § 5-401(b)(3) of the Education Article shall include only:

- (1) the budget requirements required by § 5-401(b)(5) of the Education Article;
- (2) the goals, objectives, and strategies regarding the performance of:

- (i) students requiring special education, as defined in § 5–209 of the 9 Education Article;
- (ii) students with limited English proficiency, as defined in § 5–208 of the Education Article;
- and (iii) students failing to meet, or failing to make progress toward 13 meeting, State performance standards, including any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole;

(3) the strategies to address any disparities in achievement for students in item

(2)(iii) of this subsection; and

(4) the requirements of § 7–203.3 of the Education Article, as enacted H.B. 412/ S.B. 533 of the Acts of the General Assembly of 2016.

(b) (1) The State Department of Education shall convene a group of stakeholders to review the current statutory and regulatory requirements of the master plan and the new requirements of the federal Every Student Succeeds Act.

(2) On or before October 1, 2017, the Department shall report to the State Board of Education, the Commission on Innovation and Excellence in Education, as enacted by Section 1 of this Act, and, in accordance with § 2–1246 of the State Government Article, the General Assembly on recommendations regarding: (i) what information future comprehensive master plans should contain; and (ii) whether future comprehensive master plans should be completed in a digital form that can be updated periodically.

Section 3.4 And it further enacted, that this Act shall take effect June 1, 2016. It shall remain effective for a period of 2 years and, at the end of May 31, 2018, with no further action required by the General Assembly, this Act shall be abrogated and of no further force and effect.

House Bill 412 and Section 7-203.3

The **2016 General Assembly House Bill 412**, Assessment Administration and Provision of Information, Chapter 264 includes the new §7-203.3, Education Article of the Annotated Code of Maryland. As enacted by House Bill 412/Senate Bill 533, §7-203.3 reporting requirements are:

7–203.3

(A) (1) In this section, “ASSESSMENT” means a locally, state, or federally mandated test that is

intended to measure a student’s academic readiness, learning progress, and skill acquisition.

(2) “ASSESSMENT” does not include a teacher-developed quiz or test.

(B) This section does not apply to an assessment or test given to a student relating to:

(1) A student’s 504 Plan;

(2) The federal individuals with disabilities education Act, 20 U.S.C.1400; or

(3) Federal law relating to English Language Learners

(A) (C) For each assessment administered in a local school system, each county board shall provide the following information:

(1) The title of the assessment;

(2) The purpose of the assessment;

(3) Whether the assessment is mandated by a local, state or federal entity;

(4) The grade level or subject area, as appropriate, to which the test is administered;

- (5) The testing window of the assessment; and
- (6) Whether accommodations are available for students with special needs and what the accommodations are.

(D) On or before November 30 of each year, the information required under subsection (A) of this shall be:

- (1) updated;
- (2) posted on the website of the county board; and
- (3) included in the annual update of the county board's master plan required under § 5-401 of this article section.

Section 2. And be it further enacted, that this shall take effect July 1, 2016

2016 Master Plan Annual Update

Master Plan Annual Update

Due: November 17, 2016

Local Education Agency Submitting this Report:

Harford County Public Schools

Address:

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Bel Air, MD 21014

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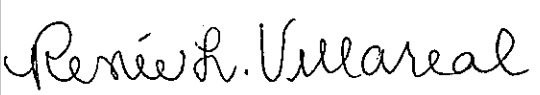
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WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2016 Annual Update to our Bridge to Excellence Master Plan is correct and complete and adheres to the requirements of the Bridge to Excellence. We further certify that this Annual Update has been developed in consultation with members of the local education agency'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 of Local Superintendent of Schools
or Chief Executive Officer

11-10-16
Date


Signature of Local Point of Contact

11-09-16
Date

Executive Summary

Executive Summary

I.A

Harford County Public Schools (HCPS) is a diverse jurisdiction serving just under 38,000 students in 34 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 the HCPS Bridge to Excellence Master Plan. HCPS believes all students can meet high standards. To that end, HCPS commits to preparing all students to be college and career ready.

- 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. This strategic plan allows for intentional efforts to address some of the most concerning challenges:

- Students with disabilities are continually challenged to achieve proficiency on formative and summative assessments.
- Students with limited English proficiency are continually challenged to achieve proficiency on formative and summative assessments.
- 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.

Specific strategies to address these low performing subgroups are included in each of the content specific sections in this Master Plan.

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.

Additionally, the creation of the HCPS Central School Improvement Team Process and the HCPS Local Accountability Model will strongly impact overall achievement in all 54 schools. HCPS ensures the implementation of aligned, evidence-based practices through a centralized school improvement process. The Central School Improvement Team (SIT), comprised of central office directors, supervisors and coordinators, meets monthly to analyze individual school data and school improvement goals and objectives. In June 2016, the team developed a local accountability model. They analyzed three years of historical data to determine schools with the greatest need. As a result, Central SIT has identified five **Local Priority Schools**. Reference the chart below.

Local Priority Schools
Edgewood Elementary School
Edgewood Middle School
Edgewood High School
Halls Cross Roads Elementary School
Aberdeen Middle School

This is a support model where schools identified receive additional resources and supports through the central school improvement team. They receive additional intervention and school improvement funding for research-based before and after school programs and additional teacher paid planning opportunities with their school improvement teams. The levels of support vary based upon the individualized needs of each school.

In addition to developing a local accountability system to support our most struggling schools, the Central SIT also reviews instructional programming and data for all HCPS schools. The Central SIT reviews academic data, attendance data, discipline data, TELL survey results and student motivation survey data and looks for a direct correlation between the data and the strategies listed in the schools’ School Improvement Plans (SIPs). Tier 1, 2 and 3 levels of instruction are analyzed for each school during this meeting to ensure fidelity. Subgroup data is analyzed and focused on. It is required that each school set specific benchmarks for subgroups that are not meeting state standards. Careful attention is paid to our special education and ELL subgroups. The team summarizes their findings and shares this information with each school principal. Afterwards, our Superintendent and members of her leadership/curriculum teams visit each school. During the visit, school based leadership teams respond to questions posed about their instructional program, their school culture and climate and their data analysis processes and protocols. Subsequently, the Superintendent’s team meets with staff members and students of each school to gather additional feedback about the progress of the school. Follow-ups often occur based on these Superintendent visits. Specific content supervisors/coordinators are asked to work with the school to support their efforts.

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 College and Career Ready Standards.

The result of this planning process will be to ensure more students are better prepared for post-secondary STEM careers.

By school year 2024, HCPS will:

- Increase student achievement from current rates to 95% 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.

Budget Narrative

Harford County Public Schools (HCPS) is a fiscally dependent school system with an actual enrollment of 37,448 students in fiscal 2016. HCPS is the 149th largest school system of the 13,588 regular school districts in the country when ranked by enrollment¹. 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. The student body will be served by a projected 5,180 FTE teaching and staff positions for fiscal 2017. The enrollment for FY 2017 is projected to remain flat or decline slightly. The expected decrease in enrollment will have minimal impact when spread over the 54 schools in the system and will not impact the master plan implantation.

Harford County has 54 public schools along with 45 nonpublic schools² located within the County. Citizens in the County have a choice of public or private schools. Approximately 37,500 students attend public schools. The number of students attending private schools is unknown. The 2014 population of Harford County was 251,001 and is projected to increase to 258,355 by 2019³. According to the Bureau of Census, the school age population in 2010 was 52,171 of which 38,637 or 74% attended public schools. School enrollment was 35,963 in 1994 and reached a peak in 2004 of 40,294 and has declined to 37,448 in September 2015.

The Fiscal Year 2017 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

¹ U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Public Elementary/Secondary School Universe Survey," 2010–11 Table 98.

² Maryland State Department of Education Fact Book for the Fiscal Year 2013-2014, page 7.

³ www.harfordbusiness.org

community so that no child is left behind requires vision, knowledge, organization, effective planning, sufficient coordinated resources, and commitment from all stakeholders.

The primary increase in expenditures of the Unrestricted fund between budgetary years 2009 to 2017 are costs deemed necessary to provide mandated services, meet contractual obligations and to maintain the integrity of the instructional programs. Significant cost factors during this period include, but are not limited to, \$16.0 million to maintain employee/retiree health and dental benefits, \$9.0 million increase in employee pension cost, \$2.4 million increase to provide mandated special education services and \$1.7 million increase for transportation services. For five of the last eight years, HCPS employees have not received step increases or Cost of Living Adjustments. HCPS employees will receive only the third salary/wage increase in eight years during fiscal year 2017 which is budgeted at \$11.5 million.

With limited new revenue, the Unrestricted Fund budget required innovative thinking in order to cover the additional costs. In response to this challenge, all areas of the budget were examined with an emphasis on preserving critical programs related to student achievement, creating greater efficiencies in all operating areas, and making difficult decisions on cost reductions that would least impact students. The budget shortfall during fiscal years 2010 to 2016 was resolved, in part, by:

- Utilizing recurring salary savings from employee turnover in excess of \$13.7 million
- Eliminating over 240 positions at a savings of \$12.1 million
- Reductions in utility consumption totaling \$2.3 million
- Modifications to transportation routes/services saving \$1.4 million
- Reduction of system-wide equipment budgets by 42% saving \$1.2 million
- Reduction of system-wide supply budgets by \$.4 million
- Eliminating selected summer programs, \$.5 million

The fiscal year 2017 operating budget includes increases of \$11.5 million for wages, \$2.6 million for employee benefits, \$2.1 million in cost of doing business and \$162,500 in critical needs for a total increase of \$16.3 million. The Superintendent and her Leadership staff were able to identify 5.5 million in base budget reductions as well as additional revenue enhancements/expense reductions of \$3.1 million. Combined with a projected increase in State revenue of \$1.7 million and a decrease in other revenue of \$.7 million, our funding allocation for fiscal year 2017 from Harford County Government is an increase of \$5.3 million over the prior fiscal year.

The fiscal 2017 Approved Unrestricted Operating, Restricted and Capital budgets are \$438.9 million, \$30.0 million and \$20.3 million, respectively.

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.

Finance Section

Finance Section

Introduction

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, and analyzing questions. Together, these documents illustrate the LEA's alignment of current year budget and prior year expenditures with the Master Plan goals and objectives. The focus of the finance section will be the total budget and all budgetary changes (retargeted funds, redistributed resources, and new funds.)

Components

1. ***The Executive Summary (I.A)*** provides an overview of school system successes, challenges, and coming year priorities, and includes a description of how resources are being distributed to support priorities. The Executive Summary also includes a budget narrative.
 - a. ***Supporting Budget Tables***
 - i. Current Year Variance Table: the budgetary plan for **FY 2017**.
 - ii. Prior Year Variance Table: a comparative look at the **FY 2016** plan versus actual events.
2. ***Resource Allocation Discussions are included in the content analysis throughout the 2016 Master Plan Update.*** This provides school systems with an opportunity to illustrate the totality of their commitment to accelerating student achievement and eliminating gaps. These discussions should include use of new funds, redirected funds, retargeted resources. Discussions of a particular initiative may occur in several places within the content analysis, but expenditures should appear only once in the variance table.
3. ***Analyzing Questions*** are based on the Prior Year Variance Tables. Responses to these questions should be included in section c of the Budget Narrative within the Executive Summary.

Analyzing Questions

Please include responses to the following questions using the information provided in the Prior Year Variance Table in section IIc of the Budget Narrative in the Executive Summary.

Revenue and Expenditure Analysis

1. **Did actual FY 2016 revenue meet expectations as anticipated in the Master Plan Update for 2016? If not, identify the changes and the impact any changes had on the FY 2016 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 met expectations

- 2. For each assurance area, please provide a narrative discussion of the changes in expenditures and the impact of these changes on the Master Plan goals.**

Section: Standards and Assessments—Variance was due to salary turnover savings and a hiring freeze implemented in February.

Section: Data Systems to Support Instruction—Variance was due to salary turnover savings and a hiring freeze implemented in February and we budgeted \$200,000 in RTTT funds and only received \$37,993.

Section: Mandatory Cost of Doing Business—Variance was due to lower utility and transportation costs.

Section: Other—Variance was due to lower special education non-public placement costs.

Maryland's Goals, Objectives and Strategies

Maryland's Goals, Objectives and Strategies

Maryland remains committed to addressing significant gains and progress for all students. As part of the 2016 Bridge to Excellence Master Plan Annual Update, LEAs are required to analyze their State assessment data, and implementation of goals, objectives and strategies to determine their effect on student achievement and classroom practices.

Based on the 2016 Maryland General Assembly House Bill 999, the Commission on Innovation and Excellence in Education, the reporting requirements regarding the performance of certain students in all indicated assessments **must** include goals, objectives and strategies. Strategies **must** address any discrepancies in achievement. For this annual update, the reporting requirements must address for the following student populations:

- i. Students requiring special education services;
- ii. Students with limited English proficiency; and
- iii. Students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole.

Based on House Bill 999, the reporting requirement must also include strategies to address any discrepancies in achievement for students failing to meet, or failing to make progress toward meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. Describe the goals, objectives, and strategies regarding the performance of each identified student group.

In your analysis of **students requiring special education services**, LEAs **must** consider the following special education issues **within** the responses:

- ***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 education agency 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 education agency has an achievement gap between students with disabilities and the all students subgroup, what specific strategies are in place to address this gap? Identify activities and funds associated with targeted grants to improve the academic achievement outcomes of the special education subgroup.

- **Interventions, enrichments and supports** to address diverse learning needs. How are students with disabilities included in, or provided access to, intervention/enrichment programs available to general education students?

In your analysis of **students with Limited English Language proficiency**, you **must** consider reporting the progress of English Learners (ELs) in the ACCESS for ELLs 2.0 in developing and attaining English language proficiency and achievement on the reading/language arts and mathematics State’s assessments for the following indicators.

- **Indicator 1** is used to demonstrate the percentages of ELs progressing toward English proficiency. To demonstrate progress, Maryland uses an overall composite proficiency level obtained from the *ACCESS for ELLs 2.0*. ELs are considered to have made progress if their overall composite proficiency level on the *ACCESS for ELLs 2.0* is 0.5 higher than the overall composite proficiency level from the previous year’s test. In order to meet the Indicator 1 target for school year 2015-2016, LEAs must show that **57%** of ELs made progress.
- **Indicator 2** is used to demonstrate the percentages of ELs attaining English proficiency by the end of each school year. For determining Indicator 2, Maryland uses an overall composite proficiency level **and** a literacy composite proficiency level based upon *ACCESS for ELLs 2.0*. ELs are considered to have attained English proficiency if their overall composite proficiency level is 5.0 and literacy composite proficiency level is 4.0 or higher. In order to meet the Indicator 2 target for school year 2015-2016, LEAs must show that **15%** of ELs have attained proficiency.
- **Indicator 3** represents achievement on the Reading/Language Arts and Mathematics State’s assessments for the EL subgroup.

Describe the strategies that will be used to ensure ELs meet the targets for Indicators 1-3. LEAs should include funding targeted to changes or adjustments in staffing, materials or other items for a particular program, initiative or activity.

Maryland’s accountability structure is driven by the results of the Partnership for Assessment of Readiness for College and Career (PARCC). PARCC performance levels defines the knowledge, skills and practices students are able to demonstrate. The five performance levels are:

PARCC Performance Levels

- **Level 1:** Did not yet meet expectations
- **Level 2:** Partially met expectations
- **Level 3:** Approached expectations
- **Level 4:** Met expectations
- **Level 5:** Exceeded expectations

PARCC English Language Arts/Literacy for Grades 3-8 and Grade 10:

1. **Based on available PARCC data describe the challenges in English Language Arts/Literacy for grades 3-8 and grade 10. In your response, identify challenges for**

students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.

Harford County's PARCC ELA Literacy scores remained consistent with previous year's performance. In grades 3-5, overall scores slightly decreased from 56.5 to 52.8 for students scoring at performance levels 4 and 5. In grades 6-8, overall scores slightly decreased from 54.8 to 51.3. In grade 10, the overall score showed a slight increase from 55.8 to 60.7 at Performance levels 4 and 5. The following subgroups show challenges for our district to address.

Grades 3-5: Special Education scores showed 11.6% proficient and the Limited English Language Proficient subgroup scored 11.0% proficient.

Grades 6-8: Special Education scores showed 9.4% proficient and FARMS was 29.3% proficient.

Grade 10: Special Education scores were 11.9% proficient and FARMS was a slight increase of 7 points showing 40.5% proficient. The Limited English Language Proficient subgroup had a test group of 17 students in the district.

The challenges to the subgroups is attributed to the students' low lexile levels. We are combatting this issue by mandating that each school include a high leverage strategy in their SIPs which will address reading, writing or critical thinking across all content areas.

Since achievement gaps exist with the Special Education, LEP and FARMS subgroups, there is a need to further identify differentiated instructional strategies in order to support the variety of needs presented. Time will be needed to collaborate with the Special Education Office and ESOL Office in order to analyze data and address possible instructional implications especially in the co-taught English classrooms. Balancing resources and supporting individual student circumstances has become a challenge. This includes providing additional opportunities for professional development to enhance the capacity of teachers to address student needs. Teachers continue to need support in the idea of Universal Design for Learning and how instruction is impacted. The adoption in English 10 and Language Arts Grade 8 of new programs aligned to Common Core Standards will be a benefit to students and teachers. These programs support a blended learning environment. This approach provides the tools necessary to differentiate instruction in the classroom. If funding is available, the HMH *Collections* program will be expanded to grades 6 and 7 in the 2017-2018 school year.

The Special Education Office and the Content Area Offices have reviewed data regarding achievement gaps. Professional Development is provided to all new teachers (GE and SE)

regarding the co-teaching model and instructional implications. Further professional development and support is provided to all special educators and general educators teaching in co-taught classrooms. Targeted support is available to those requiring or requesting additional supports by teacher mentors, school based administrators, teacher specialists, and/or SE Coordinators.

- 2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.) Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

- Continue to implement intervention reading programs for identified students in grades K-8. Intervention programs have been identified to support students in phonics and decoding, comprehension, and fluency. Making Meaning is in the second year of implementation in elementary and middle schools. This program supports students in need of comprehension and higher level thinking. It also incorporates the Maryland College and Career Ready Standards in listening and speaking.
- Monitor and support school improvement initiatives at schools identified as in need of assistance in reading performance. Schools in Harford County have identified high leverage strategies such as: close and critical reading, writing in response to reading and writing from source, questioning, differentiation, and vocabulary. The RELA Office is working directly with school teams to support the professional development and instructional implementation of their high leverage strategy. Each strategy can be incorporated across disciplines and the RELA Office is supporting directly how these strategies impact language arts instruction.
- Pilot a new writing program in nine elementary schools. This year Harford County Public Schools will implement the Lucy Calkins Units of Study in Writing. This program will support teachers in the teaching of writing and in the implementation of the writing workshop model. The program has built in on-demand pre-assessments and post-assessments in order to track student progress in the areas of narrative, informative, and opinion writing. Teachers were provided professional development in the spring of 2016 to provide an overview of the program. This year training and support sessions are scheduled for September, November, and December. Teachers will also be provided with on-going school-based support.
- Develop curriculum in the new HCPS learning management system, itslearning. Reading curriculum is being developed for all elementary grades 1-5 and middle school language arts 6-8. itslearning allows our curriculum to move forward in a blended learning environment for our students. The summer of 2016 teacher leader curriculum teams worked

for two weeks to develop curriculum and resources. The August county-wide professional development day provided an overview of the platform and provided teachers time to work in grade level teams across all schools. Curriculum specialists in the RELA Office will provide on-going school based support during the 2016-2017 school year.

- Adopt a new anthology program, Harcourt Houghton Mifflin *Collections*, for grade 8 language arts in all our middle schools. Professional development has been provided to teachers in June of 2016 as a kick-off to the program. Summer workshops were provided to support teachers as they planned using the new program and curriculum support materials have been developed in itslearning for students and teachers.
- Continue regular professional development sessions with the elementary reading specialists and secondary English department chairs. Professional development modules in discussion, effective grammar instruction, and writing feedback have been created to share with department chairs for their use as a trainer of trainers' model with their school teams.
- Train general education teachers, special education teachers, and reading specialists for identified elementary and middle school reading intervention programs. All teachers new to intervention programs will receive training opportunities in order to support the effective implementation of program and program fidelity.
- Implement the early reading assessment, Fountas and Pinnell Benchmark Assessments, at all elementary schools in kindergarten and first grade. The assessment is administered during a fall, winter, and spring window.
- Implement an on-line reading assessment, Scholastic Reading Inventory (SRI), in all elementary and middle schools to gather more reliable and valid data for identifying students in need and for providing an opportunity for progress monitoring in reading.
- Utilize the middle school content curriculum specialists and special education teacher specialists to support instructional practices. The RELA specialists are able to co-plan, co-teach, and deliver professional development in all of our middle schools.
- Review additional intervention programs for implementation in order to meet the needs of students.
- Collaborate with the Office of Special Education and the Office of World Languages and ESOL in order to deliver professional development, identify resources, and provide training.
- Provide county-wide and on-site support to schools for the implementation of Maryland College and Career Ready Standards.
- Work with teacher teams in the creation of Student Learning Objectives tailored to meet the needs of their students.
- Collaboration among Special Education and the RELA department to provide training and interventions for reading including Foundations. Special Educators are also trained in Wilson Reading Systems, Foundations, Edmark and Corrective Reading depending on the needs of the students within schools.
- Train Elementary and Secondary Special Educators in the administration of informal assessments such as the Qualitative Reading Inventory, Comprehensive Word Test, Brigance Comprehensive Inventory of Basic Skills, Curriculum Based Writing Assessment, and the Scholastic Reading Inventory to establish present levels of performance and instructional levels.
- Continue to ensure Special Educators serve on the Curriculum Development Institute to allow their input on curriculum writing committees in the content areas.

- Train Special Educators in Professional Development that addresses strategies to support students and increase their achievement in ELA/English.
- Train Special Educators to utilize assessments to develop SMART goals for students in areas of deficit designed to support and enhance progress in the individual student's area(s) of need.
- Provide reading interventions in the Middle Schools including Corrective Reading, Making Meaning, Plugged into Reading, Read 180, Fast Track and EdMark.
- Provide reading interventions in the High Schools including Corrective Reading and Strategic Reading. Two high schools also offer Read 180.
- Provide reading interventions at the Elementary Schools including Foundations, Wilson Reading Systems, Edmark, and a pilot program for Corrective Reading.
- Collaboration among the Department of Curriculum and Instruction and the Department of Special Education to approve Tier II and Tier III Social, Emotional and Behavioral Interventions in order to allow better access to the General Education curriculum by all students through the integration of self-regulation skills. Any students who are unable to self-regulate will learn these skills to improve their opportunity to learn all content areas in the regular classrooms as much as possible.
- Encourage English teachers to participate in professional development offered by the ESOL staff. Session topics include a SIOP Model Overview; Newcomers in Your School: Instructional Strategies; and Practices and Tools for Differentiated Instruction for All Proficiency Levels. Three-day SIOP Model professional development led by Center for Applied Linguistics-trained ESOL staff members are also available.
- Work with the Office of World Languages and ESOL to identify English Language Learners who would benefit from additional academic and content tutorial intervention services in English with emphasis on language use to ultimately increase their reading, writing, listening, and speaking proficiency and content area achievement.

PARCC Mathematics for Grades 3-8:

1. **Based on available PARCC data, describe the challenges in Mathematics for grades 3-8. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

The PARCC data in Mathematics for students in grades 3-5 shows incremental improvement from the previous year, 48.3% in 2015-16 compared to 44.7% in 2014-15. Grade six performance remained relatively stable at 43.2%. There are incremental improvements for most subgroups as well. Data for Grades 7 and 8 is more complex because students are enrolled in a variety of mathematics courses. Twenty-five percent of

grade 7 students are enrolled in Algebra I and 48% of grade 8 students are enrolled in either Algebra or Geometry. Although only 30% of the students enrolled in Grade 7 mathematics and 17% of students enrolled Grade 8 mathematics demonstrated proficiency at a Level 4 or 5, that data does not give a true picture of middle school student performance. When students who are enrolled in above grade level courses are factored into the data, the percent of seventh grade students who performed at a proficiency level of 4 or 5 in either Math 7 or Algebra I (Grade 7), the overall proficiency level is 45%. Similarly, eighth grade students who performed at Levels 4 or 5 on either Math 8, Algebra I (Grade 8) or Geometry (Grade 8) have an overall proficiency rate of 46.9%.

Challenges specifically arise with special education students at all grade levels. In grades 3-5, there was a modest increase in performance for 10% to 11% and in middle school from 5% to 6%. The strategies that are already in place include:

- Access to the grade level mathematics curriculum and system-wide assessments.
- Collaboration with general educators through cooperative collaborative teaching model.
- Strategies to address the Achievement Gap include special education participation in content-specific mathematics professional development opportunities. For example, every elementary special educator attended professional development for the implementation of a new elementary mathematics textbook. Special educators worked side by side with the classroom teachers as they learned content standards, standards for mathematical practices, instructional technology and effective pedagogy. Additionally, special educators were represented on the selection committee.
- Intervention, enrichment options are clearly identified in the new elementary mathematics textbook series. Each lesson has differentiation options based on formative assessment. This feature provides a structure so that student grouping is based on data, rather than perception. General education and special education students will have equal access to intervention or enrichment.

Challenges are also evident for our ELL students. In the elementary grades, there is an increase in proficiency from 13% to 22%, but their performance in middle school decreased from 15% to 8%. The percent proficient at all grades for ELL students is significantly less than that of the general population. Strategies to address these needs are subsumed in some of those mentioned above. Additionally, an ELL Toolkit, designed to guide teachers in differentiating instruction for English Language Learners, was distributed to all elementary classroom teachers. There are also lesson-specific ELL suggestions in the elementary and middle school mathematics teacher editions.

The challenges to the subgroups is attributed to the students' low lexile levels. We are combatting this issue by mandating that each school include a high leverage strategy in their SIPs which will address reading, writing or critical thinking across all content areas.

- 2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. (LEAs should include funding**

targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.) Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.

As stated above, a new elementary mathematics textbook series was purchased. One of the determining factors in selecting this resource was the wealth of materials available to meet the diverse needs of students. Technology, interactive games, manipulatives, and other tools are intentionally used to build conceptual understanding.

Department of math teacher specialist attended the special education designee meetings to consult with special educators on how to utilize the new curriculum to meet the needs of all students. Research funding and resources available to provide professional development opportunities and co-planning time for special educator and general educator teams.

In collaboration with the Department of Curriculum and Instruction, the Department of Special Education worked to approve Tier II and Tier III Social, Emotional and Behavioral Interventions in order to allow better access to the General Education curriculum by all students through the integration of self-regulation skills. Any students who are unable to self-regulate will learn these skills to improve their opportunity to learn all content areas in the regular classrooms as much as possible.

PARCC Algebra I

- 1. Based on available PARCC data, describe the challenges in Algebra I. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

Overall student performance, as measure by Algebra I proficiency, increased from 47% to 54%. In special education, student performance increased from 12% to 14%. From this limited data, the achievement gap is decreasing, but a significant gap remains. Likewise, the ELL Algebra I performance increased from 23% to 30%.

The strategies that are already in place include:

- Access to the grade level mathematics curriculum and system-wide assessments

- Collaboration with general educators through cooperative collaborative teaching model.
- Strategies to address the Achievement Gap include special education participation in content-specific mathematics professional development opportunities. For example, every high school special educator participates in the professional development with the co-teaching partner to learn about the high school Algebra I course. Students enrolled in the course have increased time for mathematics.
- Intervention is built into the high school Algebra course. This course is designed to support a variety of levels of learners through a differentiated software package aligned to support the classroom lessons. General education and special education students will have equal access to intervention or enrichment.
- Provide Study Skills classes in which Special Education students receive additional assistance in Math, organization and work completion.
- Provide Math interventions in the Middle Schools which include Success Maker and Math Navigator. Mathia also supports GE and SE students at their instructional level. After-school Achievers: Math Club is also available in some Middle Schools. One middle school is piloting Front Row math intervention.
- Provide math intervention for special education students in the High Schools utilizing Cognitive Tutor. Some high schools also offer Ramp Up to Algebra to GE and SE students in preparation for Introduction to Algebra. Algebra/Data Analysis Course is available in some high schools as a review course for students needing additional practice and review in order to successfully complete the PARCC Algebra assessment.

The challenges to the subgroups is attributed to the students' low lexile levels. We are combatting this issue by mandating that each school include a high leverage strategy in their SIPs which will address reading, writing or critical thinking across all content areas.

2. **Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.) Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

Adjustments and revisions to high school Algebra follow the increased expectation for student performance. All teachers and special educators have received multiple professional development sessions on scoring PARCC Algebra I items and the instructional implications of the using formative assessment data to meet the needs of individual students. School and system general funding is used to support on-going professional development and for the purchase of seat licenses that provide students with differentiated instruction. As more data is available, it is anticipated that we will continue

to close the achievement gap for all subgroups and that overall student performance will continue to improve.

The Office of World Languages and ESOL will offer support for mathematics teachers around working with English Language Learners in the content classroom. Included among professional development offered by the ESOL staff are a SIOP Model Overview; Newcomers in Your School: Instructional Strategies; and Practices and Tools for Differentiated Instruction for All Proficiency Levels. Three-day SIOP Model professional development led by Center for Applied Linguistics-trained ESOL staff members are also available to content teachers.

The Office of World Languages and ESOL continues to allocate Title III funding to provide additional academic and content tutorial intervention services to English Language Learners in grades K-12 in mathematics with emphasis on language use to ultimately increase their reading, writing, listening, and speaking proficiency and content area achievement.

In collaboration with the Department of Curriculum and Instruction, the Department of Special Education worked to approve Tier II and Tier III Social, Emotional and Behavioral Interventions in order to allow better access to the General Education curriculum by all students through the integration of self-regulation skills. Any students who are unable to self-regulate will learn these skills to improve their opportunity to learn all content areas in the regular classrooms as much as possible.

MSA Science

- 1. Based on available MSA Science data, describe the challenges in science for grades 5 and 8. In your response, identify challenges for students requiring special education, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

In comparison to the 71% percent proficiency of all students, the following subgroups are exhibiting greater difficulties in meeting with success, overall:

GRADE 5

Black or African American, 46% proficient
Hispanic/Latino of any race, 55% proficient
Special Education, 28% proficient
Limited English Proficient, 11% proficient
Free/Reduced Meals, 48% proficient

GRADE 8

Black or African American, 56% proficient

Special Education, 40% proficient

Limited English Proficient, 28% proficient

A significant challenge is the availability of instructional and professional development time for elementary science in light of competing priorities associated with RELA and MATHEMATICS. Additionally, the timeline in which MSA Science for both elementary and middle school is administered places significant limitations on the quantity of content that can be appropriately addressed in advance of when the MSA has been historically administered.

- 2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.) Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

The Science Office continues the process of developing new curriculum to align with the Next Generation Science Standards (NGSS). Rollout of new curriculum will begin with the 2016-2017 school year for elementary science and the 2017-2018 school year for secondary science. Curriculum team members continue to receive ongoing professional development to support their work in incorporating the instructional shifts associated with the NGSS which will be embodied in new curriculum, grades K-12. It is our belief that these new, science-focused pedagogical approaches will allow students increased opportunities to meet with success as they journey to become scientifically literate. Of significance is the emphasis placed on inquiry-focused science instruction and three dimensional teaching, as reflected in the NGSS.

While curriculum has been in development, professional development during county-wide identified days, for all teachers, has been provided to prepare staff for the instructional shifts associated with the NGSS. This training has focused on strategies and approaches that are designed to increase understanding of the NGSS and its relationship to student engagement, motivation, and overall student performance (through a focus on inquiry, engineering, disciplinary literacy, and three dimensional teaching). The office of special education will work with the science office to ensure all co-teach special educators are trained in the NGSS. Additionally, professional development was provided to all middle school teachers during the summer of 2016 for the purposes of increasing individual capacity in making connections between the NGSS instructional shifts and actual

classroom practice. Professional development at the county wide level for elementary teachers will increase in quantity beginning January 2017 as training is provided for the rollout of new, life science curricular units that are aligned with the NGSS. This training will include a significant emphasis on the NGSS instructional shifts and how they are represented in new curriculum.

At the school level, elementary science professional development continues to increase in quantity as well. This school-based professional development has focused on scientific argumentation, science note-booking, inquiry, and disciplinary literacy. These approaches are assisting schools in making progress with regard to achievement. The Office of Science is able to monitor and provide support as science is a required component of our school improvement planning process.

From a staffing point of view, three curriculum specialists are able to assist in professional and curriculum development, implementation and monitoring. Leadership includes one staff member for elementary science and two for middle school science. The Office of World Languages and ESOL's Supervisor and ELL Curriculum Specialist are able to assist in the delivery of professional development and identification of resources specific to working with English Language Learners in science classrooms.

In collaboration with the Department of Curriculum and Instruction, the Department of Special Education worked to approve Tier II and Tier III Social, Emotional and Behavioral Interventions in order to allow better access to the General Education curriculum by all students through the integration of self-regulation skills. Any students who are unable to self-regulate will learn these skills to improve their opportunity to learn all content areas in the regular classrooms as much as possible.

High School Assessment (HSA) Biology

- 1. Based on available data, describe the challenges in Biology. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole.**

In comparison to the 74% percent proficiency of all students, the following subgroups are exhibiting greater difficulties and challenges in meeting with success, overall:

Black or African American, 49% proficient – modest improvement, potentially statistically insignificant

Native Hawaiian or Other Pacific Islander, 22% proficient – small “n” with a significant performance decline

Special Education, 32% proficient – modest improvement noted

Limited English Proficient, 36% proficient – significant improvement noted

Free/Reduced Meals, 55% proficient – modest decline, potentially statistically insignificant

A challenge exists in terms of further identifying strategies that will meet the needs of such diverse learners with varied academic backgrounds (with particular emphasis on reading). Additional collaboration and discussion with the Office of Special Education is needed in order to further make progress in this area. It will be critical to collaborate with Special Education personnel as new NGSS aligned curriculum is developed. Directly related is the increased professional development time that will be needed in order to build the capacity of staff with this regard. In light of other equally critical professional development needs, it has become even more challenging to balance available time and priorities.

- 2. Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.) Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

The Science Office continues the process of developing new biology curriculum to align with the Next Generation Science Standards (NGSS). New biology curriculum, in addition to all other core subjects, will be rolled out in all high schools beginning with the 2016-2017 school year. Curriculum team members continue to receive ongoing professional development to support their work in incorporating the instructional shifts associated with the NGSS which will be embodied in our new curriculum. It is our belief that these new, science-focused pedagogical approaches will allow students increased opportunities to meet with success as they journey to become scientifically literate. Of significance is the emphasis placed on inquiry-focused science instruction and three dimensional teaching, as reflected in the NGSS.

While curriculum has been in development, professional development for all teachers has been provided to prepare staff for the instructional shifts associated with the NGSS. This training has focused on strategies and approaches that are designed to increase student engagement, motivation, and overall performance (inquiry, engineering, disciplinary literacy).

The Office of World Languages and ESOL will offer support for science teachers around working with English Language Learners in the content classroom. Included among professional development offered by the ESOL staff are a SIOP Model Overview; Newcomers in Your School: Instructional Strategies; and Practices and Tools for Differentiated Instruction for All Proficiency Levels. Three-day SIOP Model professional

development led by Center for Applied Linguistics-trained ESOL staff members are also available to content teachers.

The Office of World Languages and ESOL continues to allocate Title III funding to provide additional academic and content tutorial intervention services to English Language Learners in grades K-12 in science with emphasis on language use to ultimately increase their reading, writing, listening, and speaking proficiency and content area achievement.

In collaboration with the Department of Curriculum and Instruction, the Department of Special Education worked to approve Tier II and Tier III Social, Emotional and Behavioral Interventions in order to allow better access to the General Education curriculum by all students through the integration of self-regulation skills. Any students who are unable to self-regulate will learn these skills to improve their opportunity to learn all content areas in the regular classrooms as much as possible.

High School Assessment (HSA) Government

- 1. Based on available HSA data, describe the challenges in Government. In your response, identify challenges for students requiring special education services, students with limited English proficiency, and students failing to meet, or failing to make progress towards meeting State performance standards. In the absence of State performance standards, LEAs are required to report on any segment of the student population that is, on average, performing at a lower achievement level than the student population as a whole. Refer to pages 9 and 10 to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

Harford County's HSA Government scores remain consistent with previous year's performance standards. 79% of first time test takers passed the exam; with most students finding success with a curriculum that is regularly reviewed and enhanced. Within the numbers there are challenges that remain; including, scores for African American and Hispanic students which are below the county average and students with disabilities who are also passing the test in low numbers. The Limited English Proficiency (LEP) student number is relatively small (38 students), but their passing rate is substantially below the county average. The following actions have been taken to address these performance levels:

- The Grade 9 American Government curriculum guide is being reviewed, revised, and transferred into the itslearning digital platform which will allow for greater teacher and student interaction. This will promote greater access to digital exercises that will assist students as they are provided opportunities to take the on-line version of the HSA Government assessment. Additionally, College, Career, and Civic Readiness standards (C3) reflected in a revised document provided by the State Coordinator for Social Studies was received in early August and plans are underway to infuse this work into the itslearning platform. Inquiry-based lessons that have been created will also be infused in the platform and assessments will be revised to reflect the changes in assessment limits. The Office of Social Studies has also rewritten assessments to

correspond to the inquiry arc and to increase the rigor for all students as they prepare for the High School Assessment. This included the development of anchor papers through range-finding that occurred in June 2016 and will be employed during the 2016-2017 school year.

- Approximately 20% of the teachers of American Government are non-tenured in their status and also have varying levels of background in political science and the teaching of American Government. Planning experiences with veteran teachers have been provided as well as classroom visitations that ask non-tenured teachers to reflect on the best practices that are a part of the American Government classroom. These include the use of focused vocabulary strategies (i.e., Vocabulary Notebook), technology applications focused on Web 2.0 tools that provide immediate diagnostic data to both teachers and students such as Quizlet, Padlet, and Kahoot, and Close Reading with a concentration on higher order questions developed by students. All teachers were provided training in the Question Focused Technique (QFT) as a part of job-embedded professional learning during the 2015-2016 school year as well as interactive discussion techniques at the August 23, 2016, Social Studies Professional Development. Close reading was addressed at a Social Studies Professional Development held on August 25, 2015.
- Several years ago the Office of Social Studies worked with the LEP instructor at Harford Technical High School to develop an adapted curriculum guide specifically for ELL students. While this teacher has left employment with the Harford County Public Schools (HCPS), the materials remain available for the current instructor's use.

2. **Describe the changes or strategies, and the rationale for selecting the strategies and/or evidence-based practices that will be implemented to ensure progress. Include timelines and method(s) of measuring student progress where appropriate. Include a description of corresponding resource allocations. (LEAs should include funding targeted to changes or adjustments in staffing, materials, or other items for a particular program, initiative, or activity. The LEA should identify the source of the funding as restricted or unrestricted. If the source is restricted IDEA, Title I or ARRA funding – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source as unrestricted and include attributable funds.) Refer to (Maryland's Goals, Objective and Strategies above) to ensure your response includes the reporting requirements for students receiving special education services and students with Limited English Language Proficiency.**

On-going curriculum revisions are in effect to ensure alignment with content and skills necessary for student success on the Government High School Assessment. Middle and elementary school curriculum are backwards mapped off of the required content for American Government and this information is communicated to grade-level teachers. All middle and high school social studies teachers have received training in close reading, technology applications, and student-centered instruction in the last twelve months. Continued training and support of C3 standards and instructional strategy (i.e., Inquiry Arc) are provided to teachers as their grade-level curriculum is revised and exported. The current cycle of curriculum revision is focused on middle school curriculum and the planned cycle for elementary should begin in June-July 2017. The revisions include review of assessment

data as a part of the selection of instructional strategies. The Office of Social Studies was provided with approximately \$50,000 of unrestricted funds to continue curriculum revisions and support teachers in their growth.

Teachers of secondary social studies have also been provided with workshops on the PARCC exam connection to social studies instruction. Emphasis on primary source utilization and appropriate teaching strategies has been a part of professional development for several years. Teachers are aware of the rigor expected of students in completing the assessment and how social studies has a critical role in supporting student achievement. The Office of Special Education will collaborate with the social studies department in order to deliver professional development, identify resources, and provide training.

Consistent work with elementary teachers remains a challenge, though the inclusion of a social studies goal in the 2016-2017 school improvement process is a positive step in establishing an expectation for rigorous social studies instruction in the elementary classroom. The Office of Social Studies will be providing support to schools with their social studies goal, which will include direct contact with elementary teachers for work on curriculum implementation, content building, and instructional decision-making designed to expose students to critical thinking. The following chart summarizes recent work completed and future work to be addressed.

The Office of World Languages and ESOL will offer support for social studies teachers around working with English Language Learners in the content classroom. Included among professional development offered by the ESOL staff are a SIOP Model Overview; Newcomers in Your School: Instructional Strategies; and Practices and Tools for Differentiated Instruction for All Proficiency Levels. Three-day SIOP Model professional development led by Center for Applied Linguistics-trained ESOL staff members are also available to content teachers.

The Office of World Languages and ESOL continues to allocate Title III funding to provide additional academic and content tutorial intervention services to English Language Learners in grades K-12 in social studies with emphasis on language use to ultimately increase their reading, writing, listening, and speaking proficiency and content area achievement.

In collaboration with the Department of Curriculum and Instruction, the Department of Special Education worked to approve Tier II and Tier III Social, Emotional and Behavioral Interventions in order to allow better access to the General Education curriculum by all students through the integration of self-regulation skills. Any students who are unable to self-regulate will learn these skills to improve their opportunity to learn all content areas in the regular classrooms as much as possible.

Goals	Objectives and Implementation Strategies	Timeline	Methods for Measuring Progress Toward Meeting Goals and Objectives
Elementary Instructional Program in Social Studies	<p>Review and update curriculum, Grades 1-5, to reflect standards and goals of the C3 Framework.</p> <p>Import curriculum into Itslearning digital platform.</p> <p>Expected funding assistance is anticipated.</p>	June-July 2017	Grades 1-5 are in varying states of readiness of revision. Preliminary work in Grades 4-5 was undertaken in Summer 2015, but not continued in Summer 2016 because of need to address secondary curriculum revisions.
Elementary Instructional Program in Social Studies	Review and update assessments, Grades 1-5.	Ongoing with curriculum review.	Current Pre-Post tests for Grades 3-5 need revision to align with C3 and PARCC goals and standards. Work on this will coincide with the curriculum review.
Middle School Instructional Program in Social Studies	<p>Review and update curriculum, Grades 6-8.</p> <p>Import curriculum into Itslearning digital platform.</p> <p>Expected funding assistance is anticipated.</p>	<p>Revisions completed for Grades 6 and 7 during Summer 2015 and 2016.</p> <p>Grade 8 continues to be under revision and will need Summer 2017 for completion</p>	Grades 6-7 curriculum review to be completed during 2016-2017 school year by Office of Social Studies.

<p>Middle School Instructional Program in Social Studies</p>	<p>Review and update assessments, Grades 6-8.</p> <p>Expected funding assistance is anticipated.</p>	<p>Ongoing with curriculum review.</p>	<p>Unit assessments and Pre-Post assessment will be reviewed and realigned with C3 and Common Core in Summer 2017.</p>
<p>High School Instructional Program in Social Studies</p>	<p>Review and update curriculum, Grades 9-12.</p> <p>Expected funding assistance is anticipated.</p>	<p>Core curriculum in Grades 9-11 (Government, World History, US History) continues to be reviewed and revised (2016-2017 school year).</p>	<p>Revisions to Grade 9 American Government are underway. New assessment limits have been provided to the Office of Social Studies from State Coordinator (August 2016). Work on this will be incorporated to revisions during 2016-2017 school year.</p> <p>High School World History standards are under reconsideration from MSDE. Work group will be meeting during the 2016-2017 school year.</p> <p>High School US History is under review and revision. This will continue through 2016-2017 school year and into summer 2017.</p> <p>Review of high school elective course curriculum is currently on hold due to significant changes to core program. Upon review, high school electives will reflect Common Core Standards and the C3 Framework when completed.</p>
<p>High School Instructional Program in Social Studies</p>	<p>Review and update assessments, Grades 9-12.</p>	<p>Ongoing with curriculum review.</p>	<p>Grade 9 Assessments reflect the format and information necessary to prepare students for the High School Assessment (HSA) in American Government. Data on</p>

	<p>Expected funding assistance is anticipated.</p>	<p>question quality is reviewed annually. New assessments with the rigor to meet Common Core standards and PARCC requirements are planned for construction in Summer 2017.</p> <p>Revised World History assessments with the rigor to meet Common Core and PARCC requirements are under construction during the 2016-2017 school year.</p> <p>Revised US History assessments with the rigor to meet Common Core and PARCC requirements are under construction during the 2016-2017 school year.</p> <p>New End-of-Course assessments for American Government, World History, and United States History were piloted in the 2015-2016 school year. These were aligned with rigor for Common Core and C3 in mind. Review of data is continuing during the 2016-2017 school year. Same assessments will be in place this year with anchor papers created via range finding completed Summer 2016.</p> <p>Assessment banks for high school electives were created during Summer 2013 to support teachers as they work on creating Student Learning Objectives (SLO) using generated data.</p>
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**2016 BRIDGE TO EXCELLENCE
MASTER PLAN
ASSESSMENT ADMINISTERED
REQUIREMENT TEMPLATE**

2016 BRIDGE TO EXCELLENCE MASTER PLAN ASSESSMENTS ADMINISTERED BY LEAs

In accordance with requirements of §7-203.3, for each assessment administered, the LEA must provide the following information. Use the template on page 18 to list the required assessment information:

- The title of the assessment;
- The purpose of the assessment;
- Whether the assessment is mandated by a local or state entity;
- The grade level or subject area, as appropriate, to which the test is administered;
- The testing window of the assessment; and
- Whether accommodations are available for students with special needs and what accommodations are.

Assessments refer to local, state or federally mandated tests that are intended to measure a student's academic readiness, learning progress, and skill acquisition. Assessment **does not** include a teacher- developed quiz or test, or an assessment or test given to a student relating to the following:

- A student's 504 Plan;
- The federal Individuals with Disabilities Education Act, 20U.S.C.1400; or
- Federal law relating to English Language Learners.

On or before October 15, 2016, assessment information required in §7-203.3 (see above) are intended to measure a student's academic readiness, learning progress, and skill acquisition, shall be:

- updated;
- posted on the website of the LEA; and included in the Annual update of the LEA master plan required under §5-401.

ANNUAL UPDATE ASSESSMENT ADMINISTERED BY LEA

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	Grade Level	Subject Area	Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
Prekindergarten Skills Checklist	To measure student growth and attainment related to the Maryland College and Career Ready Standards in the areas of English/Language Arts and Mathematics.	Local	Pre-Kindergarten	Pre-Kindergarten Reading and Mathematics	Sep 6 - Oct 14	Yes	Partnership for Assessment of Readiness for College and Career (PARCC) Accessibility Features and Accommodations Manual
					Jan 17-Feb 17 (optional)		
					May 1-31		
Student Numeracy Assessment Progression (SNAP)	To provide diagnostic individual student knowledge of early numeracy skills.	Local	Kindergarten	Mathematics	Sep 6 - Oct 14	Yes	Partnership for Assessment of Readiness for College and Career (PARCC) Accessibility Features and Accommodations Manual
					Jan 17-Feb 17		
					May 1-31		
Kindergarten Language Assessment (KLA)	To inform teachers about the students' mastery of the English/Language Arts standards.	Local	Kindergarten	Reading/English/ Language Arts	Sep 6 - Oct 14	Yes	Partnership for Assessment of Readiness for College and Career (PARCC) Accessibility Features and Accommodations Manual
					Jan 17-Feb 17		
					May 1-31		
Kindergarten Readiness Assessment (KRA)	To measure Kindergarten readiness based on Pre-Kindergarten standards.	State	Kindergarten	Language and Literacy, Mathematics, Physical Well-Being and Motor Development, and Social Foundations	Sep 12 - Sep 30	Yes	KRA Guidelines for Allowable Supports based on Universal Design for Learning

ANNUAL UPDATE ASSESSMENT ADMINISTERED BY LEA

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	Grade Level	Subject Area	Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
Fountas and Pinnell (F&P)	To identify a student’s reading level and progress along a gradient of text levels over time.	Local	Kindergarten and 1 (Assessment only administered to kindergarten students based on identified need.)	Reading	Sep 6 - Oct 14	Yes	Partnership for Assessment of Readiness for College and Career (PARCC) Accessibility Features and Accommodations Manual
					Jan 17-Feb 17 (optional)		
					May 1-31		
Scholastic Reading Inventory (SRI)	The purpose of the assessment is to provide a means of gauging students' reading levels and to measure their reading growth over time.	Local	2 - 8	Reading	Sep 6 - Oct 14	Yes, with the exception of the “read to” accommodation.	Partnership for Assessment of Readiness for College and Career (PARCC) Accessibility Features and Accommodations Manual
			5 and 8 required as applicable (optional for other grade levels)		Jan 17-Feb 17		
			2, 3, 4, 6, 7 required (optional for grades 5 and 8)		May 1-31		
Performance Series	To provide diagnostic reading levels and to measure reading growth over time for high school reading intervention students.	Local	9-10, selected English courses	Reading/ English/ Language Arts	Sep 6 - Oct 14	Yes, with the exception of the “read to” accommodation.	Partnership for Assessment of Readiness for College and Career (PARCC) Accessibility Features and Accommodations Manual
					Jan 17 - Feb 17 (optional)		
					May 1-31		
Maryland Integrated Science Assessment (MISA) (This assignment replaces MSA Science.).	To measure student achievement in Science grade 5 (testing content from grades 3-5) and grade 8 (testing content from grades 6-8) as required by federal law.	State	5, 8	Science	Mar 13 - Mar 31	Yes	Maryland Accommodations Manual

ANNUAL UPDATE ASSESSMENT ADMINISTERED BY LEA

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	Grade Level	Subject Area	Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
Partnership for Assessment of Readiness for College and Career (PARCC)	To measure student achievement and progression towards College and Career Readiness in English Language Arts/ Literacy (ELA/L) and Mathematics based on the learning standards contained in the Maryland College and Career Ready Standards.	State	7-12 (<i>applicable students</i>)	Algebra I, Algebra II, English 10, and English 11	Dec 12 - Jan 19	Yes	Partnership for Assessment of Readiness for College and Career (PARCC) Accessibility Features and Accommodations Manual
			3-12	Reading and mathematics courses in elementary and middle schools. Algebra I, Algebra II, Geometry, English 10, and English 11	Apr 19 - May 12 (<i>paper</i>) April 19 - May 31 (<i>online</i>)		
High School Assessment (HSA) American Government and Biology	To ensure that Maryland’s high school graduates are prepared to be productive citizens as they pursue higher education and careers.	State	9-12	American Government and Biology	Jan 9 – Jan 20	Yes	Maryland Accommodations Manual
English Language Proficiency Assessment W-ACCESS for ELLs 2.0	To determine the current level of English language proficiency along the developmental continuum for English Learner (EL) students.	State	K - 12	English Language Learners	Jan 9 - Mar 3	Yes. The accommodations must not change the construct being measured in a given item or section.	Partnership for Assessment of Readiness for College and Career (PARCC) Accessibility Features and Accommodations Manual Maryland Accommodations Manual
National Assessment of Educational Progress (NAEP)	To provide state and national trend data on student achievement in several subjects and allows comparisons between states and the nation.	State	4 and 8	Sample of schools selected by MSDE annually	Jan 30 - Mar 10	Yes, with the exception of the “read to” accommodation.	Partnership for Assessment of Readiness for College and Career (PARCC) Accessibility Features and Accommodations Manual Maryland Accommodations Manual

ANNUAL UPDATE ASSESSMENT ADMINISTERED BY LEA

Title of the Assessment	Purpose of the Assessment	Mandated by a Local or State Entity	Grade Level	Subject Area	Testing Window	Are Accommodations Available for Students with Special Needs?	What are the Accommodations?
Multi-State Alternative Assessment (MSAA)	To assess students with the most significant cognitive disabilities in the area of English/Language Arts and Mathematics as required by federal law.	State	3 – 8 and 11 <i>(applicable students)</i>	Reading/English/ Language Arts and Mathematics	Mar 31 – May 12	Yes	Maryland Accommodations Manual
New Alternative Science Assessment TBD (<i>Note: This assessment replaces the Alternative-MSA Science Assessment.</i>)	To assess students with significant cognitive disabilities in the area of Science as required by federal law.	State	5, 8 and grade 10 or 11 (<i>applicable students</i>)	Science	Mar 6 - May 12	Yes	Maryland Accommodations Manual
Unit, Quarterly, and Final Exams	To determine mastery of the curriculum in specific courses.	Local	K-12	Varies at grade levels and dependent upon course/subject	Unit assessment dates vary dependent upon course/subject pacing. Quarterly and final exam dates: Oct 25 - Oct 28 (Q1) Jan 17 - Jan 20 (Q2) Mar 21 - Mar 24 (Q3) Jun 2 - Jun 7 (Q4)	Yes	Partnership for Assessment of Readiness for College and Career (PARCC) Accessibility Features and Accommodations Manual Maryland Accommodations Manual

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

SUMMARY Budget

Revenue Category	FY 17 Budget
Local Appropriation	\$233,534,504
Other Local Revenue	\$0
State Revenue	\$206,887,781
Federal Revenue	\$0
84.386: Education Technology	\$0
84.388: Title I - School Improvement	\$0
84.389: Title I - Grants to LEAs, Neglected and Delinquent	\$0
84.394: State Fiscal Stabilization Fund Education Program	\$0
84.395: Race to the Top	\$0
84.410: Education Jobs Fund	\$0
84.010: Title I	\$4,720,000
84.027: IDEA, Part B	\$8,605,051
Other Federal Funds	\$6,032,842
Other Resources/Transf	\$9,117,381
Total	\$468,897,559

Instructions: Itemize FY 2013 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)	\$533,141	6.00
Mid-Level Administration	Unrestricted Operating Budget	\$1,711,476	20.25
Instructional Salaries	Unrestricted Operating Budget	\$404,786	0.00
Textbooks & Supplies	Unrestricted Operating Budget	\$35,649	0.00
Other Instructional Costs	Unrestricted Operating Budget	\$183,024	0.00
RTTT	84.395	\$0	0.00
Other Restricted Federal		\$0	0.00
Other Restricted State Funds		\$0	0.00
Other Restricted Funds		\$0	0.00
Total		\$2,868,076	26.25

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	\$2,959,074	53.00
Instructional Salaries	Unrestricted Operating Budget	\$0	0.00
Textbooks & Supplies	Unrestricted Operating Budget	\$0	0.00
Other Instructional Costs	Unrestricted Operating Budget	\$0	0.00
Special Education	Unrestricted Operating Budget	\$0	0.00
Health Services	Unrestricted Operating Budget	\$0	0.00
RTTT	84.395	\$0	0.00
Total		\$ 2,959,074	53.0

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	\$17,010,182	228.83
Instructional Salaries	Unrestricted Operating Budget	\$114,754,316	1848.28
Textbooks & Supplies	Unrestricted Operating Budget	\$5,034,284	0.00
Other Instructional Costs	Unrestricted Operating Budget	\$1,898,082	0.00
Special Education	Unrestricted Operating Budget	\$24,665,393	628.77
Student Services	Unrestricted Operating Budget	\$670,334	7.89
Health Services	Unrestricted Operating Budget	\$2,580,452	52.80
RTTT	84.395	\$0	0.00
IDEA	84.027	\$6,379,329	114.00
Title I	84.010	\$215,000	0.00
Other Restricted Federal		\$2,624,656	49.30
Other Restricted State Funds		\$2,082,104	25.80
Other Restricted Funds		\$39,063	0.00
Total		\$ 177,953,195	2955.7

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	\$6,981,612	93.92
Instructional Salaries	Unrestricted Operating Budget	\$45,293,545	729.52
Textbooks & Supplies	Unrestricted Operating Budget	\$1,967,502	0.00
Other Instructional Costs	Unrestricted Operating Budget	\$741,810	0.00
Special Education	Unrestricted Operating Budget	\$9,215,641	234.93
Student Services	Unrestricted Operating Budget	\$1,070,792	12.61
Health Services	Unrestricted Operating Budget	\$860,151	17.60
Title I	84.010	\$3,210,570	47.00
Other Restricted Federal		\$1,560,056	1.70
Other Restricted State		\$226,625	3.00
Other Restricted Funds		\$5,250	0.00
Total		\$ 71,133,554	1140.3

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	\$7,162,084	109.70
Student Transportation	Unrestricted Operating Budget	\$31,816,998	217.40
Operations of Plant	Unrestricted Operating Budget	\$29,490,168	340.30
Maintenance of Plant	Unrestricted Operating Budget	\$13,615,431	125.50
Fixed Charges (1)	Unrestricted Operating Budget	\$108,977,281	0.00
Community Service	Unrestricted Operating Budget	\$533,031	1.60
Capital Outlay	Unrestricted Operating Budget	\$575,044	0.00
RTTT	84.395	\$0	0.00
IDEA	84.027	\$2,032,810	0.00
Title I	84.010	\$1,186,900	0.00
Other Restricted Federal		\$1,076,462	0.00
Other Restricted State Funds		\$1,164,925	0.00
Other Restricted Funds		\$0	0.00
Total		\$ 197,631,134	794.5

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

Expenditures:	Source	Amount	FTE
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DRAFT - For Discussion Purposes Only

Special Education - NonPublic Placement Costs	Unrestricted Operating Budget	\$8,190,792	0.00
RTTT	84.395	\$0	0.00
IDEA	84.027	\$192,912	0.00
Title I	84.010	\$107,530	0.00
Other Restricted Federal		\$381,668	0.00
Other Restricted State Funds		\$7,379,124	0.00
Other Restricted Funds		\$100,500	0.00
Total		\$ 16,352,526	0.00

Total

*Indicate non-ARRA IDEA and Title I funds by CFDA in Federal Revenue. All other federal funds can be consolidated into the Other Federal Funds line. Add lines if necessary.

Check Figures	\$468,897,559	4969.7
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1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)

Local School System: Harford County Public Schools

Revenue			FY 2016 Original Budget	FY 2016 Final Budget	Summary Actuals	
			7/1/2015	6/30/2016	Change	% Change
Local Appropriation			228,208,971	228,208,971	-	0.00%
Other Local Revenue			3,529,035	5,150,847	1,621,812	45.96%
State Revenue			206,676,137	204,343,881	(2,332,256)	-1.13%
Federal ARRA Funds	84.395	Race to the Top	250,000	122,706	(127,294)	-50.92%
Federal Revenue	84.010	Title I	4,831,297	4,869,436	38,139	0.79%
Federal Revenue	84.027	IDEA	8,709,485	9,162,566	453,081	5.20%
Other Federal Funds			5,985,424	5,226,310	(759,114)	-12.68%
Other Resources/Transfers			4,989,562	(2,650,028)	(7,639,590)	-153.11%
Total			463,179,911	454,434,689	(8,745,222)	-1.89%

Change in Expenditures - Instructions: Itemize FY 2013 expenditures by source (CFDA for ARRA funds, regular Title I and IDEA, restricted or unrestricted) in each of the assurance areas, mandatory cost of doing business, and other.

Assurance Area	Source	Expenditure Description	Planned Expenditure	Actual Expenditure	Planned FTE	Actual FTE	
Standards and Assessments	Unrestricted	Administrative Services	507,901	504,070	6.00	6.00	
Standards and Assessments	Unrestricted	Instructional Salaries	4,222,223	3,390,566	44.20	43.20	
Standards and Assessments	Unrestricted	Mid-Level Administration	3,649,817	3,215,515	44.30	40.50	
Standards and Assessments	Unrestricted	Other Instructional Costs	312,059	288,739	-	-	
Standards and Assessments	Restricted	Other Restricted Federal	675,822	437,939	-	-	
Standards and Assessments	Restricted	Other Restricted Funds	60,000	54,968	-	-	
Standards and Assessments	Restricted	Other Restricted State Funds	120,236	121,417	-	-	
Standards and Assessments	84.395	Race to the Top	RTTT	-	-	-	
Standards and Assessments	Unrestricted	Textbooks & Supplies	340,692	152,448	-	-	
Standards and Assessments			9,888,750	8,165,663	94.50	89.70	
Data Systems to Support Instruct	Unrestricted	Administrative Services	196,917	185,000	-	-	
Data Systems to Support Instruct	Unrestricted	Health Services	41,784	29,177	-	-	
Data Systems to Support Instruct	Unrestricted	Instructional Salaries	2,088,564	1,802,085	-	-	
Data Systems to Support Instruct	Unrestricted	Other Instructional Costs	43,100	35,547	-	-	
Data Systems to Support Instruct	84.395	Race to the Top	RTTT	200,000	37,993	-	
Data Systems to Support Instruct	Unrestricted	Special Education	60,812	49,477	-	-	
Data Systems to Support Instruct	Unrestricted	Textbooks & Supplies	6,000	5,359	-	-	
Data Systems to Support Instruction			2,637,177	2,144,639	-	-	
Great Teachers and Leaders	Unrestricted	Health Services	2,433,969	2,417,447	54.50	53.58	
Great Teachers and Leaders	84.027	IDEA	IDEA	6,007,710	6,372,657	112.90	114.50
Great Teachers and Leaders	Unrestricted	Instructional Salaries	108,550,052	107,288,227	1,840.30	1,839.74	
Great Teachers and Leaders	Unrestricted	Mid-Level Administration	15,226,597	15,379,932	210.90	214.44	
Great Teachers and Leaders	Unrestricted	Other Instructional Costs	1,754,179	3,132,160	-	-	
Great Teachers and Leaders	Restricted	Other Restricted Federal	3,507,346	2,567,040	34.70	47.50	
Great Teachers and Leaders	Restricted	Other Restricted Funds	30,000	31,451	-	-	
Great Teachers and Leaders	Restricted	Other Restricted State Funds	2,436,858	2,300,101	16.40	21.10	
Great Teachers and Leaders	84.395	Race to the Top	RTTT	46,300	80,433	-	-
Great Teachers and Leaders	Unrestricted	Special Education	24,049,109	23,773,803	649.30	635.70	
Great Teachers and Leaders	Unrestricted	Student Services	651,797	651,212	7.90	7.88	
Great Teachers and Leaders	Unrestricted	Textbooks & Supplies	4,930,120	4,729,918	-	-	
Great Teachers and Leaders	84.010	Title I	Title I	400,000	767,190	-	-
Great Teachers and Leaders			170,024,037	169,491,570	2,926.90	2,934.44	
Turning Around Lowest Performii	Unrestricted	Health Services	811,323	804,098	18.18	17.82	
Turning Around Lowest Performii	Unrestricted	Instructional Salaries	42,844,720	42,388,429	726.35	726.86	
Turning Around Lowest Performii	Unrestricted	Mid-Level Administration	6,249,562	6,315,557	86.57	88.06	
Turning Around Lowest Performii	Unrestricted	Other Instructional Costs	685,569	1,359,036	-	-	
Turning Around Lowest Performii	Unrestricted	Special Education	8,985,382	8,900,473	242.60	238.00	
Turning Around Lowest Performii	Unrestricted	Student Services	1,041,183	1,042,006	12.60	12.62	
Turning Around Lowest Performii	Unrestricted	Textbooks & Supplies	1,926,793	1,852,211	-	-	

Turning Around Lowest Performing Schools		Other Restricted Federal	595,982	757,735	1.70	1.70
Turning Around Lowest Performing Schools		Other Restricted Funds	20,000	35,136	-	-
Turning Around Lowest Performing Schools		Other Restricted State Funds	227,625	305,327	2.40	3.00
Turning Around Lowest Performii 84.010	Title I	Title I	3,113,717	2,814,756	42.00	43.50
Turning Around Lowest Performing Schools			66,501,856	66,574,763	1,132.40	1,131.56
Mandatory Costs of Doing Busine Unrestricted		Administrative Services	9,814,047	9,524,266	112.70	112.70
Mandatory Costs of Doing Busine Unrestricted		Capital Outlay	558,419	557,184	-	-
Mandatory Costs of Doing Busine Unrestricted		Community Service	526,862	470,002	1.60	1.60
Mandatory Costs of Doing Busine Unrestricted		Fixed Charges (1)	106,908,676	107,001,486	-	-
Mandatory Costs of Doing Busine 84.027	IDEA	IDEA	2,504,533	2,580,987	-	-
Mandatory Costs of Doing Busine Unrestricted		Maintenance of Plant	12,989,265	13,188,091	125.00	127.50
Mandatory Costs of Doing Busine Unrestricted		Operations of Plant	30,285,517	27,361,199	337.30	338.30
Mandatory Costs of Doing Busine Restricted		Other Restricted Federal	665,711	706,922	-	-
Mandatory Costs of Doing Busine Restricted		Other Restricted State Funds	929,023	820,712	-	-
Mandatory Costs of Doing Busine Restricted		Other Restricted Funds	2,000	963	-	-
Mandatory Costs of Doing Busine 84.395	Race to the Top	RTTT	3,700	3,843	-	-
Mandatory Costs of Doing Busine Unrestricted		Student Transportation	30,329,248	29,136,157	217.40	217.40
Mandatory Costs of Doing Busine 84.010	Title I	Title I	1,203,300	1,172,549	-	-
Mandatory Costs of Doing Business			196,720,301	192,524,360	794.00	797.50
Other items deemed necessary b 84.027	IDEA	IDEA	197,242	208,923	-	-
Other items deemed necessary b Restricted		Other Restricted Federal	150,563	333,433	-	-
Other items deemed necessary b Restricted		Other Restricted Funds	127,562	114,310	-	-
Other items deemed necessary b Restricted		Other Restricted State Funds	8,627,351	6,797,280	-	-
Other items deemed necessary b 84.395	Race to the Top	RTTT	-	437	-	-
Other items deemed necessary b Unrestricted		Special Education - NonPublic Placement Costs	8,190,792	7,964,369	-	-
Other items deemed necessary b 84.010	Title I	Title I	114,280	114,941	-	-
Other items deemed necessary by the Local Board of Education			17,407,790	15,533,694	-	-
Total			463,179,911	454,434,689	4,947.80	4,953.20

**Bridge to Excellence Master Plan
2016 Bridge to Excellence Annual Update**

**Federal and State Grant Applications and Other Reporting Requirements
Due: November 18, 2016**

Local School System Submitting This Report:

Harford County Public Schools

Address:

102 S. Hickory Avenue
Bel Air, Maryland 21014

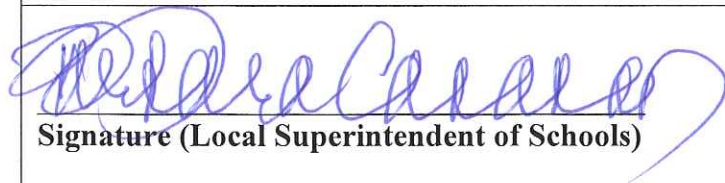
Local Point of Contact:

Name: Mary Beth Stapleton

Telephone: (410) 588-5219

E-Mail: Mary.Stapleton@hcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2016 Federal and State Grant Applications, and other reporting requirements are correct and complete. We further certify that these Federal and State Grant Applications, and other reporting requirements have been developed in consultation with members of the local school system's current Federal and State Grant Applications, and other reporting requirements Planning Team, and that each member has reviewed and approved the accuracy of the information.


Signature (Local Superintendent of Schools)


Date


Signature (Local Point of Contact)



Date

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Attachment 4
School Level Budget Summary
Fiscal Year 2017
Local School System: LEA 12: Harford County

1. Rank order all schools by percentage of poverty. After school name indicate as appropriate: (SW) for Title I Schoolwide Schools; (TAS) for Targeted Assistance Title I Schools; or (CH) for Charter Schools.

2. 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-A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Other	Other	Total ESEA Funding by School
Center for Educational Opportunity (skipped)	0292	90.57%	\$0.00						
Magnolia Elementary (SW)	0131	83.00%	\$754,776.16						
Halls Cross Roads Elementary (SW)	0230	77.84%	\$577,970.12						
William Paca/Old Post Road Elementary (SW)	0140	76.70%	\$911,203.44						
G. Lisby Elementary at Hillsdale (SW)	0211	75.06%	\$438,426.03						
Edgewood Elementary (SW)	0115	73.15%	\$387,838.78						
Bakerfield Elementary (SW)	0212	68.67%	\$330,998.85						
Deerfield Elementary (TAS)	0120	67.25%	\$514,024.00						
Magnolia Middle	0184	64.26%							
Havre de Grace Elementary (SW)	0632	63.33%	\$130,184.25						
Riverside Elementary	0143	61.35%							
Joppatowne High	0181	59.91%							
Edgewood Middle	0177	56.69%							
Aberdeen Middle	0265	56.25%							
Edgewood High	0176	48.24%							
Joppatowne Elementary	0137	43.01%							
Aberdeen High	0270	42.26%							
Havre de Grace Middle	0679	38.98%							
John Archer School	0391	37.80%							
Darlington Elementary	0518	36.07%							
Roye-Williams Elementary	0639	35.88%							
Church Creek Elementary	0125	35.59%							
Dublin Elementary	0522	33.08%							
Havre de Grace High	0678	32.23%							
North Harford Elementary	0544	28.64%							
Abingdon Elementary	0123	28.06%							
Meadowvale Elementary	0638	26.91%							

Attachment 5A

Transferability of ESEA Funds (ESEA Section 6123(b))

Fiscal Year 2017

Local School System: LEA 12: Harford County

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 100 percent of the funds allocated to it by formula under four major ESEA programs among those programs and to Title I. 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 2017 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	HARFORD COUNTY PUBLIC SCHOOLS WILL NOT CONSOLIDATE ESEA FUNDS					
Title II-D Ed Tech						
Title IV-A Safe and Drug Free Schools & Communities						

Attachment 5B

Consolidation of ESEA Funds for Local Administration (ESEA Section 9203)

Fiscal Year 2017

Local School System: LEA 12: Harford County

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 and Necessary)	Title II-A (Reasonable and Necessary)	Title II-D (Reasonable and Necessary)	Title III-A (Limit: 2 Percent)	Title IV-A (Limit: 2 Percent)	Total ESEA Consolidation (Reasonable and Necessary)
\$	\$		\$		\$
HARFORD COUNTY PUBLIC SCHOOLS WILL NOT CONSOLIDATE ESEA FUNDS					

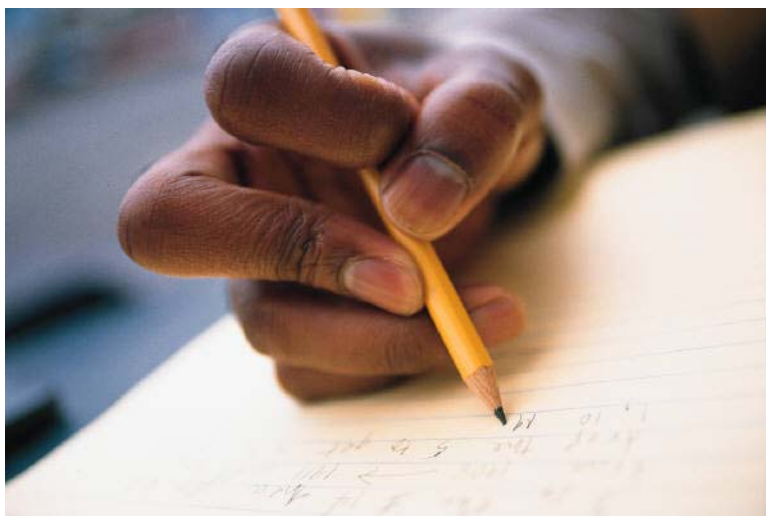
<p>ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS</p> <p><i>Fiscal Year 2017</i></p>	<p>Local School System: <u>Harford County Public Schools</u></p>
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Enter the complete information for each participating nonpublic school, including mailing 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)							
	Number nonpublic T-I students to be served at the following locations:		Title I-A		Title II-A	Title III-A		Comments (Optional)
			Students Read/Lang Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
Bethel Christian Academy 21 N. Earlton Road Ext Havre deGrace, MD 21078	Private School	X	3**	3**	0	0	0	**3 students generated funds for this year, but the number of students serviced may be higher or lower. Title I services will be provided through a third party contractor.
	Public School							
	Neutral Site							
The John Carroll School 703 E. Churchville Road Bel Air, MD 21014	Private School	X	0	0	125	0	0	
	Public School							
	Neutral Site							
Oak Grove Classical Christian School 2106 E. Churchville Road Bel Air, MD 21015	Private School	X	0	0	23	0	0	
	Public School							
	Neutral Site							
St. Joan of Arc 230 Law Street Aberdeen, MD 21001	Private School	X	5**	5**	28	1	1	**5 students generated funds for this year, but the number of students serviced may be higher or lower. Title I services will be provided through a third party contractor.
	Public School							
	Neutral Site							

St. Margaret School 205 N. Hickory Avenue Bel Air, MD 21014	Private School	X	0	0	88	0	0	
	Public School							
	Neutral Site							
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School	X	5**	5**	38	0	0	**5 students generated funds for this year, but the number of students serviced may be higher or lower. Title I services will be provided through a third party contractor.
	Public School							
	Neutral Site							
Villa Maria School of Harford County 1370 Brass Mill Road Belcamp, MD 21017	Private School	X	1**	1**	38	0	0	**1 student generated funds for this year, but the number of students serviced may be higher or lower. Title I services will be provided through a third party contractor.
	Public School							
	Neutral Site							

SY 2016-2017 Title I Application
1st Submission: August 1, 2016
Final Submission: September 30, 2016



Title I, Part A
Improving Basic Programs

LEA: 12 – Harford County Submission Date: 7/27/2016

FAIN # S010A160020

Please go to www.marylandpublicschools.org. Click on Programs>Title I for the application and required forms.

**NARRATIVE: TITLE I, PART A
 IMPROVING BASIC PROGRAMS OPERATED BY LOCAL EDUCATIONAL
 AGENCIES**

Local Educational Agency: 12-Harford	Fiscal Year 2017
Title I Coordinator: Brad Palmer	
Telephone: 410-588-5278	E-mail: Bradley.Palmer@hcps.org

I. 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. STAFF CREDENTIALS AND CERTIFICATION:

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 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 school personnel 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 A.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 **does not meet Maryland’s State certification and licensure requirements**.—Not Required (Transitioning to the Every Student Succeeds Act (ESSA) Updated May 4, 2016.~~

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*
- *Jake Little, Coordinator of Compensatory Education*
- *Melissa Surgeon, Coordinator of Compensatory Education*
- *Thomas Webber, Assistant Supervisor of Compensatory Education*
- *Barbara Matthews, Human Resources Coordinator, ESEA*
- *Deborah Cannon, Human Resources Specialist, Compliance*
- *Christine Langrehr, Principal, George D. Lisby Elementary School at Hillsdale*
- *Christina Douglas, Principal, Hall’s Cross Roads Elementary School*
- *Ronald Wooden, Principal, Havre de Grace Elementary School*
- *Patricia Mason, Principal, Magnolia Elementary School*
- *Tammy Bosley, Principal, William Paca/Old Post Road Elementary School*
- *Cynthia Womack, Principal, Edgewood Elementary School*
- *Tara Dedeaux, Principal, Bakerfield Elementary School*
- *Gregory Lane, Principal, Deerfield Elementary School*

d. Describe how the LEA coordinates **certification and licensure** notification between Human Resources, the Title I Office, and school administration (for a. **and** b. in this section).

The Title I Office meets, as needed, with the Harford County Public School Human Resources Office to review certification and licensure status for teachers and paraprofessionals in Title I schools. Any issues that need to be addressed are discussed with the Executive Director of Elementary Programs, the school principal, and Harford County Public Schools Human Resources Office. Documentation is maintained as to these discussions. In the event the system has a non-certified and licensed Title I teacher/paraprofessional, the Human Resources and Title I Offices will meet with the employee and principal immediately upon notification. As per the Certification and Licensure Process Document, (Appendix A.2 – Certification and Licensure Process Document), a

plan will be put in place that documents support to teachers/para-professionals in an effort to obtain their certification and licensure status.

- e. Describe how the LEA ensures the **certification and licensure** of teachers assigned to Title I schools is maintained.

The Title I Office meets with the Human Resources Office, on an as needed basis (a yearly internal MOA is signed), to review all Title I teachers' and paraprofessionals' certification and licensure 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% certification and licensure status for all Harford County Public Schools Title I schools. Title I principals notify the Supervisor of Title I as to certification and licensure status of all teachers/paraprofessionals candidates.

(See Appendix A.2 – Certification and Licensure 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 **2016-2017**.

(See Appendix A.1 - Parents Right to Know Letter English and Spanish)

B. SCHOOLWIDE PROGRAMS:

If the LEA does not have any Title I schoolwide programs, proceed to Section C - Targeted Assistance.

Under Maryland’s ESEA Flexibility Plan, the requirement in ESEA section 1114(a)(1) that a school have a poverty percentage of 40% or more in order to operate a schoolwide program has been waived if the school has been designated as a Priority School or focus school by the SEA. *See the end of this application for the list of Maryland’s approved Priority and Focus Schools.*

- 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. Consolidating Funds (Check one):

- Federal funds
- Federal, State, local funds
- Not Consolidating Funds

- i. Describe how the system will assist schools in consolidating funds for schoolwide programs.

N/A

- ii. 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 with on-going frequent contact between both departments. Title I schools utilize these funds for additional staff, intervention programs and supplies/materials/ equipment which support Title I student achievement.

The Title I Office communicates regularly with selected departments within the school system to ensure the coordination of funds, for purchases of intervention supplies, materials and programs, which will increase student achievement in Title I Schools. The Coordinator of School Improvement reviews all school improvement plans including the review of Title I Schoolwide components (includes funding). The Coordinator of School Improvement 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 needed to support student achievement.

- b. Describe the process to ensure that the *Components of a Schoolwide Program* are part of the development, peer review, implementation, and monitoring of Schoolwide School 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 how those components help to effect change for all stakeholders. The Schoolwide Component Checklist: (Schoolwide Components NCLB section 1114(b) (1) (A-J)) is introduced and interwoven into in the writing of each school's School Improvement Plan. The Schoolwide Component Matrix is incorporated into each school's School Improvement Plan. The Schoolwide Component Matrix details each of the 10 Schoolwide Components and on which page they are found. The Schoolwide Component Matrix is used to ensure all 10 Schoolwide components are included in the 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 2016). Schools are assigned a "partner school". Title I Teacher Specialists will review the "partner school's" School Improvement Plan. During each school's review of the partner*

school's School Improvement Plan the School wide Component Checklist will be checked to ensure that all 10 components are in each school's plan. Teacher Specialists will provide specific feedback on the School wide Component Checklist.

- 4. SIPs are three year cyclical documents, therefore, peer review feedback should be based on revisions indicated by the partner school. If any of the 10 School-Wide components are not adequately addressed, these components will be addressed in the feedback first; suggestions about the School Improvement Plan will come second. A copy of all feedback will be provided to the Title I Supervisor and Title I Coordinators*
- 5. After the Title I SIP (School Improvement Plan) Peer Review, the Title I Teacher Specialist will provide feedback to their school's leadership team. Based upon the feedback the school may review and/or revise the plan to incorporate any suggested modifications, if needed.*
- 6. After the Title I SIP (School Improvement Plan) Peer Review, Title I Supervisor and Coordinators will review all School Improvement Plans to ensure completion of Title I School Wide components, completed by November 15, if any SIPs did not adequately address any of the 10 School-Wide components.*
- 7. School Improvement Teams meet regularly to review the 10 components to ensure implementation.*
- 8. 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 coordinators monitor and review 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 Coordinators on a quarterly basis to discuss additional support, if needed.*
- 9. For the 2016-2017 School Year, the Title I Office will conduct Internal Program Reviews (IPRs) for each of the Title I Schools in the Fall of 2016. The purpose of the internal program reviews is to provide support and guidance to the schools to ensure that each school is meeting 100% of the Title I program review requirements. The results of the Internal Program Review will be communicated to the school principal, the Executive Director of Elementary Programs, and the Superintendent of Schools.*
- 10. Title I Supervisor and Coordinators meet with ILT (Instructional Leadership Team), SIT (School Improvement Team) to review ongoing implementation of the 10 components.*
- 11. Title I Supervisor and Coordinator monitor timelines for implementation/review school improvement team minutes on a regular basis to ensure the minutes highlight which component(s) are referenced during the meeting.*

(See Appendix B.1 – Schoolwide Process Document)

- 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 Schoolwide Component Matrix is incorporated into each School's Improvement Plan, detailing each of the 10 Schoolwide Components and on which page they are found. The Schoolwide Component Matrix is used to ensure all 10 Schoolwide components are included in the School Improvement Plan.

After the Title I SIP (School Improvement Plan) Peer Review, the school reviews and rewrites the plan to incorporate any suggested changes, if needed. Completion of revisions are due back to the Title I Office by mid-November. If any SIPs did not adequately address any of the 10 Schoolwide components. The central Title I Office will review the SIP, offer corrections, and meet with ILT and SIT to ensure the components are addressed.

- d. Describe specific steps to be taken by the LEA to review and analyze the effectiveness of schoolwide programs.
- *Regular Classroom Focused Improvement process (CFIP) 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 Coordinator meets quarterly with teacher specialists to review CFIP meetings and school/student progress. Feedback is given to the teacher specialists during the quarterly meetings. Minutes are maintained to capture the feedback. The Title I Coordinators monitors the intervention data provided by the teacher specialists to ensure, the program's effectiveness*
 - *A regular review of implementation of School Improvement Plans by SIT teams is monitored for student benchmark progress. Minutes of all School Improvement Team meetings are provided to the Title I Coordinators. These minutes are reviewed to determine student progress based upon benchmark information provided. Feedback is provided, as needed, to each school's SIP team.*
 - *The Title I Coordinators will attend each school's SIT meetings on a regular basis.*
 - *The Title I Coordinators will attend family involvement team meetings and events in order to monitor the effectiveness of these events.*
 - *The Title I Coordinators, with each school's Principal, will participate in reviews of Title I programs and personnel.*
- 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:

- *The 2016 Title I Jump Start STEM Program is an 8 day program designed to introduce students, in grades 3 – 5, to specialized STEM instruction that is focuses on Science, Technology, Engineering, Math (STEM) skills, and literacy skills. In addition, the program is held two weeks prior to the beginning of the school year to assist students in acclimatizing to the regular school year. The curriculum for this program was custom designed by a committee of Teachers, Principals, and Support Staff. Curriculum guides are available upon request.*
 - *Homework Club, Math Club and Reading Club 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, DreamBox, SIPPS (Systematic Instruction in Phonemic Awareness, Phonics and Sight Words), Imagination Station, Wilson Reading Program and Knowing Math.*
 - *Students will be identified for interventions through each school’s completion of the Comprehensive Needs Assessment found in each school’s School Improvement Plan. This process will focus on supporting the most academically challenged students at each school, on a school by school basis.*
 - *CFIP meetings will be used to monitor each student’s progress in both interventions and daily classroom performance.*
- 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.

Angela Morton, Executive Director of Elementary Programs, 410-588-5207
Jacob Little, Coordinator of Compensatory Education, 410-588-5266
Melissa Surgeon, Coordinator of Compensatory Education, 410-809-6194
Thomas Webber, Assistant Supervisor of Compensatory Education, 410-809-6062
Renee Villareal, Coordinator of School Improvement, 410-809-6073
Nancy Beltz, Title I Teacher Specialist, 410-273-5530
April Kenney, Title I Teacher Specialist, 410-612-1566
Melissa Stout, Title I Teacher Specialist, 410-273-5524,
Chelsea Davies, Title I Teacher Specialist, 410-612-5518
Kristin Schaub, Title I Teacher Specialist, 410-939-6616
Caitlin Sieracki, Title I Teacher Specialist, 410- 612-1540
Tara Sample, Title I Teacher Specialist, 410-612-1553

2. **For LEAs with Priority Schools and schools that receive 1003g SIG funds:**
 Describe how the LEA will insure that the 10 components for schoolwide are integrated throughout the schools’ models/plans.

N/A

C. 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)

(See Appendix C.1 – Targeted Assistance Action Plan)

(See Appendix C.2 – Targeted Assistance Student Selection Criteria)

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.

Deerfield Elementary after meeting with and receiving feedback from their school teams, are planning to do extended day learning opportunities to address the targeted student’s needs.

Deerfield Elementary has created an individualized Targeted Assistance Plan document. This document was signed by the Principal and School Team members.

(See Appendix C.3 –DFES TAS Plan)

- b. Helping provide an accelerated, high-quality curriculum, including applied learning.

Only certificated and licensed teachers will work with the Target Assistance students during the instructional program. The Maryland College and Career Readiness Standards as well as HCPS approved curriculum will be implemented. Each Targeted Assistance student will receive additional instruction in these high-quality, research based programs.

- c. Minimizing the removal of children from regular classroom instruction for additional services.

In-Class Resource Model

The pull-out approach will not be used. The in-class resource model will be a more efficient and effective instructional strategy. In order to support the in-class resource model, Title I paid TAS Teachers will be hired by Deerfield Elementary to work exclusively with the Targeted Assistance students in an effort to improve student achievement. Four TAS Teachers will be hired for Deerfield Elementary

(See Appendix C.3 –DFES TAS Plan)

- 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.

Professional Development Goals for Deerfield Elementary include:

- *The Professional Development must relate directly to the Targeted Assistance student’s needs and the teacher’s capacity.
(See Appendix C.3 –DFES Plan)*
- *Professional Development Plans and Calendars will be created and maintained. These plans and calendars will be included within each school’s School Improvement Plan (SIP).*
- *Professional Development training for Title I Teachers, Principals, and Teacher Specialists will be completed on the role and job description of the TAS Teacher and the classroom teacher, to ensure the principal does not use these teachers in a non-appropriate way that would violate Federal Regulations regarding personnel servicing Targeted Assistance students.*
- *All SANE documentation will be kept and shared with all school teams.*

- 4. **DESCRIBE** the process for developing, implementing, and monitoring targeted assistance requirements.

The HCPS Title I process for the development, peer review, implementation, and monitoring of Targeted Assistance requirements are:

- A. *Schools receive staff development from the Title I Supervisors, Title I Coordinator, Title I Teacher Specialists, and MSDE specialists on how to make effective use of Target Assistance programs.*
- B. *Embedded in staff development are the components of a Target Assistance program and how those components help to effect change for all stakeholders. The MSDE Targeted Assistance Component Checklist: (Components of a*

Targeted Assistance School Program §1115(c)(2)(B)) is introduced and interwoven into in the writing of each school's School Improvement Plan.

- C. 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 2016). Schools are assigned a "partner school". Title I Teacher Specialists will review the "partner school's" School Improvement Plan. During each school's review of the partner school's School Improvement Plan the Targeted Assistance Component Checklist will be checked to ensure that all components are in each school's plan. Teacher Specialists will provide specific feedback on the Targeted Assistance Component Checklist*
- D. SIPs are three year cyclical documents, therefore, peer review feedback should be based on revisions indicated by the partner school. If any of the Targeted Assistance components are not adequately addressed, these components will be addressed in the feedback first; suggestions about the School Improvement Plan will come second. A copy of all feedback will be provided to the Title I Supervisor and Title I Coordinators*
- E. After the Title I SIP (School Improvement Plan) Peer Review, the Title I Teacher Specialist will provide feedback to their school's leadership team. Based upon the feedback the school may review and/or revise the plan to incorporate any suggested modifications, if needed.*
- F. After the Title I SIP (School Improvement Plan) Peer Review, Title I Coordinator will review the School Improvement Plans to ensure completion of Title I Targeted Assistance components, completed by November 15. If any SIPs did not adequately address any of the Targeted Assistance components, the central Title I Office will review the SIP, offer corrections, and meet with ILT and SIT to ensure the components are addressed.*
- G. Monthly School Improvement Teams review Targeted Assistance components to ensure implementation.*
- H. Targeted Assistance Title I principals and TAS Teacher Specialists maintain binders/bins that are divided into the Targeted Assistance 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. TAS Title I Teacher Specialists meet with Title I Coordinator on a quarterly basis to discuss additional support, if needed.*
- I. For the 2016-2017 School Year, the Title I Office will conduct Internal Program Reviews for all of the Title I Schools (including the Targeted Assistance schools), in the Fall of 2016. The purpose of the internal program review is to provide support and guidance to the schools to ensure that each school is meeting 100% of the Title I program review requirements.*
- J. Title I Supervisor, and Coordinator meet with ILT (Instructional Leadership Team), SIT (School Improvement Team) to review ongoing implementation of the Targeted Assistance components.*
- K. Title I Supervisor, and Coordinator monitor timelines for implementation/review school improvement team minutes on a regular basis to ensure the minutes highlight which component(s) are referenced during the meeting.*

(See Appendix C.1 – Targeted Assistance Action Plan)

5. DESCRIBE the specific steps to be taken to review and analyze the effectiveness of the targeted assistance programs.

- *Data meetings are conducted by Targeted Assistance Title I Teacher Specialist with targeted 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 Coordinator meets regularly with Targeted Assistance teacher specialist to review data meetings and school/student progress. Feedback is given to the teacher specialist during the meetings. Minutes are maintained to capture the feedback. The Title I Coordinator monitors the intervention data provided by the teacher specialist 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 by the Title I Coordinator to determine student progress based upon benchmark information provided. Feedback is submitted to each school’s SIP team.*
- *The Title I Coordinator will attend Targeted Assistance school’s SIT meetings regularly.*
- *The Title I Coordinator will attend Targeted Assistance schools FIT meetings and parent involvement events regularly.*
- *The Title I Coordinator, with each school’s Principal, will participate in reviews of Title I programs and personnel.*

6. In addition to the LEA Title I coordinator, **identify** by name, title, and department the person(s) responsible for **monitoring** targeted assistance requirements and services in school plans for effectiveness and fiduciary compliance.

Angela Morton, Executive Director of Elementary Programs, 410-588-5207
Jacob Little, Coordinator of Compensatory Education, 410-588-5266
Melissa Surgeon, Coordinator of Compensatory Education, 410-809-6194
Thomas Webber, Assistant Supervisor of Compensatory Education, 410-809-6062
Renee Villareal, Coordinator of School Improvement, 410-809-6073
Meredith Heldt, Targeted Assistance Title I Teacher Specialist, 410-612-1535

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.

(See Appendix C.1 – Targeted Assistance Action Plan)
(See Appendix C.2 – Targeted Assistance Student Selection Criteria)

8. If an LEA intends to transition a Title I school implementing a targeted assistance program in 2016-2017 to a schoolwide program in 2017-2018, the LEA must submit a formal letter to **the Director of the Program Improvement and Family Support Branch**, informing MSDE of its intent.

A letter was sent to Maria Lamb on April 8, 2016

List the Title I school(s) by name and assigned MSDE ID number below.

120120 – Deerfield Elementary

Performance Measures:

**Describe the performance measures the LEA will use to demonstrate progress.
 How often will student progress be measured against these data points?**

- Grade K-1 (Teacher Observation forms, Model from TAS)
- Grade 2 – 5 Reading (SRI – 2 times / year)
- Grade 2 – 5 Math (enVision Pre / Post Assessments)

D. 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 Policy/Plan Review

- a. Date the current LEA Parent Involvement Policy/Plan was reviewed: 3/1/2016
- b. Describe how parents from Title I schools were involved in the annual review of the LEA Parent Involvement Policy/Plan. Describe any changes that have been made since the last Master Plan submission.
 - *Each Title I school has a Parent Involvement Committee that meets once per year to review and update the LEA 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 Coordinator.*
 - *An annual Title I Parent Involvement Policy and Procedure Survey is distributed to parents during the Fall of each year. Parent Involvement survey feedback is submitted to the Title I Coordinator.*
 - *The Title I Coordinator submits the parent feedback to the Executive Director of Elementary Programs who in turn provides information to the Harford County Public Schools Board of Education for further review/approval.*
 - *The final form of Parent Involvement Plan is posted on school and LEA websites so that all parents receive current information.*
 - *Process will begin again for continual yearly review of the LEA Parent Involvement Plan for the 2016-2017 School Year.*

(See Appendix D.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 Policy/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 LEA Parent Involvement Plan through various meetings with Family Involvement Teams, all Title I school improvement teams and monthly Title I principals and teacher specialists meetings. The plan is on the HCPS website, the HCPS Title I website, and Title I school websites. In addition, the plan is distributed to all parents during the Fall through student agenda planners.

(See Appendix D.1 – Title I Parent Involvement Documents)

2. DOCUMENTATION: Attach a copy of the LEA’s most current distributed Parent Involvement Policy/Plan.

Revisions were made effective June 20, 2016

(See Appendix D.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 Policy/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 and/or Fall of each school year, the Family Involvement Teams at each Title I school review the Parent Involvement Plan using the School Level Plan Checklist.

The Coordinators of Title I attends Family Involvement Team meetings at each Title I school. To ensure compliance, the Coordinator of Title I collects all plans and provides written feedback, using the district level Parent Involvement 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 Family Involvement Team that meets quarterly to review and update the Parent Involvement Plan.

Parents discuss/make revisions on the plan. The Title I Coordinators verify 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)*
- *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.*
- *Annual review of Parent Involvement Plans for all schools by Title I Coordinator in the Fall of each school year.*

Additional opportunities exist, throughout the year, for parents and families not involved with the Family Involvement Team to review the school's Parent Involvement plan. The timeline is as follows:

- *Fall 2016 Plan sent home
Student agenda planners – plan/compact reviewed*
- *Fall 2016 Parent/Teacher Conferences
Parent Involvement plans are made available*

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 Coordinators review all checklists and informs principals of any needed corrections. Based upon monitoring by the Title I Coordinators, if any changes need to be made to the school/parent compact, these changes will take place within the next two family involvement team 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. Parent friendly versions of the Parent/School compact were created during the 2016-2017 School Year. Final versions of the parent friendly parent/school compact are now in place at each of the 8 Title I Schools

- 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 Title I Coordinator 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 December, 2016. All Title I rewritten School-Parent Compacts are available at

the school, on school websites, within family involvement team meetings, and available at all Parent Involvement nights.

5. Monitoring Parent Involvement

- a. Describe the LEA’s process for monitoring parent involvement requirements in Title I schools.

(See Appendix D.2 – Title I Parent Involvement Process Document)

- b. In addition to the LEA Title I coordinator, **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 and Title I Teacher Specialists.

Cynthia Womack, Principal, Edgewood Elementary School

Tara Dedeaux, Principal, Bakerfield Elementary School

Christine Langrehr, Principal, George D. Lisby Elementary School at Hillsdale

Gregory Lane, Principal, Deerfield Elementary School

Christina Douglas, Principal, Hall’s Cross Roads Elementary School

Ron Wooden, Principal, Havre de Grace Elementary School

Patricia Mason, Principal, Magnolia Elementary School

Tammy Bosley, Principal, William Paca/Old Post Road Elementary School

April Kenney, Title I Teacher Specialist, William Paca/Old Post Road Elementary School

Nancy Beltz, Title I Teacher Specialist, George D. Lisby Elementary School

Melissa Stout, Title I Teacher Specialist, Hall’s Cross Roads Elementary School

Chelsea Davies, Title I Teacher Specialist, Bakerfield

Caitlin Sieracki, Title I Teacher Specialist, Elementary School

Meredith Heldt, Targeted Assistance Title I Teacher Specialist, Deerfield 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	83.00%
HXES	77.84%
WPES	76.70%
GLS	75.06%
EDES	73.15%
BFES	68.67%

DFES 67.25%
HDES 63.33%

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 Assistant 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 distributed at Parent PD nights.*

(See Appendix D.3 – Title I School Satisfaction Parent Survey Information)

- c. Describe how the LEA ensures that the schools have access to the parent involvement funds allocated to their school early in the school year.

The Title I Office's process for budget preparation (including planning for Parent Involvement funds) by the Title I school principals and planning teams, requires that schools submit their School-based Budget Narrative to the Title I Supervisor for inclusion in the Attachment 7. Once preliminary approval of the Attachment 7 is provided by MSDE, all schools will have access to their school-based Title I budgets, including the Parent Involvement funds, on October 1st of each year. The October 1st date coincides with the 15 month completion of the previous FY Title I grant that expires on September 30th of each year. With both grants in successive order, there is no "gap" in access to Title I funds.

- d. Does the LEA reserve more than 1% of its total allocation for parent involvement? **Yes** **No**

- e. If yes, describe how these additional funds are used.

For the 2016-2017 School Year, HCPS will reserve greater than 1% 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. Reserving greater than 1% will allow schools more opportunities to provide parent involvement programs and activities throughout the entire school year. The attached Title I School Satisfaction Parent Survey Information (Appendix D.3 - Title I School Satisfaction Parent 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. A detailed explanation of the expenditures by school is included in the budget narrative portion of Budget Information section, following the guidelines from MSDE for limiting food purchases to prescribed “per person” allocation. In addition HCPS has also instituted a 25% cap on Parent Involvement Food purchases for each school.

7. **DOCUMENTATION:** Attach a list of all Title I schools’ with their individual parent involvement allocations.

(See Appendix D.4 – Title I School Individual PI Allocations)

***E. 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 forms 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 E.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. Include how the LEA ensures that services to private school students start at the beginning of the school year.

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.

The HCPS Title I Office held Affirmation of Consultation meetings with each private school and our third party provider in late May / early June to ensure that services to private school students start at the beginning of the school year. Once each schools' PPA is determined, the Third Party Provider will be given preliminary budget amounts for each participating private school at which time, the Third Party Provider will begin implementing services. The Assistant Supervisor of Title I will monitor each private schools' implementation status at the beginning of the school year to ensure services have begun.

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.

(See Appendix E.2 – Private School Timeline for consultation affirmation supervision evaluation meetings)

5. DELIVERY OF SERVICES

- a. Will LEA staff provide 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 (MOUs) 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.

Baltimore City Public Schools

There is 1 income eligible student attending a Baltimore City private school. On June 9, 2016, Baltimore City has informed the HCPS Title I Office that the student is NOT academically eligible. Upon discussions with MSDE, no MOU

will need to be signed nor will funds be exchanged. Both Title I offices will remain in consultation through the remainder of the summer and the beginning of the 2016-2017 school year. In case circumstances change, a MOU will be created and signed.

Baltimore County Public Schools – MOU is currently being discussed, services will begin at the start of the school year.

Cecil County Public Schools – MOU was signed on July 20, 2016, services will begin at the start of the school year.

- 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? August 25, 2016

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]

(See Appendix E.3 – Private School written affirmations and MOUs)

7. DESCRIBE the LEA’s process to supervise and evaluate the Title I program serving private school students.

Special Note: If an LEA is skipping schools, equitable services must still be calculated (if applicable) and reported on the Title I allocation worksheet. Refer to the Skipped Schools’ Addendum document for additional directions.

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.

(See Appendix E.2 – Private School Timeline for consultation affirmation supervision evaluation meetings)

F. SUPPORT FOR FOSTER CARE STUDENTS:

1. **DESCRIBE** how the LEA will collaborate with the state or local child welfare agency to develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin when in their best interest will be provided, arranged and funded for the duration of the time in foster care.

On July 19, 2016 the Title I Office met with representatives from Harford County Department of Social Services and from HCPS Transportation and HCPS student services. During this meeting we reviewed the “Federal Non-Regulatory Guidance: Ensuring Educational Stability for Children in Foster Care”. The discussion centered around how many foster care students HCPS is currently transporting and how these funds are being appropriated. Once the Regulatory Guidance is released the committee will work on development of written procedures. The next meeting is set for Tuesday, September 14th, in order to continue open communication.

The following people are currently scheduled to attend:

- *Brad Palmer, HCPS Supervisor of Compensatory Education*
- *Thomas Webber, HCPS Assistant Supervisor of Compensatory Education*
- *Representatives, Harford County Department of Social Services*
- *Steve Lentowski, HCPS Director of student Services*
- *Steve Richards, HCPS Student Services Supervisor,(McKinney Vento Liaison)*
- *Charlie Taibi, HCPS Transportation Director*

(See Appendix F.1 – Support of Foster Care Students Meeting)

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. <p>PUBLIC SCHOOLS:</p> <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. Unless an LEA is using Community</p>	

Eligibility Provision (CEP) and FARMS, the LEA must only check one method.		
	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 Census Data)
	E.	Children eligible to receive medical assistance under the Medicaid program
	F.	Community Eligibility Provision (CEP)
<p>PRIVATE SCHOOLS:</p> <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.	FARMS to identify low-income students.
	B.	Comparable poverty data from a survey of families of private school students that, to the extent possible, protects the families' identify. The LEA must extrapolate data from the survey based on a representative sample if complete actual data are unavailable.
	C.	Comparable poverty data from a different source, such as scholarship applications.
	D.	Proportionality (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.)
	E.	Equated measure of low-income correlated with the measure of low-income used to count public school children.
	F.	Community Eligibility Provision (CEP)

A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-2	METHOD OF QUALIFYING ELIGIBLE ATTENDANCE AREAS (TITLE I SCHOOLS)
<p>Section 1113 of Title I contains the requirements for identifying and selecting eligible schools that will participate in the Title I, Part A. The following points summarize these requirements:</p> <ol style="list-style-type: none"> 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. 	

LEA: _____

CHECK one box below to indicate which method the school system is using to qualify attendance areas.

- 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 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 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.

Note: Baltimore City Schools, Baltimore County Public Schools, and Prince George’s County Public Schools: The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that the SEA has identified as a Priority School even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule.) MSDE requested and was approved for a waiver in order to permit its LEAs to serve a Title I eligible middle school that has been identified as a Priority School even if that school does not rank sufficiently high to be served. (Complete Table 7-6.2 if applying this rule.)

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, 2015 to complete this table along with the September 30, 2015 enrollment data. <i>Pre-K should be included in these numbers.</i>			
$\frac{11,588}{\text{Total Number of Low-Income Children Attending ALL Public Schools (October 31, 2015)}}$	÷	$\frac{37,448}{\text{Total LEA Student Enrollment (September 30, 2015)}}$	=
			$\frac{30.94\%}{\text{District-Wide Average (percentage) of Low-Income Children}}$

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 (PK-5)	6039	÷	17582	34.3%
Middle (6-8)	2710	÷	8625	31.4%
High (9-12)	2839	÷	11241	25.3%

Table 7-5 CALCULATING THE MINIMUM ALLOCATION -- FOR SCHOOL SYSTEMS THAT SERVE SCHOOLS BELOW 35% POVERTY (125% RULE)				
<u>N/A</u> Local Educational Agency Title I-A Allocation (Taken from Table 7-10; Should match # on C-1-25)	÷	<u>N/A</u> 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)	=	\$ <u>N/A</u> Per Pupil Amount
Per-Pupil Amount \$ <u>N/A</u> X 1.25 = Minimum Per Pupil Allocation \$ <u>N/A</u> 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. In order to serve schools below 35% poverty, the LEA’s districtwide average must be below 35%.				

A. DETERMINATION OF ELIGIBLE SCHOOL ATTENDANCE AREAS [Section 1113]

Table 7-6.1 CONTINUED ELIGIBILITY		
Section 1113(b)(1)(C) includes a provision that permits the school system to designate and serve for <u>one additional</u> year 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 serve for one additional year.		
To qualify for continued eligibility, a school must have a lower poverty level than the district wide poverty average or fall below 35% poverty, per the LEA’s selection in Table 7-2.		
Name of School(s)	Preceding Fiscal Year Percent Poverty	Current Fiscal Year Percent Poverty
<u>N/A</u>	<u>N/A</u>	<u>N/A</u>

Table 7-6.2 ESEA WAIVER #13: HIGH SCHOOLS in PRIORITY STATUS ESEA WAIVER: MIDDLE SCHOOLS in PRIORITY STATUS	
The requirements in ESEA section 1113(a)(3)-(4) and (c)(1) that require an LEA to serve eligible schools under Title I in rank order of poverty and to allocate Title I, Part A funds based on that rank ordering. MSDE requested this waiver in order to permit its LEAs to serve a Title I eligible high school with a graduation rate below 60 percent that MSDE has identified as a Priority School even if that school does not rank sufficiently high enough to be served. MSDE also requested and received a waiver in order to permit its LEAs to serve a Title I eligible middle school that MSDE has identified as a Priority School even if that school does not rank sufficiently high enough to be served	
Name of Priority High School	MSDE ID Number
<u>N/A</u>	<u>N/A</u>
Name of Priority Middle School	MSDE ID Number
<u>N/A</u>	<u>N/A</u>

Table 7-7 TITLE I SKIPPED SCHOOLS	
LEAs must have prior approval from the State Title I Director to skip schools. Request must be in writing prior to the first submission of Attachment 7.	
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:	
<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 :	1
Note: The completed 2016-2017 Skipped School(s) Addendum and Skipped School(s) Allocation Worksheet <u>must</u> be submitted with the Attachment 7.	

B. BUDGET INFORMATION

<p>TABLE 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION</p> <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 detailed, 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>
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Table 7-8 LEA RESERVATIONS FROM TITLE I ALLOCATION¹

Total Title I SY 2016-2017 Allocation		\$ <u>5,165,742.00</u> (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, and Maryland’s ESEA Flexibility Plan.

	1a	District-wide Title I Instructional Program(s) Reservation, 34CFR Sec. 200.64 <i>(see guidance document)</i>	\$212,175.31	----- Regular Programs ----- Jump Start Program – Salary \$27,000.00 Jump Start Program – Fixed \$2,157.30 Early Intervention Specialist -Salary \$83,211.79 Early Intervention Specialist - Fixed \$34,183.96 Early Intervention Para -Salary \$19,559.73 Early Intervention Para –Fixed \$20,062.53 ----- Contracted Services – Foster Care Transportation \$10,000.00 Contracted Services – Success Maker Licenses \$500.00 Contracted Services – Jump Start Busing \$5,000.00 ----- Supply – Jump Start \$1,500.00 Supply – Early Intervention \$2,000.00 Supply – PI Trainings \$1,500.00 ----- Other – PI Training Refreshments \$1,500.00 Other – Early Intervention Specialist & Para Mileage \$4,000.00
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1b	District-wide Professional Development 34 CFR Sec.200.60, Sec. 9101(34) of ESEA <i>(see guidance document)</i>	\$24,130.46	----- Staff Development ----- Central Support PD - Salary \$10,000.00 Central Support PD - Fixed \$799.00 New Tch Training – Salary \$2,400.00 New Tch Training - Fixed \$191.76 PI Event / Teacher Training – Salary \$1,500.00 PI Event / Teacher Training - Fixed \$119.85 New Teacher – PD Training Night – Salary \$1,500.00 New Teacher – PD Training Night - Fixed \$119.85 Contracted Services – Success Maker Training \$2,000.00 Contracted Services – New Teacher PD Night – Grace Dearborn \$4,500.00 New Teacher Training – Supplies \$1,000.00
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 expenditures).	\$57,634.80	- Materials/supplies to support parent involvement activities in all Title I schools. Per Pupil Allocation (PPA): School Poverty PPA Amount <hr/> MAES (83.00%) \$10,797.15 HXES (77.84%) \$8,226.58 WPES (76.70%) \$12,969.68 GLES (75.06%) \$6,240.37 EDES (73.15%) \$5,520.33 BFES (68.67%) \$4,711.30 DFES (67.25%) \$7,316.40 HDES (63.33%) \$1,852.99
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.	Not Applicable.	
4	TOTAL reservations requiring equitable services. Lines 1a, 1b & 2 (Present this number in Table 7-10 LINE 2.)	\$293,940.57	

Reservations Not Requiring Equitable Services	5	<p>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.)</p>	\$797,955.99	<p>Mid-Level Salaries (5.0) \$450,352.74</p> <p>Contracted Services (private school -admin. fee) \$4,540.87</p> <p>Supplies \$2,700.58</p> <p>Other (conferences, journals, mileage, refreshments) \$39,747.40</p> <p>Fixed Costs \$169,921.13</p> <p>Indirect Costs \$130,693.27</p>
	6	<p>Support for Title I Priority Schools (Baltimore City Public Schools, Baltimore County Public Schools, and Prince George’s County Public Schools only)</p> <p><i>(see guidance document)</i></p> <p>MSDE expects the LEA to use funds from this reservation, up to 20% of its total allocation to provide between \$50,000 and \$2 million per school per year to implement Maryland’s Turnaround Principles Model or the seven ESEA Flexibility Turnaround Principles to sufficiently address the needs of its Priority Schools and students. [ESEA Flexibility Plan: Principle 2.D.iii]</p> <p>Include the intervention plans with budget narratives for each Priority School as an appendix.</p> <p>If an LEA does not use the full 20% reservation for its Priority Schools, the LEA may use the remaining amount to support its Title I Focus School. Complete line item #7 of Table 7-8. [ESEA Flexibility Plan: Principle 2.E.iii]</p> <p>These funds will not be carried over in SY 2017-2018.</p>	\$0.00	<p>20% of LEA allocation = <u>N/A</u></p> <p>List each Priority School served with these funds, the amount of funds each school will receive and the intervention model the school will implement.</p>

7	<p>Support for Focus Schools in LEAs Serving Priority Schools <u>(Baltimore City Public Schools, Baltimore County Public Schools, and Prince George’s County Public Schools only)</u></p> <p>Note: This line item will only be completed by LEAs that meet the requirement of line item #6.</p> <p>List any Focus School served with these funds, the amount of funds each school will receive.</p> <p>Include a separate budget narrative for each Focus School as an appendix.</p> <p>These funds will not be carried over in SY 2017-2018.</p>	\$0.00	<p>List any Focus School served with these funds, the amount of funds each school will receive, and the instructional strategies/interventions that will be implemented to address the achievement gap.</p>
8	<p>Support to Low Performing Title I Schools</p> <p>All LEAs with approaching target schools.</p> <p><u>Any LEA with Focus Schools (except Baltimore City Public Schools, Baltimore County Public Schools, and Prince George’s County Public Schools).</u></p> <p>a. Optional: LEAs with Title I Focus schools may set aside district level Title I, Part A funds to support those schools through interventions such as locally coordinated supplemental educational services or after school programs, technical assistance, and/or professional development. [Maryland’s Flexibility Plan: Section 2.D.iii]</p>	\$0.00	<p>Option a: Identify additional Focus Schools and approaching target schools that will be served with these funds. List the amount per school and describe the interventions/strategies that will be implemented.</p>

9	<p>Services to Neglected Children Sec. 1113(c)(3) (B)(C) of ESEA Must reserve funds if N & D programs exist. <i>(see guidance document for recommended reservations)</i></p>	\$0.00	<p>Note: List each institution, the amount of funding provided, and a detailed narrative description of how the funds will be used to provide educational services to identified children.</p>
10a	<p>Required : Services for Homeless Children Sec. 1113(c)(3)(A) of ESEA and Non-Regulatory Guidance, Education for Homeless Children and Youth Program, July 2004, M-3. <i>(see guidance document for recommended reservations)</i></p> <p>Note: Please include a description of how Title I funds support a coordinated effort in the LEA, to address the needs of homeless students, in accordance with the McKinney-Vento Homeless Education Act.</p>	\$4,000.00	<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. HCPS Title I Office allocates Title I funds for: Supplies and Materials \$2,000.00 School Uniforms \$2,000.00</p>
<p>Optional: reservation for Services for Homeless Children in 10b and 10c (allowable use of Title I funds were approved in the appropriation bill for State FY16 funds and State FY15 carryover. If carryover funds are used, report cost in the carryover report.</p>			
10b	<p>Optional: Cost associated with Homeless Liaison position (funded portion of the position can only be for duties related to homeless education as outlined in McKinney-Vento).</p>	\$0.00	<p>(Report FTE, salary, fringe and job description must be attached for this position)</p>
10c	<p>Optional: Transportation Cost to and from school of origin (above what the LEA would have otherwise provided to transport the student to his or her assigned school).</p>	\$0.00	<p>Attach: 1) a description of how the LEA calculated the excess costs of providing transportation to homeless students; 2) the calculations that the LEA used to arrive at the figure on this section.</p>
11	<p>Total Reservations Not requiring Equitable Services, lines 5-10 (Use this number in Table 7-10 LINE 4).</p>	\$801,955.99	

	12	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).	\$297,940.57	Total Non-Equitable LINE 11 <u>\$801,955.99</u> Plus Equitable Reservations LINE 4 <u>\$293,940.57</u> Equals <u>\$1,095,896.56</u> Minus Administration – LINE 5 <u>\$797,955.99</u> Equals: <u>\$297,940.57</u>
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B. BUDGET INFORMATION

<p>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.</p>				
<p><u>1a. District-wide Instructional Program(s) Reservation</u></p>				
<u>19</u>	÷	<u>3248</u>	=	<u>0.005849753694581</u> Proportion of reservation
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 Column N.)		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 number reported in the Title I Allocation Worksheet Column I + N.)		
<u>0.00584975369</u> Proportion of reservation	x	<u>\$212,175.31</u> Reservation (Use # from Table 7-8, Line 1a)	=	<u>\$1,241.17</u> Proportional monies available for equitable services to private school participants
<p><u>1b. District Professional Development Reservation</u></p>				
<u>19</u>		<u>3248</u>		<u>0.00584975369</u> Proportion of reservation
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 Column N.)		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 number reported in the Title I Allocation Worksheet Column I + N.)		
<u>0.00584975369</u> Proportion of reservation		<u>\$24,130.46</u> Reservation (Use # from Table 7-8, Line 1b)		<u>\$141.16</u> Proportional monies available for equitable services to private school participants

<u>Parental Involvement Reservation</u>				
<u>19</u>	÷	<u>3248</u>	=	<u>0.00584975369</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 Column N.)		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 number reported in the Title I Allocation Worksheet Column I + N.)		Proportion of reservation
<u>0.00584975369</u> Proportion of reservation	x	<u>\$57,634.80</u> Reservation (Use # from Table 7-8, Line 2)	=	<u>\$337.15</u> 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 report on Table 7-10 LINE 3) Total <u>\$1,719.48</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)	-----	\$5,165,742.00
2	Total reservations requiring equitable services. (Use the number presented in Table 7-8, LINE 4)	minus	\$293,940.57
3.	Equitable share Total reported in Table 7-9	minus	\$1,719.48
4.	Total Reservations not requiring Equitable Services (Use the number presented in Table 7-8, LINE 11)	minus	\$801,955.99
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	\$4,068,125.96
6.	Total PPA Allocation (set aside for instructional services) for eligible private school children. This total comes from the Title I Allocation Worksheet Column R.	----	\$22,704.33
7.	Total Nonpublic Cost equals line 6 plus line 3 (Present this number in Attachment 4-A Nonpublic Cost.)	----	\$24,423.81

C. PROJECTED CARRYOVER INFORMATION

Table 7-11 ESTIMATE OF TITLE I CARRYOVER (Annually as of September 30)

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, 2015 – September 30, 2016)

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).

1. Total amount of Title I 2015-2016 allocation: \$ **4,636,177.00**
2. The estimated amount of Title I funds the school system will carryover: **\$235,400.04**
3. The estimated percentage of carryover Title I funds as of **September 30, 2016** **5.08%** (THIS IS A PROJECTION).
4. Does the LEA intend to apply to the State for a waiver to exceed the 15% carryover limitation? Yes No

III. BUDGET INFORMATION- SUBMIT THIS INFORMATION AFTER SECTION II

PROPOSED BUDGET FORM AND NARRATIVE FOR SY 2016-2017

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.

- Title I Excel Worksheet
- Title I Schools in SY 2015-2016 removed from Title I in SY 2016-2017
- Parent Involvement: District Plan and list of schools’ parent involvement allocations
- Targeted Assistance Selection Criteria
- Equitable Services to Private School Documentation
- Homeless Liaison job description (if applicable)
- Skipped Schools Addendum and Allocation Worksheet
- Signed Assurance Page
- Signed C-1-25
- Detailed Budget Narrative

For Baltimore City Public Schools, **Baltimore County Public Schools**, and Prince Georges County Public Schools also include:

- Each Priority School’s intervention plan with budget narrative
- Each Focus School’s budget narrative

V. MASTER PLAN UPDATE ATTACHMENTS 4-A & B, 5-A & B, and 6-A & B

Be certain to complete all appropriate templates in Part I. The following information will stay embedded in Part I of the Master Plan Update:

Attachment 4A & B: School Level “Spreadsheet” Budget Summary

Attachment 5A & B: Transferability of ESEA Funds & Consolidation of ESEA Funds for Local Administration.

HCPS Title 1 - Budget Narrative - FY '17

HCPS 45

Category / Object	Item	Description / Calculation	Sub Total	Total
		Salary & Wages		
Administrative 02-16	Salary	• Mid-Level Admin Salaries (5.0 Positions) - (5.0 Positions) \$450,352.74	\$450,352.74	\$620,273.87
	Fixed	Fixed Costs \$169,921.13 Outcome Goal(s): 3.2 Strategies: 3.2.a	\$169,921.13	
Regular Programs 03-01	Salary	• Central Support Personnel Salaries <ul style="list-style-type: none"> • 1.0 Early Intervention Teacher Specialist \$83,211.79 • 1.0 Early Intervention Para \$19,559.73 	\$102,771.52	\$157,018.01
	Fixed	• Fixed Costs: \$54,246.49 Outcome Goal(s): 3.2 Strategies: 3.2.a	\$54,246.49	
		School-based Support Personnel (Expenses deducted after PPA school distribution)		
		MAES (83.00%)		
		Salary (9.0 Positions) \$449,658.10		
		Fixed <u>\$203,292.40</u>		
			\$652,950.50	
		HCES (77.84%)		
		Salary (5.5 Positions) \$338,532.74		
		Fixed <u>\$153,010.59</u>		
			\$491,543.33	
		WPES (76.70%)		
		Salary (9.0 Positions) \$564,282.45		
		Fixed <u>\$242,165.08</u>		
	Salary		\$806,447.53	\$2,351,551.78
		GLES (75.06%)		
		Salary (4.0 Positions) \$242,820.96		
		Fixed <u>\$98,254.95</u>		
			\$341,075.91	
		EDES (73.15%)		
		Salary (3.5 Positions) \$213,455.30		
		Fixed <u>\$98,743.73</u>		
			\$312,199.03	
		BFES (68.67%)		
		Salary (3.0 Positions) \$181,663.58		
		Fixed <u>\$91,623.30</u>		
	Fixed		\$273,286.88	\$1,029,623.91
		DFES (67.25%)		
		Salary (5.0 Positions) \$301,109.03		
		Fixed <u>\$122,136.43</u>		
			\$423,245.46	
		HDGES (63.33%)		
		Salary (1.0 Positions) \$60,029.62		
		Fixed <u>\$20,397.43</u>		
			\$80,427.05	
		Outcome Goal(s): 3.2 Strategies: 3.2.a		\$3,381,175.69

Regular Programs 03-01	Salary	<ul style="list-style-type: none"> Extended Supplemental Summer Program - Jump Start STEM Program (Central Support) \$27,000.00 	<p style="text-align: right;">HCPS - 46</p> <p>\$27,000.00</p>																															
	Fixed	<ul style="list-style-type: none"> Fixed Costs: \$2,157.30 	<p>\$2,157.30</p>	<p>\$29,157.30</p>																														
Outcome Goal(s): 2.1; 3.1 Strategies: 2.1a.3; 3.1d.3																																		
Regular Programs 03-01	Salary	<ul style="list-style-type: none"> Before/After School Interventions (School Allotment) (See School Budget Narratives) <table border="1" data-bbox="454 399 1006 735"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr><td>MAES</td><td>(83.00%)</td><td>\$25,762.31</td></tr> <tr><td>HCES</td><td>(77.84%)</td><td>\$18,030.00</td></tr> <tr><td>WPES</td><td>(76.70%)</td><td>\$25,195.00</td></tr> <tr><td>GLS</td><td>(75.06%)</td><td>\$12,050.00</td></tr> <tr><td>EDES</td><td>(73.15%)</td><td>\$3,312.00</td></tr> <tr><td>BFES</td><td>(68.67%)</td><td>\$7,360.00</td></tr> <tr><td>DFES</td><td>(67.25%)</td><td>\$26,020.00</td></tr> <tr><td>HDES</td><td>(63.33%)</td><td>\$1,400.00</td></tr> <tr><td colspan="2" style="text-align: right;">Total:</td><td><u>\$119,129.31</u></td></tr> </tbody> </table>	School	Poverty	Amount	MAES	(83.00%)	\$25,762.31	HCES	(77.84%)	\$18,030.00	WPES	(76.70%)	\$25,195.00	GLS	(75.06%)	\$12,050.00	EDES	(73.15%)	\$3,312.00	BFES	(68.67%)	\$7,360.00	DFES	(67.25%)	\$26,020.00	HDES	(63.33%)	\$1,400.00	Total:		<u>\$119,129.31</u>	<p>\$119,129.31</p>	
School	Poverty	Amount																																
MAES	(83.00%)	\$25,762.31																																
HCES	(77.84%)	\$18,030.00																																
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DFES	(67.25%)	\$26,020.00																																
HDES	(63.33%)	\$1,400.00																																
Total:		<u>\$119,129.31</u>																																
	Fixed	<ul style="list-style-type: none"> Fixed Costs: \$9,518.43 	<p>\$9,518.43</p>	<p>\$128,647.74</p>																														
Outcome Goal(s): 2.1; 3.1 Strategies: 2.1a.3; 3.1d.3																																		
Staff Development 03-09	Salary	<ul style="list-style-type: none"> Regional Staff Development (Central Support) Summer Planning for Teachers \$10,000.00 New Teacher Training \$2,400.00 PI Events (Fall / Spring) - Teacher Participation \$1,500.00 New Teacher Training - PD with Grace Dearborn \$1,500.00 	<p>\$15,400.00</p>																															
	Fixed	<ul style="list-style-type: none"> Fixed Costs: \$1,230.46 	<p>\$1,230.46</p>	<p>\$16,630.46</p>																														
Outcome Goal(s): 2.1; 2.2; 2.3; 4.3 Strategies: 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.13																																		
	Salary	<ul style="list-style-type: none"> Support intervention training (SIPPS, Success Maker, I Station, Wilson) (School Allotment) (see School Budget Narratives). <table border="1" data-bbox="454 1470 1006 1848"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr><td>MAES</td><td>(83.00%)</td><td>\$18,000.00</td></tr> <tr><td>HCES</td><td>(77.84%)</td><td>\$13,440.00</td></tr> <tr><td>WPES</td><td>(76.70%)</td><td>\$17,480.00</td></tr> <tr><td>GLS</td><td>(75.06%)</td><td>\$18,100.00</td></tr> <tr><td>EDES</td><td>(73.15%)</td><td>\$18,300.00</td></tr> <tr><td>BFES</td><td>(68.67%)</td><td>\$12,080.00</td></tr> <tr><td>DFES</td><td>(67.25%)</td><td>\$16,200.00</td></tr> <tr><td>HDES</td><td>(63.33%)</td><td>\$12,030.00</td></tr> <tr><td colspan="2" style="text-align: right;">Total:</td><td><u>\$125,630.00</u></td></tr> </tbody> </table>	School	Poverty	Amount	MAES	(83.00%)	\$18,000.00	HCES	(77.84%)	\$13,440.00	WPES	(76.70%)	\$17,480.00	GLS	(75.06%)	\$18,100.00	EDES	(73.15%)	\$18,300.00	BFES	(68.67%)	\$12,080.00	DFES	(67.25%)	\$16,200.00	HDES	(63.33%)	\$12,030.00	Total:		<u>\$125,630.00</u>	<p>\$125,630.00</p>	
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Total:		<u>\$125,630.00</u>																																
	Fixed Costs	<ul style="list-style-type: none"> Fixed Costs: \$9,949.70 	<p>\$9,949.70</p>	<p>\$135,579.70</p>																														
Outcome Goal(s): 2.1; 2.2; 2.3; 4.3 Strategies: 2.1a.4; 2.1b.2; 2.1b.6; 2.1b.13																																		
Total Salary & Wages				<p>\$4,468,482.77</p>																														

		Contracted Services																																	
Administrative 02-16	Contracted Services	<ul style="list-style-type: none"> Private School Administrative fees (Catapult Learning, Inc) <p style="text-align: right;">\$4,540.87</p> <p>Outcome Goal(s): 1.1;2.1; 2.2 Strategies: 1.1a.1; 2.1a.4; 2.2b.1; 2.2b.3</p>		\$4,540.87	\$4,540.87																														
Regular Programs 05-01	Contracted	<ul style="list-style-type: none"> Contracted Services to Support School-based Initiatives (School <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>(83.00%)</td> <td style="text-align: right;">\$2,000.00</td> </tr> <tr> <td>HCES</td> <td>(77.84%)</td> <td style="text-align: right;">\$15,860.00</td> </tr> <tr> <td>WPES</td> <td>(76.70%)</td> <td style="text-align: right;">\$6,229.00</td> </tr> <tr> <td>GLS</td> <td>(75.06%)</td> <td style="text-align: right;">\$10,400.00</td> </tr> <tr> <td>EDES</td> <td>(73.15%)</td> <td style="text-align: right;">\$7,350.00</td> </tr> <tr> <td>BFES</td> <td>(68.67%)</td> <td style="text-align: right;">\$4,883.20</td> </tr> <tr> <td>DFES</td> <td>(67.25%)</td> <td style="text-align: right;">\$944.00</td> </tr> <tr> <td>HDES</td> <td>(63.33%)</td> <td style="text-align: right;">\$200.00</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total:</td> <td style="text-align: right; border-top: 1px solid black;">\$47,866.20</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Student Programs – Assemblies and Field Trips (admission and fees) <p>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;</p>		<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(83.00%)	\$2,000.00	HCES	(77.84%)	\$15,860.00	WPES	(76.70%)	\$6,229.00	GLS	(75.06%)	\$10,400.00	EDES	(73.15%)	\$7,350.00	BFES	(68.67%)	\$4,883.20	DFES	(67.25%)	\$944.00	HDES	(63.33%)	\$200.00	Total:		\$47,866.20	\$47,866.20	\$47,866.20
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		<ul style="list-style-type: none"> Central Office Support - Success Maker Licenses (25 Licenses x \$20 / \$500.00 <p>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;</p>		\$500.00	\$500.00																														
Staff 05-09	Contracted	<ul style="list-style-type: none"> Success Maker Training (Central Office Support) <p style="text-align: right;">\$2,000.00</p> <ul style="list-style-type: none"> New Teacher Academy PD Speaker (1 sessions x \$4,500.00 / \$4,500.00 <p style="text-align: right;">\$4,500.00</p> <p>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;</p>		\$2,000.00	\$6,500.00																														
Staff 05-09	Contracted	<ul style="list-style-type: none"> Contracted Services to Support School-based Initiatives (School <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>(83.00%)</td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td>HCES</td> <td>(77.84%)</td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td>WPES</td> <td>(76.70%)</td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td>GLS</td> <td>(75.06%)</td> <td style="text-align: right;">\$6,500.00</td> </tr> <tr> <td>EDES</td> <td>(73.15%)</td> <td style="text-align: right;">\$6,000.00</td> </tr> <tr> <td>BFES</td> <td>(68.67%)</td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td>DFES</td> <td>(67.25%)</td> <td style="text-align: right;">\$7,400.00</td> </tr> <tr> <td>HDES</td> <td>(63.33%)</td> <td style="text-align: right;">\$0.00</td> </tr> <tr> <td colspan="2" style="text-align: right;">Total:</td> <td style="text-align: right; border-top: 1px solid black;">\$19,900.00</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Staff Development PD Consultant Fees <p>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;</p>		<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(83.00%)	\$0.00	HCES	(77.84%)	\$0.00	WPES	(76.70%)	\$0.00	GLS	(75.06%)	\$6,500.00	EDES	(73.15%)	\$6,000.00	BFES	(68.67%)	\$0.00	DFES	(67.25%)	\$7,400.00	HDES	(63.33%)	\$0.00	Total:		\$19,900.00	\$19,900.00	\$19,900.00
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Total:		\$19,900.00																																	
		Total Contracted Services			\$79,307.07																														

		Supplies																																	
Administrative 02-16	Supplies	<ul style="list-style-type: none"> Central Office Supplies/Materials to support data collection/evaluation of student academic program in Reading/Math in 8 Title I schools. <p style="text-align: right;">\$2,700.58</p> <p>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</p>		HGPS - 48 \$2,700.58	 \$2,700.58																														
Regular Programs 04-01	Supplies	<ul style="list-style-type: none"> Parent Involvement Funds (Required Reservation 1% (plus an additional 0.1%) - Based on PPA). Other items to support Parent Involvement activities in 8 schools (School Allotment) (see School Budget Narratives). <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">School</th> <th style="text-align: left;">Poverty</th> <th style="text-align: left;">Amount</th> </tr> </thead> <tbody> <tr><td>MAES</td><td>(83.00%)</td><td style="text-align: right;">\$8,097.1500</td></tr> <tr><td>HCES</td><td>(77.84%)</td><td style="text-align: right;">\$2,021.5800</td></tr> <tr><td>WPES</td><td>(76.70%)</td><td style="text-align: right;">\$10,169.6800</td></tr> <tr><td>GLS</td><td>(75.06%)</td><td style="text-align: right;">\$4,683.8700</td></tr> <tr><td>EDES</td><td>(73.15%)</td><td style="text-align: right;">\$4,145.3300</td></tr> <tr><td>BFES</td><td>(68.67%)</td><td style="text-align: right;">\$3,571.3000</td></tr> <tr><td>DFES</td><td>(67.25%)</td><td style="text-align: right;">\$5,501.4000</td></tr> <tr><td>HDES</td><td>(63.33%)</td><td style="text-align: right;">\$1,000.0000</td></tr> <tr><td colspan="2" style="text-align: center;">Total:</td><td style="text-align: right;">\$39,190.31</td></tr> </tbody> </table> <ul style="list-style-type: none"> Materials for correspondence to parents Pamphlets/Posters to communicate educational events to parents Postage for parent communication <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>		School	Poverty	Amount	MAES	(83.00%)	\$8,097.1500	HCES	(77.84%)	\$2,021.5800	WPES	(76.70%)	\$10,169.6800	GLS	(75.06%)	\$4,683.8700	EDES	(73.15%)	\$4,145.3300	BFES	(68.67%)	\$3,571.3000	DFES	(67.25%)	\$5,501.4000	HDES	(63.33%)	\$1,000.0000	Total:		\$39,190.31	 \$39,190.31	 \$39,190.31
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Regular Programs 04-01	Supplies	<ul style="list-style-type: none"> Support of Title I initiatives at school level (School Allotment) (see School Budget Narratives). <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th style="text-align: left;">School</th> <th style="text-align: left;">Poverty</th> <th style="text-align: left;">Amount</th> </tr> </thead> <tbody> <tr><td>MAES</td><td>(83.00%)</td><td style="text-align: right;">\$20,086.74</td></tr> <tr><td>HCES</td><td>(77.84%)</td><td style="text-align: right;">\$7,000.00</td></tr> <tr><td>WPES</td><td>(76.70%)</td><td style="text-align: right;">\$30,377.91</td></tr> <tr><td>GLS</td><td>(75.06%)</td><td style="text-align: right;">\$21,000.00</td></tr> <tr><td>EDES</td><td>(73.15%)</td><td style="text-align: right;">\$5,310.95</td></tr> <tr><td>BFES</td><td>(68.67%)</td><td style="text-align: right;">\$6,556.51</td></tr> <tr><td>DFES</td><td>(67.25%)</td><td style="text-align: right;">\$23,904.00</td></tr> <tr><td>HDES</td><td>(63.33%)</td><td style="text-align: right;">\$3,199.00</td></tr> <tr><td colspan="2" style="text-align: center;">Total:</td><td style="text-align: right;">\$117,435.11</td></tr> </tbody> </table> <ul style="list-style-type: none"> Supplemental materials for Reading and Math Initiatives and other Supplemental materials for Before/After School Interventions <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;</p>		School	Poverty	Amount	MAES	(83.00%)	\$20,086.74	HCES	(77.84%)	\$7,000.00	WPES	(76.70%)	\$30,377.91	GLS	(75.06%)	\$21,000.00	EDES	(73.15%)	\$5,310.95	BFES	(68.67%)	\$6,556.51	DFES	(67.25%)	\$23,904.00	HDES	(63.33%)	\$3,199.00	Total:		\$117,435.11	 \$117,435.11	 \$117,435.11
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		<ul style="list-style-type: none"> Jump Start STEM program <p>Support for Instructional Supplies and Materials (Central Office Support) – All 5 Schoolwide Schools</p> <p style="text-align: right;">\$1,500.00</p> <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>		 \$1,500.00	 \$1,500.00																														

		<ul style="list-style-type: none"> • Early Intervention Program (supplies to support Early Intervention program at all five school wide schools) (Central Office Support) \$2,000.00 <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>	\$2,000.00	\$2,000.00																														
		<ul style="list-style-type: none"> • Parent Involvement Regional Training - (Books & Materials for Fall session) (Central Office Support) \$1,500.00 <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>	\$1,500.00	\$1,500.00																														
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> <ol style="list-style-type: none"> 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>HCPS Title I Office allocates Title I funds for:</p> <ul style="list-style-type: none"> • Supplies and Materials: \$2,000.00 • School Uniforms \$2,000.00 <p>Outcome Goal(s): 1.1 Strategies: 1.1e.4</p>	\$4,000.00	\$4,000.00																														
Staff Development 04-09	Supplies	<ul style="list-style-type: none"> • Supplies and Materials to support Staff In-services and Staff Development (School Allotment) (see School Budget Narratives) <table border="1"> <thead> <tr> <th>School</th> <th>Poverty</th> <th>Amount</th> </tr> </thead> <tbody> <tr> <td>MAES</td> <td>(83.00%)</td> <td>\$3,000.00</td> </tr> <tr> <td>HCES</td> <td>(77.84%)</td> <td>\$2,800.00</td> </tr> <tr> <td>WPES</td> <td>(76.70%)</td> <td>\$0.00</td> </tr> <tr> <td>GLES</td> <td>(75.06%)</td> <td>\$4,500.00</td> </tr> <tr> <td>EDES</td> <td>(73.15%)</td> <td>\$0.00</td> </tr> <tr> <td>BFES</td> <td>(68.67%)</td> <td>\$1,306.00</td> </tr> <tr> <td>DFES</td> <td>(67.25%)</td> <td>\$0.00</td> </tr> <tr> <td>HDES</td> <td>(63.33%)</td> <td>\$0.00</td> </tr> <tr> <td colspan="2">Total:</td> <td>\$11,606.00</td> </tr> </tbody> </table> <p>Outcome Goal(s): 2.1; 4.3 Strategies: 2.1a4; 2.1b.2; 2.1b.6; 2.1b.13</p>	School	Poverty	Amount	MAES	(83.00%)	\$3,000.00	HCES	(77.84%)	\$2,800.00	WPES	(76.70%)	\$0.00	GLES	(75.06%)	\$4,500.00	EDES	(73.15%)	\$0.00	BFES	(68.67%)	\$1,306.00	DFES	(67.25%)	\$0.00	HDES	(63.33%)	\$0.00	Total:		\$11,606.00	\$11,606.00	\$11,606.00
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Total:		\$11,606.00																																
		<ul style="list-style-type: none"> • New Teacher Training Program (supplies to support New Teacher Training Program at all eight schools) (Central Office Support) \$1,000.00 <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;</p>	\$1,000.00	\$1,000.00																														
Total Supplies				\$180,932.00																														

		Other																																
Administrative 02-16 i	Other	Central Office		HCP\$ - 50																														
		• Mileage for Personnel	\$4,000.00	\$4,000.00																														
		• National Title I Conference = (5 Central Office Personnel x \$2,700.00)	\$13,500.00	\$13,500.00																														
		• Brustein & Manasevit Fall Conference, NOLA (4 Central Office Personnel x \$2,200.00)	\$8,800.00	\$8,800.00																														
		• ASCD Conference (3 Principals & 1 Central Office Personnel x \$1,00.00)	\$4,000.00	\$4,000.00																														
		• Learning Forward Conference (4 Principals & 1 Central Office Personnel x \$1,889.48)	\$9,447.40	\$9,447.40																														
		Outcome Goal(s): 4.3 Strategies: 4.3c.5; 4.3c.7		\$39,747.40																														
Regular Programs 05-01	Other	• Early Intervention Teacher Specialist & Para mileage	\$4,000.00	\$4,000.00																														
		Outcome Goal(s): 4.3 Strategies: 4.3c.5; 4.3c.7		\$4,000.00																														
		• Parent Involvement Regional Training – Fall & Spring sessions refreshments (Central Office Support)	\$1,500.00	\$1,500.00																														
		Outcome Goal(s): 2.1 Strategies: 2.1b.15; 2.1b.16		\$1,500.00																														
Regular Programs 05-01	Other	• Parent Involvement Funds (Required Reservation 1% (plus an additional 0.1%) - Based on PPA). Other items to support Parent Involvement activities in 8 schools (School Allotment) (see School Budget Narratives).																																
		<table border="0" style="width: 100%;"> <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>(83.00%)</td> <td style="text-align: right;">\$2,700.00</td> </tr> <tr> <td>HCES</td> <td>(77.84%)</td> <td style="text-align: right;">\$6,205.00</td> </tr> <tr> <td>WPES</td> <td>(76.70%)</td> <td style="text-align: right;">\$2,800.00</td> </tr> <tr> <td>GLES</td> <td>(75.06%)</td> <td style="text-align: right;">\$1,556.50</td> </tr> <tr> <td>EDES</td> <td>(73.15%)</td> <td style="text-align: right;">\$1,375.00</td> </tr> <tr> <td>BFES</td> <td>(68.67%)</td> <td style="text-align: right;">\$1,140.00</td> </tr> <tr> <td>DFES</td> <td>(67.25%)</td> <td style="text-align: right;">\$1,815.00</td> </tr> <tr> <td>HDES</td> <td>(63.33%)</td> <td style="text-align: right;">\$852.99</td> </tr> <tr> <td></td> <td style="text-align: right;">Total:</td> <td style="text-align: right; border-top: 1px solid black;">\$18,444.49</td> </tr> </tbody> </table>	<u>School</u>	<u>Poverty</u>	<u>Amount</u>	MAES	(83.00%)	\$2,700.00	HCES	(77.84%)	\$6,205.00	WPES	(76.70%)	\$2,800.00	GLES	(75.06%)	\$1,556.50	EDES	(73.15%)	\$1,375.00	BFES	(68.67%)	\$1,140.00	DFES	(67.25%)	\$1,815.00	HDES	(63.33%)	\$852.99		Total:	\$18,444.49	\$18,444.49	
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Total:		\$53,228.20																																
		Total Other		\$127,347.02																														

		Equipment																																	
Regular Programs	Equipment	<ul style="list-style-type: none"> Equipment Funds (School Allotment) (see School Budget Narratives) 																																	
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		Note: Refresh (replacement) of previously purchased computer equipment that was funded under Title I, Part A).																																	
		Outcome Goal(s): 2.1; 3.1 Strategies: 2.1b.26; 3.1d1				\$103,406.06																													
		Total Equipment				\$103,406.06																													
		Student Transportation																																	
Student Transportation 209		<ul style="list-style-type: none"> Jump Start STEM Program (Central Support) Transportation Services 8 sites 																																	
					\$5,000.00																														
		<ul style="list-style-type: none"> Foster Care Transportation (Central Support) 																																	
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		Outcome Goal(s): 2.1; 4.3; 2.2 Strategies: 2.1b.15; 1.1b.16; 2.2a.2; 4.3c.5				\$36,150.00																													
		Total Student Transportation				\$51,150.00																													

		Business Support		
Business Support	Indirect Costs	<ul style="list-style-type: none"> • Remaining Indirect Costs (\$5,165,742.00 x 2.53%) 		
		\$130,693.27	\$130,693.27	\$130,693.27
		Total Business Support		\$130,693.27
		Private Schools		
Regular Programs	Transfer (Equitable Share)	Per Pupil Allocation <ul style="list-style-type: none"> • St. Joan of Arc School - 5 Students (0 – MAES, 2 – HXES, 0 – WPES, 2 – GLES, 0 – EDES, 1 – BFES, 0 – DFES, 0 – HDES) <div style="text-align: right;">\$6,981.52</div> • Trinity Lutheran - 5 Students (0 – MAES, 0 – HXES, 0 – WPES, 3 – GLES, 0 – EDES, 0 – BFES, 2 – DFES, 0 – HDES) <div style="text-align: right;">\$6,147.19</div> • Bethel Christian Academy- 3 Students (0 – MAES, 1 – HXES, 0 – WPES, 1 – GLES, 0 – EDES, 0 – BFES, 0 – DFES, 1 – HDES) <div style="text-align: right;">\$3,346.91</div> • Villa Maria Academy- 1 Students (0 – MAES, 1 – HXES, 0 – WPES, 0 – GLES, 0 – EDES, 0 – BFES, 0 – DFES, 0 – HDES) <div style="text-align: right;">\$1,457.68</div> • Baltimore County Private Schools – 2.5 Students (0.5 – MAES, 0 – HXES, 0 – WPES, 0 – GLES, 0 – EDES, 0 – BFES, 2 – DFES, 0 – HDES) <div style="text-align: right;">\$2,872.21</div> • Baltimore City Private Schools – 1 Students (0 – MAES, 0 – HXES, 1 – WPES, 0 – GLES, 0 – EDES, 0 – BFES, 0 – DFES, 0 – HDES) <div style="text-align: right;">\$1,419.32</div> • Cecil County Private Schools – 1 Students (0 – MAES, 0 – HXES, 0 – WPES, 0 – GLES, 0 – EDES, 0 – BFES, 0 – DFES, 1 – HDES) <div style="text-align: right;">\$479.50</div> • District-wide Instructional Program(s) Reservation (Equitable Share) <div style="text-align: right;">\$1,241.17</div> • District-wide PD Reservation (Equitable Share) <div style="text-align: right;">\$141.16</div> • Parent Involvement (Equitable Share) <div style="text-align: right;">\$337.15</div> 	\$6,981.52	\$6,147.19
			\$3,346.91	\$1,457.68
			\$2,872.21	\$1,419.32
			\$479.50	\$1,241.17
			\$141.16	\$337.15
		Outcome Goal(s): 2.1; 4.3; 2.2 Strategies: 2.1b.15; 1.1b.16; 2.2a.2; 4.3c.5		\$24,423.81
		Total Private Schools		\$24,423.81
		Total		\$5,165,742.00

Part II
Additional Attachments
Table of Contents

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6. Edgewood ES, School-Based Budget Narrative	Page 10
7. G. Lisby ES, School-Based Budget Narrative	Page 12
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14. Attachments 6	Page 33

**Title I FY 17 Allocation Worksheet
School Year 2016-2017**

LEA 12 - Harford County Public School 7/27/2016

Local School System

Submission Date

Note: 1/2 day Pre-K equals .5 FTE

Notations	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	
N or P or F or S	SW or TAS	MSDE Sch ID #	Public School Name (Must rank order by Percent of Poverty highest to lowest) Charter school(s) place * after school name	Specific Numeric Grade Span (public)	CEP* School (Y or N)	Public School Enrollment (as of 9/30/15)	Number of Low Income- Public School Children (as of 10/31/15)	Number of Direct Certification Children for NSLP in CEP Schools (10/31/15)	CEP Direct Certification count multiplied by the 1.6 multiplier ¹	FTE Low Income Public School Children used to Allocate Title I Funds ²	Percent of Poverty for Title I Allocations (I/H=M)	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.	Per Pupil Allocation (PPA)	Public School Allocation (L xP =Q)	Allocation for Private School Children (Ox P =R)
1	S	120292	Center for Educational Opportunity	6-12	N	53	48	0.0	0.0	48.0	90.57%	0	0.0	\$1,918.00	\$0*	\$0.00
3	SW	120131	MAGNOLIA ES	PK-5	N	500	415	0.0	0.0	395.5	83.00%	1.0	0.5	\$1,908.41	\$754,776.16	\$954.21
2	SW	120230	HALLS CROSS ROADS ES	PK-5	N	519	404	0.0	0.0	396.5	77.84%	4	4	\$1,457.68	\$577,970.12	\$5,830.72
4	SW	120140	WM PACA/OLD POST RD ES	PK-5	N	837	642	0.0	0.0	642.0	76.70%	1	1	\$1,419.32	\$911,203.44	\$1,419.32
5	F	120211	GEORGE D LISBY ES @ HILLSDALE	PK-5	N	437	328	0.0	0.0	311.0	75.06%	6	6	\$1,409.73	\$438,426.03	\$8,458.38
6	SW	120115	EDGEWOOD ES	PK-5	N	391	286	0.0	0.0	277.0	73.15%	0	0	\$1,400.14	\$387,838.78	\$0.00
7	SW	120212	BAKERFIELD ES	PK-5	N	415	285	0.0	0.0	265.5	68.67%	1	1	\$1,246.70	\$330,998.85	\$1,246.70
8	TAS	120120	DEERFIELD ES	PK-5	N	797	536	0.0	0.0	536.0	67.25%	4	4	\$959.00	\$514,024.00	\$3,836.00
9	F	120632	HAVRE DE GRACE ES	PK-5	N	450	285	0.0	0.0	271.5	63.33%	2	2	\$479.50	\$130,184.25	\$959.00
				Total			3229.0	0.0	0.0	3143.0		19.0	18.5	\$4,045,421.63	\$22,704.33	

Table 7-9

Table 7-9

Table 4 A & B

Table 4 A & B

Table 7-10 /6

*Community Eligibility Provision

¹ The 1.6 multiplier applies to a Community Eligibility school.

² For a CEP school, the Column I figure is equal to the lesser of (a) column K or (b) column H. In other words, the count cannot exceed the school's total enrollment.

Skipped School FY17 Allocation Worksheet (Compensatory Funds only--No Federal Funds) School Year 2016-2017

LEA 12 - Harford County Public Schools
Local School System

Note: 1/2 day Pre-K equals .5 FTE

Notation	D	E	F	G	H	I	J	K	L
Code as 1, 2, 3, or 4	MSDE Sch ID #	Skipped Public School Name (Must rank order by Percent of Poverty highest to lowest)	Specific Numeric Grade Span (public)	Percent of Poverty (I/H=G)	Public School Enrollment (as of 9/30/15)	Number of Low Income- Public School Children (as of 10/31/15)	FTE	Per Pupil Allocation (PPA)	Local/State Allocation to Skipped Public Schools (J x K =L)
		Low Income Public School Children (10/31/15)							
1	4	0292 CEO	0292	90.57%	53	48	48.0	\$1,918.00	\$92,064.00
		Total				48	48.0		\$92,064.00

Table 7-7 Skipped

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

HCPS - 57

ORIGINAL GRANT BUDGET	\$5,165,742.00	AMENDED BUDGET #		REQUEST DATE	07/27/16
GRANT NAME	Title 1, Part A, Regular Allocation Grant to Local School System	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	23007		
REVENUE SOURCE	Title 1, Part A	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	7/1/2016	TO	6/30/2018

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							\$130,693.27	130,693.27
Prog. 23 Centralized Support								0.00
202 Mid-Level Administration								
Prog. 15 Office of the Principal								0.00
Prog. 16 Inst. Admin. & Supv.	450,352.74	4,540.87	2,700.58	39,747.40	0.00	0.00		497,341.59
203-205 Instruction Categories								
Prog. 01 Regular Prog.	\$2,600,452.61	48,366.20	165,625.42	34,371.42	103,406.06	24,423.81		2,976,645.52
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.	141,030.00	26,400.00	12,606.00	53,228.20				233,264.20
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		51,150.00						51,150.00
210 Plant Operation								
Prog. 30 Warehousing & Distr.								0.00
Prog. 31 Operating Services								0.00
211 Plant Maintenance								0.00
212 Fixed Charges				1,276,647.42				1,276,647.42
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	3,191,835.35	130,457.07	180,932.00	1,403,994.44	103,406.06	155,117.08		5,165,742.00

Finance Official Approval Jennifer A Birkellen Jennifer A Birkellen 9/23/16 410.809.6055
 Name Signature Date Telephone #

Supt./Agency Head Approval Barbara Caravan Barbara Caravan 9/26/16 410.588.5204
 Name Signature Date Telephone #

MSDE Grant Manager Approval _____
 Name Signature Date Telephone #

FY '17 Regular Title 1 Allocation - School-based Budget Narrative

School: Bakerfield Elementary School

Title 1 FY '17 Allotment: **\$57,711.97**

as of June 2016

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	Provide 1 full day per quarter for each teacher to plan quality reading (1/2 day) and math (1/2 day) instruction with Title 1 support teachers - 20 Substitutes for each teacher x 4 quarters x \$92.00 / sub day = \$7,360.00	Planning with the Title 1 teacher will provide job embedded professional development and will provide the creation of high quality units and lessons.	\$7,360.00	13%	
	Contracted Serv	05-01	52170 (Other)	Success Maker licenses – 10 licenses x \$20.00 / license = \$200.00 Interactive Program that incorporates the arts to support and enhance math and reading instruction (YAMD- Dually funded by MSAC, Rural Access for All, and Title 1) 2nd and 3rd grade classes - 6 classes x \$155.33 / program = \$933.20 First in Math Computer Licenses grades 2-5, 210 students x \$10.00 / license = \$2,100.00 Reading A to Z licences 6 classes x \$115.00 / class = \$690.00 Science A to Z licences 6 classes x \$100.00 / class = \$600.00 ELL enhanced licences 6 classes x \$60.00 / class = \$360.00	The professional development will build capacity in teachers with regards to integrated instruction, particularly in the area of differentiated instruction. Interventions will be used with targeted students as identified.	\$4,883.20	8%	
			52205 (Consultant)			\$0.00	0%	
			52300 (Buses)	Field trips transportation to support curricular initiatives PreK-5, \$200.00 / bus * 2 busses per grade level x 7 grade levels = \$2,800.00 (Grade 1 Zoo, Grade 2 Aquarium, Grade 3 Science Center, Grade 4 Ft. Mchenry, and Grade 5 Philidelphia)	Field trips are designed to enhance the daily instruction in the classrooms.	\$2,800.00	5%	
	Supplies	04-01	53170 (Other)	Headphones for mobile laptop carts and lab, 100 headphones x \$5.00 each = \$500.00 School Supplies for students, 400 students x \$3.00 / student = \$1,291.13 program incentives and supports = \$1,000.00 Leveled Literacy Intervention Red System Books= \$2,000.00 Materials to support school wide reading instruction = \$239.00 Materials to support school wide math instruction= \$200.62 Differentiated classroom enviroment options: 15 Stability cushions x \$14.99 = \$224.85 15 Desk Bands x \$11.95 = \$179.25 15 Ball Stability Seats x \$25.00 = \$375.00 6 Active Chair \$91.11 = \$546.66	Headphones will be used to allow students to access multimedia lessons through daily instruction. School supplies will be used to support daily instruction in the classroom. Intervention materials will be used to support students that need additional instruction related to reading. Seating options will be provided to increase engagement and academic achievement.	\$6,556.51	11%	
	Other	05-01	54170 (Other)			\$0.00	0%	
			54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-01	55170 (Other)	Purchase of 1 24-unit Mobile Laptop Cart (4 student laptops * \$625.00 = \$15,000.00) 1 Mobile Laptop Cart (1 Cart * \$1,184.00 / Cart = \$1,623.00	Technology will be used to enhance daily instruction and to provide lessons that	\$16,623.00	29%	\$38,222.71

4883.2

Staff Development				Make Home visits after school to support classroom instruction-planning and visits - 2 teachers per visit x 2 hours x \$20 x 12 total visits = \$960.00 Before/After school planning for teachers to support students with reading and math instruction - 20 teachers x 1 hour month x \$20 / hour x 2 times per month x 10 months = \$8,000.00 Provide 6 hours of planning per teacher during summer to prepare for reading and math instruction with Title 1 Resource teachers 20 teachers x 6 hours x \$20 / hour = \$2,400.00 Provide 3 days of planning for Title I resource teachers during summer to prepare for reading and math instruction with all teachers 2 teachers x 3 days x 6 hours / day x \$20 / hour = \$720.00	On-going, job-embedded professional development opportunities for faculty and staff will build capacity and increase student achievement. These planning sessions and work sessions align with School Improvement Plan. Home visits will help to develop relationships with families while providing parents with supports to work with their child.		HCPS - 59	
	Salary	03-09	51170 (Other)			\$12,080.00	21%	
	Contracted Serv	05-01	52205 (Consultant)					
	Supplies	04-09	53170 (Other)	Words Their Way text - \$60.00 x 13 books = \$780.00 Text Dependent Questions \$35.00 x 4 books = \$140.00 Falling in Love with Close Reading \$22.00 x 5 books = \$110.00 Making Number Talks Matter text \$22.00 x 7 books = \$154.00 Number Talks text \$61.00 x 2 books = \$122.00	Provide the needed materials to implement high quality professional development.	\$1,306.00	2%	
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	Attendance to National Title 1 conference by principal = \$3,000 1 Teacher attendance to National Council of Math Regional Conference= \$1,050.00 2 teachers to attend SOMIRAC reading conference (2 teachers x \$250.00 / persion = \$500.00)	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement, particularly in the area of Title 1.	\$4,550.00	8%	\$17,936.00
Fixed Costs						\$1,553.26	3%	\$1,553.26
Total							100%	\$57,711.97
					Difference	\$0.00		

Parent Involvement Allocation = **\$4,711.30**

HCPS - 60

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																														
Reg Programs	Supplies	04-01	53170 (Other)	Parent event mailings and supplies \$500 Take Home Foundations Trick word packs Grades K-2= 50 packs x \$20= \$1000 Take home materials to support home visits= \$1000 Materials to build capacity of parents through	Building instructional capacity with families so they can better support their children's academic achievement.	\$3,571.30	76%																															
	Other	05-01	54170 (Other)			\$0.00	0%																															
				Parent Involvement Events																																		
			54735 (Refreshments Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Family Involvement Team Meetings</td> <td>25</td> <td>\$3.00</td> <td>4</td> <td>\$300.00</td> </tr> <tr> <td>Mega Night</td> <td>250</td> <td>\$2.00</td> <td>1</td> <td>\$500.00</td> </tr> <tr> <td>Fall Reading Primary</td> <td>20</td> <td>\$2.00</td> <td>1</td> <td>\$40.00</td> </tr> <tr> <td>Honor Roll Breakfast</td> <td>150</td> <td>\$1.00</td> <td>2</td> <td>\$300.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$1,140.00</td> </tr> </tbody> </table>	Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Family Involvement Team Meetings	25	\$3.00	4	\$300.00	Mega Night	250	\$2.00	1	\$500.00	Fall Reading Primary	20	\$2.00	1	\$40.00	Honor Roll Breakfast	150	\$1.00	2	\$300.00	Total				\$1,140.00		\$1,140.00	24%	
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																																		
Family Involvement Team Meetings	25	\$3.00	4	\$300.00																																		
Mega Night	250	\$2.00	1	\$500.00																																		
Fall Reading Primary	20	\$2.00	1	\$40.00																																		
Honor Roll Breakfast	150	\$1.00	2	\$300.00																																		
Total				\$1,140.00																																		
Total							100%	\$4,711.30																														
Difference						\$0.00																																

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

Approval Signature, Tara Dedeaux, Principal, Bakerfield Elementary School

Date

FY '17 Regular Title 1 Allocation - School-based Budget Narrative

School: Deerfield Elementary School

Title 1 FY '17 Allotment: **\$90,778.54**

as of June 2016

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	Supplemental Reading Planning for Grades K, 01, 02, 03, 04, 05 TA teachers, reading specialist and homeroom teachers to collaboratively plan before/after school . (1-2 teachers / grade level + 1 TAS Reading Teacher + 1 TAS Teacher Specialist + Reading Specialist = 8 people) (8 people * \$20 / hour * 55 hours = \$8,800.00) Before/After School Program - (6 Teachers * 42 Days * 1 hours / day * \$35 / hour = \$8,820.00) Supplemental Math Planning for Grades 01, 02, 03, 04, 05 TA teachers and homeroom teachers to collaboratively plan before/after school . (6 classroom teachers + 3 TAS Math Teachers + 1 TAS Teacher Specialist = 10 people) (10 people * \$20 / hour * 40 hours = \$8,000.00) Home visits with teacher and Title I Specialist (2 teachers x \$20/hour * 10 1-hour visits) = \$400.00	Targeted students will have the opportunity to participate and enhance their academic skills through meaningful and well planned activities within the intervention programs. Meets School Improvement Plan goal for increasing student achievement for Targeted students.	\$26,020.00	29%	
	Contracted Serv	05-01	52170 (Other)	Field trip to Science Center for TAS students IMAX ticket 118 (110 students + 8 adults) * \$8.00 / ticket = \$944.00	TAS students to get experiences that they might not be provided otherwise as STEM relates to math and books they are reading in TAS program as well.	\$944.00	1%	
			52205 (Consultant)			\$0.00	0%	
			52300 (Buses)	Transportation for before school program (30 days x \$150.00 bus cost / day = \$4,500.00) Supplemental field trip for TAS students to science center (4 buses x \$300.00 / bus = \$1,200.00)	Students get the opportunity to attend the Before / After School & Summer Intervention Program and expand their experiences with a supplemental field trip	\$5,700.00	6%	
	Supplies	04-01	53170 (Other)	Book distribution and math material distribution for the summer for TAS students (K-5)= \$3,500.00 Supplemental In-school Reading instructional materials for students targeted in reading in grades K, 01, 02, , 03 , 04, & 05. \$2,000/grade level * 6 grades = \$12,000.00 Supplemental In-school Math instructional materials for students targeted in math in grades 01, 02, 03, 04, & 05 (\$1,680.80/ grade level * 5 grades = \$8,404.00)	Provide additional, supplemental materials to increase student achievement and meet the School Improvement Plan goals for Targeted Assistance.	\$23,904.00	26%	
	Other	05-01	54170 (Other)			\$0.00	0%	
			54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-01	55170 (Other)			\$0.00	0%	\$56,568.00
Staff Development	Salary	03-09	51170 (Other)	4 professional development sessions afterschool for teachers with targeted students - 30 teachers * \$20/hr x 4 sessions = \$2,400.00 Before school program planning - \$20/hr * 30 hrs * 7 teachers = \$4,200.00 Summer planning for teachers - 40 teachers * \$20/hr * 2 days * 6 hours / day = \$9,600.00	Funds for staff members who work before or after school or summer hours supporting school initiatives and curricula. Also, to analyze data for interventions and/or academic achievement, Targeted Student list, and RTI. Supports the School Improvement Goals for Targeted Assistance	\$16,200.00	18%	

	Contracted Serv	05-01	52205 (Consultant)	Professional development for TAS teachers math grades 1-5 Greg Tang Math PD = \$7,400.00	Professional development training on specific interventions that are designed to increase student achievement for Targeted students. Supports the School Improvement Goals for Targeted Assistance	\$7,400.00			HCPS - 62
	Supplies	04-09	53170 (Other)			\$0.00	0%		
	Other	05-09	54170 (Other)			\$0.00	0%		
			54750 (Conferences - must be approved first)	Common Ground conference for targeted assistance teachers (including reading specialist), Title I specialist, and 1 administrator: 7 teachers * \$600 per person) = \$4,200.00 2018 National Title I conference Registration \$3,000.00	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement, particularly in the area of Title I Targeted Assistance.	\$7,200.00	8%	\$30,800.00	
Fixed Costs						\$3,410.54	4%	\$3,410.54	
Total							100%	\$90,778.54	
						Difference		\$0.00	

Parent Involvement Allocation = **\$7,316.40**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																														
Reg Programs	Supplies	04-01	53170 (Other)	Parent training material for during and after school meetings to support classroom strategies and intervention Mailing \$4,701.40	Parent/families supplies will build capacity in our school community so that families can better support their children's academic achievement.	\$5,501.40	75%																															
	Other	05-01	54170 (Other)	coasts for Title I families \$800.00		\$0.00	0%																															
			54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Family Involvement Team Meeting</td> <td>30</td> <td>\$7.00</td> <td>5</td> <td>\$1,050.00</td> </tr> <tr> <td>Title I TAS Year End Celebration</td> <td>90</td> <td>\$4.00</td> <td>1</td> <td>\$360.00</td> </tr> <tr> <td>During Day Title I TAS Celebrations</td> <td>30</td> <td>\$4.50</td> <td>3</td> <td>\$405.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$1,815.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Family Involvement Team Meeting	30	\$7.00	5	\$1,050.00	Title I TAS Year End Celebration	90	\$4.00	1	\$360.00	During Day Title I TAS Celebrations	30	\$4.50	3	\$405.00	Total				\$1,815.00	The parent workshops, family nights and increased volunteerism increases parental involvement which increases student achievement. Parents will become more informed about the School Improvement Plan, Parent Involvement Plan, and the benefits of attending a Targeted Assistance Title I school. The refreshments will help to improve attendance at the parent events.	\$1,815.00	25%	
Parent Involvement Events																																						
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																																		
Family Involvement Team Meeting	30	\$7.00	5	\$1,050.00																																		
Title I TAS Year End Celebration	90	\$4.00	1	\$360.00																																		
During Day Title I TAS Celebrations	30	\$4.50	3	\$405.00																																		
Total				\$1,815.00																																		
						Total	100%	\$7,316.40																														
						Difference		\$0.00																														

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

Approval Signature, Gregory Lane, Principal, Deerfield Elementary School

Date

FY '17 Regular Title 1 Allocation - School-based Budget Narrative

School: Edgewood Elementary

Title 1 FY '17 Allotment: **\$75,639.75**

as of June 2016

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	Substitutes for teachers during Greg Tang PD - 8 substitutes x \$92 per day = \$736.00 Substitutes for K-2 teachers to perform testing (14 teachers x 2 days x \$92 per day) = \$2,576.00	Substitutes to cover classrooms so teachers can attend Greg Tang PD without missing Negotiated Planning. Teachers need time to test all students to monitor their progress on county-mandated assessments.	\$3,312.00	4%	
	Contracted Serv	05-01	52170 (Other)	Dream box licenses - Gr. 1-5 (70 x \$20) = \$1,400.00 Instructional Based Field Trips PK - 5 (7 grade levels x \$850.00 / grade level) = \$5,950.00	Students will increase their knowledge through the use of approved technology programs for during school interventions. These programs align with the mathematics goals in the School Improvement Plan. Students will have the opportunity to increase their background knowledge through educational experiences -field trips. Each field trip is based on grade level content and curriculum.	\$7,350.00	10%	
			52205 (Consultant)			\$0.00	0%	
			52300 (Buses)	Instructional Based Field Trips PK - 5 (7 grade levels x 1 field trip / grade x 2 buses / field trip x \$300.00 / bus) = \$4,200.00	Students will have the opportunity to increase their background knowledge through educational experiences -field trips. Each field trip is based on grade level content and curriculum.	\$4,200.00	6%	
	Supplies	04-01	53170 (Other)	PK - 5 Supplemental Instructional trade books to support Reading, Math, and Science subject material - \$5,310.95	A common feature of effective reading programs is student access to a wide variety of appealing trade books and other reading materials.	\$5,310.95	7%	
	Other	05-01	54170 (Other)			\$0.00	0%	
			54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-01	55170 (Other)	Purchase of 1 24-unit Mobile Laptop Cart (24 student laptops * \$625.00 = \$15,000.00) Purchase of 16-unit student desktop computer lab (16 student desktops * \$615.00 = \$9,840.00)		\$24,840.00	33%	\$45,012.95
Staff Development	Salary	03-09	51170 (Other)	After / Before School Monthly Planning for Teachers in grades PK-5 (37 tchrs x 7 months (October-June) x 3 hours / month x \$20.00 / hour) = \$14,700.00 After school SIT Meeting (15 people x 5 meetings x 3 hrs x \$20.00) = \$3,600.00	Payment for staff members who work before or after school or in the summer supporting school initiatives and curricula. Also, to analyze data for interventions and/or academic achievement and RTI.	\$18,300.00	24%	
	Contracted Serv	05-01	52205 (Consultant)	Professional Development for teachers K-5 provided by Envision Math Personnel \$6,000.00	This professional developer will increase teacher capacity with content knowledge in mathematics. This will support mathematics instruction aligned with School Improvement Plan.	\$6,000.00		
	Supplies	04-09	53170 (Other)			\$0.00	0%	
	Other	05-09	54170 (Other)			\$0.00	0%	

			54750 (Conferences - must be approved first)	Attendance at the National Title 1 Conference by principal (total amount of travel and registration) = \$3,000.00 Attendance at the Maryland Association of Elementary School Principal Conference by principal (total amount of travel and registration) = \$800.00 Attendance at MAG for the Title 1 Teacher Specialist - \$800.00	Increased personal growth opportunities will enhance content knowledge, build leadership capacity, and increase student achievement.		HCPS - 64	
						\$4,600.00	6%	\$28,900.00
Fixed Costs						\$1,726.80	2%	\$1,726.80
Total							100%	\$75,639.75
						Difference		\$0.00

Parent Involvement Allocation = **\$5,520.33**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																			
Reg Programs	Supplies	04-01	53170 (Other)	These funds will be used to provide opportunities to build capacity for parents to work with their children to increase academic achievement through workshops and family nights. Funds will also be used to provide materials and resources for students and parents to maintain open communication with the school as well as to work with their child at home to practice skills and strategies learned during the school year and summer break. Total cost = \$1,145.33 Supplies for Parent involvement events such as markers, labels, poster paper, etc. \$500.00 Instructional supplies and materials for 5 Family Involvement Team meetings (5 events * \$300.00 / event = \$1,500.00) Family Literacy Night materials \$500.00 Family Involvement Event - Preventing the summer slide \$500.00	Building instructional capacity with families so they can better support their children's academic achievement.	\$4,145.33	75%																																				
	Other	05-01	54170 (Other)			\$0.00	0%																																				
			54735 (Refreshments Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Mega Night</td> <td>100</td> <td>\$2.50</td> <td>1</td> <td>\$250.00</td> </tr> <tr> <td>Family Literacy Night</td> <td>100</td> <td>\$2.50</td> <td>1</td> <td>\$250.00</td> </tr> <tr> <td>Family Involvement (FIT) Meetings</td> <td>25</td> <td>\$5.00</td> <td>5</td> <td>\$625.00</td> </tr> <tr> <td>Family Involvement Event - Preventing the summer slide</td> <td>100</td> <td>\$2.50</td> <td>1</td> <td>\$250.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$1,375.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Mega Night	100	\$2.50	1	\$250.00	Family Literacy Night	100	\$2.50	1	\$250.00	Family Involvement (FIT) Meetings	25	\$5.00	5	\$625.00	Family Involvement Event - Preventing the summer slide	100	\$2.50	1	\$250.00	Total				\$1,375.00	Help build strong and community relationships	\$1,375.00	25%	
Parent Involvement Events																																											
Event	# of Attendees	\$ per Attendees	Times per Year	Cost																																							
Mega Night	100	\$2.50	1	\$250.00																																							
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Family Involvement (FIT) Meetings	25	\$5.00	5	\$625.00																																							
Family Involvement Event - Preventing the summer slide	100	\$2.50	1	\$250.00																																							
Total				\$1,375.00																																							
						Total	100%	\$5,520.33																																			
						Difference		\$0.00																																			

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Date
Approval Signature of Title 1
Supervisor - Brad Palmer

Date
Approval Signature, Cynthia Womack,
Principal, Edgewood Elementary School

FY '17 Regular Title 1 Allocation - School-based Budget Narrative

School: G. Lisby Elementary @ Hillsdale

Title 1 FY '17 Allotment: **\$97,350.12**

as of June 2016

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	Staff Substitutes to provide classroom coverage and provide instruction/support to students for staff members who are completing required assessments with students, participating in professional development opportunities, school improvement activities, or other learning experiences and are not present to provide daily classroom instruction. (25 teachers * 4 times / year * \$100.00 / substitute day = \$10,000.00) Before/After School Program - (5 Teachers * 10 Days * 1 hours / day * \$35 / hour = \$1,750.00) + (2 paras * 10 Days * 1 hour / day * ~\$15 / hour = \$300.00) Total = \$2,050.00 HCPS Intervention Funds will be used first	Provide collaborative time for unit planning for grade level teams, articulation, vertical teaming, peer coaching, curriculum writing, instructional planning, mentoring, professional development, peer classroom observations, conference attendance, data analysis, school improvement activities, and PLC's to plan and work together to increase achievement. Supports SIP Goal #1 All students will achieve at high standards as established by the HCPS and state performance level standards, in all content areas.	\$12,050.00	12%	
	Contracted Serv	05-01	52170 (Other)	Funds to supplement PTO and grant money to fund class field trips and school wide assemblies. Pre-K: Whoa Nellie Farm and Jones Farm - (Admission Fees: \$800.00) Kindergarten: Brad's Produce and Plumpton Park Zoo (Admission Fees: \$800.00) Grade 1: Steppingstone Museum, Baltimore Science Center, or Natural History Museum (Admission Fees: \$800.00) Grade 2: Herr's Potato Chip Factory and Science Center (Admission Fees: \$800.00) Grade 3: Science Center and Baltimore Zoo (Admission Fees: \$800.00) Grade 4: Anita C. Leight Estuary and For McHenry (Admission Fees: \$800.00) Grade 5: Walters Art Museum and Washington D.C. (Admission Fees: \$800.00) Five School-wide Grade level and/or Group Assemblies to support Health/Wellness, Anti-bullying/PBIS, Content Areas (Reading, Writing, Math, Science, Social Studies, Language Arts). 5 assemblies x \$700.00 / assembly = \$3,500.00 Success Maker licenses – 65 licenses x \$20.00 / license = \$1,300.00	Provide cultural enrichment and real-life experiences for our students. Also, to provide student licenses for access to intervention in reading and math content areas to improve individual student achievement. Supports SIP Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas. Supports SIP Goal #2 Ensure that all students are educated in school environments that are safe, drug-free, and conducive to learning.	\$10,400.00	11%	
			52205 (Consultant)			\$0.00	0%	

		52300 (Buses)	<p>Funds to supplement PTO and money to fund transportation for class field trips.</p> <p>Buses for Supplemental Educational Field Trips</p> <p>Pre-K: Whoa Nellie Farm and Jones Farm, (2 Field Trip x 1 Bus / trip x \$300 / bus = \$600.00)</p> <p>Kindergarten: Brad's Produce and Plumpton Park Zoo (2 Field Trip x 1 Bus / trip x \$300 / bus = \$600.00)</p> <p>Grade 1: Steppingstone Museum, Baltimore Science Center, or Natural History Museum (2 Field Trip x 1 Bus / trip x \$300 / bus = \$600.00)</p> <p>Grade 2: Herr's Potato Chip Factory and Science Center (2 Field Trip x 1 Bus / trip x \$300 / bus = \$600.00)</p> <p>Grade 3: Science Center and Baltimore Zoo (2 Field Trip x 1 Bus / trip x \$300 / bus = \$600.00)</p> <p>Grade 4: Anita C. Leight Estuary and Fort McHenry (2 Field Trip x 1 Bus / trip x \$300 / bus = \$600.00)</p> <p>Grade 5: Walters Art Museum and Washington D.C. (2 Field Trip x 1 Bus / trip x \$300 / bus = \$600.00)</p>	<p>Provide cultural enrichment and real-life experiences for our students. Supports SIP Goal #2 Ensure that all students are educated in school environments that are safe, drug-free, and conducive to learning.</p>		HCPS - 66	
					\$4,200.00	4%	
Supplies	04-01	53170 (Other)	<p>Materials of Instruction to support classroom instruction (7 grade levels * \$2,500.00 / grade level = \$17,500.00)</p> <p>PBIS Initiative - Funds to purchase additional materials to support PBIS, daily behavior management, attendance, classroom instruction, character education, intervention programs, health and wellness, and school related activities that support student achievement across all content areas. (7 grade levels * \$500.00 / grade level = \$3,500.00)</p>	<p>Purchase supplementary materials (copy paper, ink cartridges, poster paper, laminating film, chart paper, office supplies, etc.) for daily instruction, before-school, inschool/after school intervention programs, curriculum materials for all content areas, incentives for students, staff members, and parents/family members to improve academic achievement (attendance, HAWK SPIRIT Store rewards, Celebrate Good Times certificates, non-red book signers, door prizes, PARCC incentives, field day, chorus, etc.), student seating for classrooms and materials to utilize in classrooms for PLC's/ research, daily intervention, and other school related activities. Supports SIP Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas.</p>	\$21,000.00	22%	
Other	05-01	54170 (Other)			\$0.00	0%	
		54720 (Mileage)			\$0.00	0%	
		54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
Equipment	05-01	55170 (Other)	<p>REFRESH of 3 Student Desktop Computers (3 computers * \$615.00 = \$1,845.00)</p> <p>Purchase of 3 Teacher Laptop Computers (3 Laptops * \$880.00 = \$2,640.00)</p> <p>Purchase of 3 Teacher Laptop Doc Bars (3 Doc Bars * \$173.49 = \$519.57)</p> <p>New Purchase of docking station (\$300.00) and Flat Panel Monitor (\$173.49) for Title I purchased laptop in assistant principal's office. Total = \$473.49</p>	<p>Provide opportunities for students and staff members to utilize and access the latest technology and wireless capabilities within our school. (Office 365, The Cloud, One Drive, One Note, etc.) Supports SIP Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas.</p>	\$5,478.06	6%	\$53,128.06

Staff Development	Salary	03-09	51170 (Other)	Staff Development funds for Before/ After School work and/or Summer Day stipends for work that supports curriculum/content knowledge, professional development, school improvement and increased student achievement. Funds to supplement staff salaries for the Before/After School Intervention Program. (25 teachers * \$20 / hour * 8 hours / quarter * 4 quarters = \$16,000.00) Grade level team planning and work on school improvement initiatives. (35 teachers * \$20 / hour * 3 hours = \$2,100.00)	Payment for staff members who work before or after school or summer hours supporting school initiatives and curricula (such as PLC's, data analysis, Danielson Framework, new teacher evaluation process, instructional planning, coplanning, EDM, Writing Fundamentals, Social Studies/Science, Special Areas, SIPPS, I-Station, Success Maker, Foundations, Do the Math, Knowing Math, Math Recovery, Soar to Success, Making Meaning, Common Core, Office 365, One Note, One Drive, The Cloud, etc.) or analyze data for interventions and/or academic achievement/attendance/health and wellness of students. Supports Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas.	\$18,100.00	19%	HCPS - 67
	Contracted Serv	05-01	52205 (Consultant)	Contract with Grace Dearborn, national presenter and author, to present instructional strategies on differentiation to meet the needs of learners to the staff in order to support our high leverage strategy and provide teachers with additional information regarding differentiation. \$6,500.00	Provide high quality professional development sessions to build capacity in teachers to utilize learned strategies with students to improve student engagement and academic achievement in all content areas. Supports SIP Goal #1 All students will achieve at high standards as established by the HCPS and state performance level standards, in all content areas.	\$6,500.00		
	Supplies	04-09	53170 (Other)	Funds to purchase additional materials to support school and county initiatives, high leverage strategies, weekly professional development activities, classroom management, time management and organization, instructional planning, co-teaching, staff and student attendance, co-planning, intervention programs, leadership development, Common Core, etc. for our staff. \$549.00 * 4 quarters= \$2,196.00 Purchase 45 copies of The Differentiated Classroom: Responding to the Needs of All Learners by Carol Ann Tomlinson to support our high leverage strategy in our school improvement plan. 45 books * \$28.00/ book= \$1,260.00 Purchase 18 copies of Teaching Science with Interactive Notebooks by Kellie Marcarelli to support teachers as they implement science notebooking in daily classroom instruction. 18 books * \$35.00/book = \$630.00 Purchase 18 copies of Science Notebooks Writing About Inquiry for teachers to use as a resource when implementing Science notebooking during daily science instruction this year. 18 books * \$23.00/book = \$414.00	Purchase supplementary materials (copy paper, ink cartridges, poster paper, laminating film, chart paper, office supplies, calendars, plan books, professional development materials, books, etc.) to support on-going professional development of school staff members. Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas.	\$4,500.00	5%	
	Other	05-09	54170 (Other)			\$0.00	0%	

			<p>Payment for registration fees, airfare, and other appropriate expenses for staff members to attend approved professional development conferences. National Title I Conference 2017 for principal = \$3,000.00</p> <p>MAESP/NAESP Conference in Ocean City (1 administrator x \$600.00 = \$600.00)</p> <p>MAG Conference in Ocean City (1 teacher specialist x \$400.00 = \$400.00)</p> <p>PBIS Initiative - Ron Clark Academy (5 staff members x \$1,250.00 = \$6,250.00)</p> <p>SOMIRAC (5 staff members x \$140.00 = \$700.00) (1 Staff Member x \$105=\$105.00 member pricing)</p> <p>Title I Teacher Specialist-Cherish the Child Conference (1 teacher specialist x \$75.00=\$75.00)</p> <p>School Counselor -Cherish the Child Conference (1 counselor * \$75=\$75.00)</p> <p>Title I Secretaries - Attend MAESP office Professionals Conference or SkillPath Conference for Women (2 x \$150=\$300.00)</p> <p>5 Classroom Teachers to attend local content-based conferences- math, reading, science, physical education, music, art, media, etc. 5 teachers * 250.00=\$1250.00</p>	<p>Payment for registration fees, airfare, and other appropriate expenses for staff members to attend approved professional development conferences to improve and support classroom management, organization, instruction, leadership, content knowledge, Common Core, etc. Participants may attend as individuals or grade level teams upon approval from the Executive Director of Elementary School Performance. (National Title I Conference, NAESP/MAESP Conference, Assistant Principals Conference, MAG Conference, Cherish the Child Conference, SoMIRAC, Ron Clark Academy, etc.)</p> <p>Supports SIP Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas.</p>		HCPS - 68	
		54750 (Conferences - must be approved first)			\$12,755.00	13%	\$41,855.00
Fixed Costs					\$2,367.06	2%	\$2,367.06
Total						100%	\$97,350.12
					Difference	\$0.00	

Parent Involvement Allocation = **\$6,240.37**

HCPS - 69

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																																																											
Reg Programs	Supplies	04-01	53170 (Other)	Funds to provide support materials for parents to increase strategies for supporting children socially, academically, and emotionally during the school year and summer months. Materials for PI Events = \$1,363.87 Student planners \$3.55 * 440 planners= \$1,560.00 Summer Reading Book Packs (440 students * \$4.00) = \$1,760.00	Provide support materials for parents and family members supporting students in our building to improve their academic achievement while meeting the needs of the whole child. (books, brochures, support materials, summer counts workbooks, family reading books, flash cards, behavior information, school readiness materials, health and wellness, etc.) Purchase student planners for every child to increase daily home/school communication. Goal #1 All students will achieve at high standards, as established by the HCPS and state	\$4,683.87	75%																																																																												
	Other	05-01	54170 (Other)			\$0.00	0%																																																																												
			54735 (Refreshments - Parent Support ONLY) 25% Maximum	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Open House/Sneak-a-Peak</td> <td>350</td> <td>\$0.50</td> <td>1</td> <td>\$175.00</td> </tr> <tr> <td>Back-to-School Night</td> <td>300</td> <td>\$0.50</td> <td>1</td> <td>\$150.00</td> </tr> <tr> <td>Breakfast with Books</td> <td>60</td> <td>\$1.00</td> <td>3</td> <td>\$180.00</td> </tr> <tr> <td>Math with Muffins</td> <td>60</td> <td>\$1.00</td> <td>3</td> <td>\$180.00</td> </tr> <tr> <td>STEM Night</td> <td>80</td> <td>\$1.50</td> <td>1</td> <td>\$120.00</td> </tr> <tr> <td>Reading Night</td> <td>80</td> <td>\$1.50</td> <td>1</td> <td>\$120.00</td> </tr> <tr> <td>Math Wellness Night</td> <td>60</td> <td>\$1.00</td> <td>1</td> <td>\$60.00</td> </tr> <tr> <td>Science Fair- Students Highlighting Projects</td> <td>60</td> <td>\$2.00</td> <td>1</td> <td>\$120.00</td> </tr> <tr> <td>Kindergarten Mother's Day Tea & Journal Writing Event</td> <td>60</td> <td>\$1.75</td> <td>1</td> <td>\$105.00</td> </tr> <tr> <td>PBIS/Hawk SPIRIT Night</td> <td>60</td> <td>\$1.90</td> <td>1</td> <td>\$114.00</td> </tr> <tr> <td>End of Year Instructional Volunteer Networking Event</td> <td>30</td> <td>\$2.00</td> <td>1</td> <td>\$60.00</td> </tr> <tr> <td>Cultural Fine Arts Night</td> <td>150</td> <td>\$1.15</td> <td>1</td> <td>\$172.50</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$1,556.50</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Open House/Sneak-a-Peak	350	\$0.50	1	\$175.00	Back-to-School Night	300	\$0.50	1	\$150.00	Breakfast with Books	60	\$1.00	3	\$180.00	Math with Muffins	60	\$1.00	3	\$180.00	STEM Night	80	\$1.50	1	\$120.00	Reading Night	80	\$1.50	1	\$120.00	Math Wellness Night	60	\$1.00	1	\$60.00	Science Fair- Students Highlighting Projects	60	\$2.00	1	\$120.00	Kindergarten Mother's Day Tea & Journal Writing Event	60	\$1.75	1	\$105.00	PBIS/Hawk SPIRIT Night	60	\$1.90	1	\$114.00	End of Year Instructional Volunteer Networking Event	30	\$2.00	1	\$60.00	Cultural Fine Arts Night	150	\$1.15	1	\$172.50	Total				\$1,556.50	Will support families and school initiatives. Goal #1 All students will achieve at high standards, as established by the HCPS and state performance level standards, in all content areas.	\$1,556.50	25%	
Parent Involvement Events																																																																																			
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Difference						\$0.00																																																																													

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer _____
Date _____

Approval Signature, Christine Langrehr, Principal, G. Lisby Elementary School @ Hillsdale _____
Date _____

FY '17 Regular Title 1 Allocation - School-based Budget Narrative

School: Hall's Cross Roads Elementary School

Title 1 FY '17 Allotment: **\$86,426.79**

as of June 2016

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	<p>Before / After School Intervention Programs for students Before/After School Program (October 1, 2016- May 30, 2017) - (4 Teachers * 54 Days * 1 hours / day * \$35 / hour = \$7,560.00 HCPS Intervention funds must be spent first.</p> <p>Substitutes for during school Professional Development Coverage (20 days * \$95/day = \$1,900.00) During School Day SIT Meeting Sub Coverage (20 days x \$95/day = \$1,900.00) Substitutes to provide coverage for teachers attending Title I paid conferences (10 days & \$95/day = \$950.00) 2017 Grade Level Summer planning for teachers (35 teachers x 1 days x \$120 / day = \$4,200.00) Substitutes Coverage for Ron Clark PD Visitation at other Title I Schools (8 teachers x 2 day / teacher * \$95/day = \$1,520.00)</p>	<p>Providing additional opportunities to work toward proficiency in reading and mathematics with the support of our highly qualified teachers accelerates student achievement.</p>	\$18,030.00	21%	
	Contracted Serv	05-01	52170 (Other)	<p>STEM connection; Dream Box (\$25.00 per student x20 students=\$500.00) math connection; StarFall Online (\$300.00 full access all students) reading phonics connection; Discovery Education (\$1,995.00 one subscription for all) STEM and reading connection; I-Station (\$1,500.00 25 unlimited licenses) reading connection. Reading A to Z, (5 classrooms x \$100.00 / classroom = \$500.00) Supplemental technology items to support math and reading content areas: Pebble Go \$345.00, Pebble Go Next \$270.00 and Brain Pop/Brain Pop Jr. \$2,095.00.</p> <p>Supplemental Educational Field Trips (Admission) - <u>Pre-K:</u> (Brad's Produce - agriculture connection - \$3.00 x 70 students - Total \$210.00). Plumpton Park Zoo - \$6.00 x 70 students = \$420.00, Total = \$630.00 <u>Kindergarten:</u> Pumpkin Farm - agriculture connection - \$3.00 x 100 students - Total \$300.00). Goucher Colleg - Theatre Works - \$9.00 per student x 100 students = \$900.00, Total = \$1,200.00. <u>Grade 1:</u> (National Aquarium - Free Admission), Herr's Factory - \$100.00 flat group fee, Total = \$100.00 <u>Grade 2:</u> (Port Discovery - \$11.00 per student x 100 students = \$1,100.00), MD Science Center - \$7.00 per student x 100 students = \$700.00, Total = \$1,800.00 <u>Grade 3:</u> (MD Science Center - \$6.25 per student x 100 students = \$625.00), Ladew Topiary Gardens 100 students -\$6 /student, 6 teachers (free) = \$600.00 Total = \$1,225.00 <u>Grade</u> <u>4:</u> (Vulcan Quarry - \$3.00 x 100 students = \$300.00), Goucher Colleg - Theatre Works - \$9.00 per student x 100 students = \$900.00 Total = \$1,200.00 <u>Grade 5:</u> 5th Grade Trip to Aberdeen Middle - No Admission Costs. Biz Town-Economic/Business connection (\$15.00 / student x 100 students = \$1,500.00) Total = \$1,500.00</p>	<p>Students will increase their knowledge through the use of approved technology programs for interventions and/or enrichment during the school day.</p> <p>Students will have the opportunity to increase their background knowledge through educational experiences -field trips. Each field trip is based on grade level content and curriculum.</p>	\$15,160.00	18%	

		52205 (Consultant)	PBIS Initiative - Mobile Ed Productions, Inc. "The Magic of Science"-STEM connections; schoolwide assembly (2 sessions x \$350.00 / session = \$700.00);	Assemblies will be aligned to specific units of study and PBIS initiatives. These will provide students with learning opportunities that contributes to the deeper understanding of content and school-based initiatives.		HCPS - 71	
					\$700.00	1%	
		52300 (Buses)	Buses for Supplemental Educational Field Trips <u>Pre-K:</u> Brad's Produce & Plumpton Park Zoo, (2 Field Trip x 2 Buses / trip x \$300 / bus = \$1,200.00) <u>Kindergarten:</u> Pumpkin Farm & Goucher College (2 Field Trip x 2 Buses / trip x \$300 / bus = \$1,200.00) <u>Grade 1:</u> National Aquarium & Herr's Factory Tour (2 Field Trip x 2 Buses / trip x \$300 / bus = \$1,200.00) <u>Grade 2:</u> Port Discovery & Science Center (2 Field Trips x 2 Buses / trip x \$300 / bus = \$1,200.00) <u>Grade 3:</u> Science Center, & Ladew Gardens (2 Field Trips x 2 Buses / trip x \$300 / bus = \$1,200.00) <u>Grade 4:</u> Vulcan Quarry, Goucher (2 Field Trips x 2 Buses / trip x \$300 / bus = \$1,200.00) <u>Grade 5:</u> 5th Grade Trip to Aberdeen Middle School, & Biz Town (2 Field Trips x 2 Buses / trip x \$300 / bus = \$1,200.00)	Students will have the opportunity to increase their background knowledge through educational experiences -field trips. Each field trip is based on grade level content and curriculum.	\$8,400.00	10%	
Supplies	04-01	53170 (Other)	Classroom supplies (7 grade levels x \$1,000.00 / grade = \$7,000.00)	Increase opportunities and expeirences in reading, math, science and technology.	\$7,000.00	8%	
Other	05-01	54170 (Other)	PBIS Initiative - Student Materials for implementing the PBIS School Wide Inititave: \$2,000.00 PBIS Initiative -Student Materials for 5th Grade Ron Clark Initiative: \$1,000.00	Supplementary materials for Positive Behavior In School (PBIS) initiative. This program is a SIP initiative to improve behavior and increase student achievement.	\$3,000.00	3%	
		54720 (Mileage)			\$0.00	0%	
		54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
Equipment	05-01	55170 (Other)	REFRESH of 8 Laptop Teacher Instructional Computers (8 computers * \$880.00 = \$7,040.00)		\$7,040.00	8%	\$59,330.00

Staff Development	Salary	03-09	51170 (Other)	<p>Planning for Before/After School Program - (4 Teachers * 2 hours / week * 24 weeks * \$20 / hour = \$3,840.00) Supplemental/additional professional development after school and summer for 5th grade teachers. (7 Teachers * 1 hour / day * 20 days * \$20 / hour = \$2,800.00) After school / summer planning for SIT team meetings and SIT goal team initiatives (18 teachers x 5 days x 2 hrs x \$20 per hr = \$3,600.00). PBIS Initiative - Before / After / Summer School PD for PBIS Team (10 teachers x 4 times / year x 4 hours x \$20 / hr = \$3,200.00)</p>	Teachers will provide students with high quality instruction using the knowledge and strategies gained through professional development resulting in increased student achievement.	\$13,440.00	16%	HCPS - 72
	Contracted Serv	05-01	52205 (Consultant)			\$0.00	0%	
	Supplies	04-09	53170 (Other)	<p>Provide teachers with supplemental professional development materials (books) to support and encourage student engagement and intentional engagement in mathematics and to support the 4 Core School Rules. Books, Journal Subscriptions, and resources to be determined. Total = \$2,800.00</p>	Increase teacher capacity to grow professionally.	\$2,800.00	3%	
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	<p>MAESP Assistant Principal Conference (\$120.00 x 1 = \$120.00) MAESP Principal Conference for Principal (\$800.00 x 1 = \$800.00) Pre-K Conference:(4 tchrs x \$225 = \$900.00) Kindergarten Conference:(6 tchrs+1 admin x \$225.00 = \$1,575.00) SOMIRAC: 6 Teachers + 1 Reading Specialist (7 participants x \$165.00 = \$1,150.00) NCTM Maryland Regional Conference, Baltimore: 3 Teachers + 1 Math Coach (4 participants x \$300.00 = \$1,200.00) National Title I Conference (\$2,600.00 x 1 = \$2,600.00)</p>	Increased professional development opportunities will enhance content growth, build capacity and increase student achievement school wide.	\$8,345.00	10%	\$24,585.00
Fixed Costs						\$2,511.79	3%	\$2,511.79
Total							100%	\$86,426.79
					Difference	\$0.00		

Parent Involvement Allocation =

\$8,226.58

\$2,056.65

HCPS - 73

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total	
Reg Programs	Supplies	04-01	53170 (Other)	Families will receive instructional manipulatives which will enhance the student's access to additional educational strategies. These materials will be available throughout the year during parent events. (\$2,021.58)	Help build parent capacity and knowledge through academic materials and resources.	\$2,021.58	25%		
	Other	05-01	54170 (Other)	Students in Grades 1-5 will receive student planners for effective communication, organizational skills and character building. (500 x \$8.30 = \$4,150.00)	Open communication/feedback, character building/organization.	\$4,150.00	50%		
			54735 (Refreshments - Parent Support ONLY 25% Maximum)	Parent Involvement Events				Help build strong and community relationships	
						\$2,055.00	25%		
Total							100%	\$8,226.58	
Difference						\$0.00			

by Brad Palmer, Supervisor of Title 1

Date

Approval Signature, Christina Douglas, Principal, Hall's Cross Roads Elementary School

Date

FY '17 Regular Title 1 Allocation - School-based Budget Narrative

School: Havre de Grace Elementary

Title 1 FY '17 Allotment: **\$49,757.20**

as of June 2016

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	Before School STEM Challenge Salary: 2 staff member serving 30 at risk students in the areas of science, technology, engineering, and mathematics. The program will run for 20 weeks (1 session per week: 1 hour per session). 20 hours total per staff x 2 staff x \$35.00 per hour = \$1,400.00	STEM Challenge will provide students with the opportunity to participate in an enrichment opportunity to enhance their knowledge in the area of science, technology, engineering, and mathematics. This program will be aligned to the Maryland Common Core State Standards.	\$1,400.00	3%	
	Contracted Serv	05-01	52170 (Other)	Success Maker licenses – 10 licenses x \$20.00 / license = \$200.00	SuccessMaker will provide an additional resource to support students who struggle in the area of mathematics.	\$200.00	0%	
			52205 (Consultant)			\$0.00	0%	
			52300 (Buses)	Buses: Supplemental, grade level field trip buses: \$200 .00 per bus. (\$200.00 / bus x 6 grade levels pre-k through 4 = \$1,200.00)	Field trips are aligned to specific units of study and will provide students with learning opportunities that contributes to the deeper understanding of content and concepts.	\$1,200.00	2%	
	Supplies	04-01	53170 (Other)	Purchase supplemental instructional materials to support grade level curriculum and grade level thematic unit initiative. A poster maker will be included to enhance visual aids to support the Maryland Common Core State Standards. (Additional resources that align with each of our science, social studies, math, and reading units.) This is to include reading level text and hands on materials to support science, social studies, math, and reading concepts and skills. (7 grades x \$457.00 grade = \$3,199.00)	All supplemental materials and resources will support and enhance the instructional program.	\$3,199.00	6%	
	Other	05-01	54170 (Other)	Take home academic materials for quarterly academic achievement events = \$958.93 Provide supplies for two supplemental SIP initiatives (PBIS initiative and Ron Clark initiative) to assist in our efforts to promote positive student choices, decrease behavior referrals and increase student achievement. 7 grade levels (PK-5) x \$424.00 grade level = \$2,968.00	Student incentives will enhance student achievement and motivate students to want to learn. Positive attitudes about school increase student performance. Supplemental student materials will support the Ron Clark Academy House Initiative & PBIS, bot (included in the SIP); both are six year long initiatives linked to student achievement.	\$3,926.93	8%	
			54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	
	Equipment	05-01	55170 (Other)	REFRESH of 1 - 24 unit Mobile Labtop Cart (24 student laptops * \$625.00 = \$15,000.00) Poster Maker to support content areas to create instructional posters in classrooms to align with common core. In addition, the poster will help support Parent Involvement engagement events. \$5,000.00		\$20,000.00	40%	\$29,925.93

Staff Development	Salary	03-09	51170 (Other)	After School – School Improvement Meetings: (2 full days x 13 teachers x \$120 per day = \$3,120.00) Long Range Planning Sessions: (2 full days x 30 teachers x \$120 per day = \$7,200.00) House Team Planning: (2 full days x 6 teachers x \$120 per day = \$1,440.00) Paraeducator After School Trainings for reading, writing, math, and science (1 session x 2 hours per session x \$15 per hour x 9 paraprofs = \$270.00)	Ongoing, job embedded professional development opportunities for faculty and staff will build capacity and increase student achievement. These planning sessions and trainings will align with School Improvement Initiatives.	\$12,030.00	24%	
	Contracted Serv	05-01	52205 (Consultant)					
	Supplies	04-09	53170 (Other)			\$0.00	0%	
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	National Title I Conference for principal = \$3,000.00 National Council of Teachers of Mathematics Conference = 4 teachers, Assistant Principal (5 staff members * \$745.64 = \$3,728.20)	Increased personal growth opportunities will enhance content knowledge, build capacity and increase student achievement school-wide. The administrators and teachers will choose sessions aligned with School Improvement Plan goals and relevant Title I initiatives where possible.	\$6,728.20	14%	\$18,758.20
Fixed Costs						\$1,073.07000	2%	\$1,073.07
Total							100%	\$49,757.20
Difference						\$0.00		

Parent Involvement Allocation = **\$1,852.99**

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Supplies	04-01	53170 (Other)	Instructional supplies and materials for family grade level events per semester (\$400.00 for the events) Reading/Math Night materials (such as books, cards, and calculators) (\$400.00 for the event) Arts Integration materials for Fine Arts Night (\$200.00 for the event)	Building instructional capacity with families so they can better support their children's academic achievement.	\$1,000.00	54%	
	Other	05-01	54170 (Other)	PBIS Initiative -Parent Incentives to help show pride in student work. \$852.99	Building positive relationships with families contribute to higher attendance and increased student behavior and achievement.	\$852.99	46%	
			54735 (Refreshments - Parent Support ONLY 25% Maximum)			\$0.00	0%	
Total							100%	\$1,852.99
Difference						\$0.00		

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer _____
Date _____

Approval Signature, Ronald Wooden, Principal, Havre de Grace Elementary _____
Date _____

FY '17 Regular Title 1 Allocation - School-based Budget Narrative

School: Magnolia Elementary

Title 1 FY '17 Allotment: **\$101,825.66**

as of June 2016

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	<p>The allocation is being made to provide salaries for teachers for teaching our supplemental after school reading and mathematics intervention program for targeted students. September 20, 2016 through November 17, 2016 (25 days X \$1,200.00/day = \$30,000 - \$8,000 approximately HCPS Intervention Funds, \$1937.65 FY'16 budget = \$17,062.31)</p> <p>PBIS Initiative: A portion of these funds will also be spent to provide teachers with pay for our PBIS Bus Ride Along initiative, supporting student safety (12 teachers for 1 hour @ \$35 per hour X 3 weeks=\$1,260.00)</p> <p>PBIS Initiative: A portion of these funds will provide salaries for two teachers for 2 hours a week for 6 weeks to work with a small group of girls to enhance their self esteem as part of our PBIS initiative. (2 teachers X 2 Hours @ \$35 per hour X 6 weeks = \$840.00)</p>	Providing additional opportunities to work toward proficiency in reading and mathematics with the support of our highly qualified teachers accelerates student achievement.	\$25,762.31	25%	
	Contracted Serv	05-01	52170 (Other)	Allocated supplemental fund to support attendance to field trips for students first grade through fifth grade (\$5 per 400 students; (Pre-K and kindergarten field trips are funded by the Judy Center) (\$5 X 400 students = \$2,000.00)	Providing additional experiences, through field trip attendance, to increase students' background knowledge and experiences.	\$2,000.00	2%	
			52205 (Consultant)			\$0.00	0%	
			52300 (Buses)	Transportation for one supplemental field trip per grade level for students first grade through fifth grade. (5 fieldtrips X \$380 per trip = \$1,900.00 ; Judy Center funding Pre-K and Kindergarten transportation) Transportation for the students in our After School Program from September 20, 2016 - November 17, 2016 and January 31, 2017 - March 9, 2017 (45 days X \$150 per day = \$6,750.00 less the county's contribution estimated at \$2,500.00 = \$4,250.00) Transportation for Parent/Teacher Conference Day (1 day @ \$150.00)	This will afford students the opportunity to take educational field trips to expand their knowledge and experiences. Students get the opportunity to attend the After School Intervention Program and expand their experiences with supplemental field trips. Providing transportation for families on Parent/ Teacher Conference Day increases the number of parents able to attend the conference with their child(ren)'s teacher.	\$6,300.00	6%	
	Supplies	04-01	53170 (Other)	Purchase supplemental instructional materials to support grade level curriculum and grade level thematic unit initiative. Additional resources that align with each of our science, social studies, math, reading and writing units - to include multiple informational reading leveled text and hands on materials to support science, math, and reading concepts and skills. Money amounts will be determined by the grade level needs throughout the year (7 grade levels x ~\$2,869.54= \$20,086.74)	This will afford students the opportunity to access needed resources to supplement those provided by the county. Students get the opportunity to expand their experiences with supplemental materials.	\$20,086.74	20%	

	Other	05-01	54170 (Other)	PBIS Initiatives - Provide supplies for three supplemental SIP initiatives (PBIS Initiative, Caring Schools Community Initiative, and House Initiative) to assist our efforts to promote positive student choices, decrease behavior referrals and increase student achievement. (6 grade levels x ~583.33) = \$3,500.00	Recognizing Students for PBIS positive behaviors (responsibility, respect, perseverance, encouragement, and cooperation) establishes pride in their school and resuces distractions in learning resulting in increased academic achievement.	\$3,500.00	3%		HCPS - 77
			54720 (Mileage)			\$0.00	0%		
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%		
	Equipment	05-01	55170 (Other)	REFRESH of 1 Laptop Teacher Instructional Computers (1 laptop * \$880.00 = \$880.00) REFRESH of 1 - 24 unit Mobile Labtop Cart (24 student laptops * \$625.00 = \$15,000.00)	Increase student achievement in reading and mathematics through the use of technology integration across curriculum areas to support all learners.	\$15,880.00	16%	\$73,529.05	
Staff Development	Salary	03-09	51170 (Other)	Provide funds to pay teachers for additional planning/data analysiss in reading, writing, mathematics, and technology. (30 teachers x 5 days x \$120 / day = \$18,000.00)	Teachers will provide students with high quality instruction using the knowledge and strategies gained through collaboratively planning resulting in increased student achievement.	\$18,000.00	18%		
	Contracted Serv	05-01	52205 (Consultant)						
	Supplies	04-09	53170 (Other)	Provide teachers with resources to implement the professional development. Professional development will be differentiated based on grade level needs. Our entire school will engage in professional development in the content areas of mathematics, social emotional health, reading and writing. \$3,000.00	Provide the needed materials to implement high quality professional development.	\$3,000.00	3%		
	Other	05-09	54170 (Other)			\$0.00	0%		
			54750 (Conferences - must be approved first)	National Title 1 Conference for prinipal = \$3000.00 SoMIRAC Conference Attendance for 4 teachers (4 X \$200.00 = \$800.00)	Increase personal growth opportunities will enhance content knowledge, build capacity and increase student achievement school-wide. The principal will choose sessions that align with School Improvement goals and	\$3,800.00	4%	\$24,800.00	
Fixed Costs						\$3,496.61	3%	\$3,496.61	
Total							100%	\$101,825.66	
					Difference	\$0.00			

Parent Involvement Allocation =

\$10,797.15

HCPS - 78

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																								
Reg Programs	Supplies	04-01	53170 (Other)	The funds will be used to provide opportunities to build capacity for parents to work with their children to increase academic achievement through workshops and family nights. Funds will also be used to provide materials and resources for students and parents to maintain open communication with the school as well as to work with their child at home to practice skills and strategies learned during the school year and summer break. \$8,097.15	The parent workshops, family nights and increased volunteerism increases parental involvement which increases student achievement. Parents will become more informed about our School Improvement Plan, Parent Involvement Plan, the benefits of attending a Title 1 school and be more involved in decisions.	\$8,097.15	75%																																									
	Other	05-01	54170 (Other)			\$0.00	0%																																									
			54735 (Refreshments - Parent Support ONLY 25% Maximum)	<table border="1"> <thead> <tr> <th colspan="5">Parent Involvement Events</th> </tr> <tr> <th>Event</th> <th># of Attendees</th> <th>\$ per Attendees</th> <th>Times per Year</th> <th>Cost</th> </tr> </thead> <tbody> <tr> <td>Pre-K Transition to Kindergarten Evening</td> <td>300</td> <td>\$4.50</td> <td>1</td> <td>\$1,350.00</td> </tr> <tr> <td>FIT Quarterly Meetings</td> <td>30</td> <td>\$1.50</td> <td>4</td> <td>\$180.00</td> </tr> <tr> <td>STEM Family Event</td> <td>125</td> <td>\$2.00</td> <td>1</td> <td>\$250.00</td> </tr> <tr> <td>Math Family Wellness Night</td> <td>200</td> <td>\$2.50</td> <td>1</td> <td>\$500.00</td> </tr> <tr> <td>Academic Achievement Event</td> <td>140</td> <td>\$1.00</td> <td>3</td> <td>\$420.00</td> </tr> <tr> <td>Total</td> <td></td> <td></td> <td></td> <td>\$2,700.00</td> </tr> </tbody> </table>	Parent Involvement Events					Event	# of Attendees	\$ per Attendees	Times per Year	Cost	Pre-K Transition to Kindergarten Evening	300	\$4.50	1	\$1,350.00	FIT Quarterly Meetings	30	\$1.50	4	\$180.00	STEM Family Event	125	\$2.00	1	\$250.00	Math Family Wellness Night	200	\$2.50	1	\$500.00	Academic Achievement Event	140	\$1.00	3	\$420.00	Total				\$2,700.00	The parent workshops, family nights and increased volunteerism increases parental involvement which increases student achievement. Parents will become more informed about our School Improvement Plan, Parent Involvement Plan, the benefits of attending a Title 1 school.	\$2,700.00	25%	
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Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1
Supervisor - Brad Palmer

Date

Approval Signature, Patricia Mason,
Principal, Magnolia Elementary School

Date

FY '17 Regular Title 1 Allocation - School-based Budget Narrative

School: William Paca / Old Post Road Elementary

Title 1 FY '17 Allotment: **\$104,755.91**

as of June 2016

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total
Reg Programs	Salary	03-01	51170 (Other)	Supplemental administrative support - \$14,000.00 PBIS Initiative - Student Leadership Summer Academy 2017 Program (4 days x 5 teachers x 3 hours/day x \$35.00 = \$2,100.00) PBIS Initiative - Teacher Modeling Bus Behavioral Strategies 2016/2017 AM (10 teachers x 11 days x 1 hour x \$35.00/hour = \$3,850.00) PBIS Initiative - Teacher Modeling Bus Behavioral Strategies 2016/2017 PM (10 teacher x 11 days x 1 hour x \$35.00/hour = \$3,850.00) RTI/SST Substitutes (2 per month + additional days for articulation of these students = \$1,395.00)	Will support additional/supplemental requirements for Title I maintenance of fiscal and student records and maintenance of Title I regulatory requirements. The After School & Summer Programs will provide additional supplemental academic resources and interventions for our K-5 students. Teacher Modeling Bus Behavioral Strategies program will provide teachers to ride buses and model expected behaviors for students.	\$25,195.00	24%	
	Contracted Serv	05-01	52170 (Other)	Success Maker licenses – 52 licenses x \$20.00 / license = \$1,040.00 Dream Box licenses - 20 licenses x \$20.00 / license = \$1,400.00 Reflex Math School-wide license = \$2,995.00	Dream Box, Reflex Math and Success Maker will provide targeted students with daily intervention. All interventions are approved for use by HCPS.	\$5,435.00	5%	
			52205 (Consultant)	Digital duplicating machines purchased with Title I funds to support family involvement center (previous purchase of equipment) - annual service contract 2 machines @ \$397.00 = \$794.00	Maintenance of Title I purchased machines provide parents volunteers with opportunities for family involvement.	\$794.00	1%	
			52300 (Buses)	Allocate supplemental funds to support transportation for academically based field trips for students in grades PreK-5. = \$1,000.00 Engineering Challenge Field Trip transportation = \$750.00 Student Leadership Academy Summer 2016-2017 (2 buses x 4 days x \$200.00 / day = \$1,600.00)	Bus transportation for Student Leadership Academy provides students the opportunity to access additional supplemental academic resources and interventions. Bus transportation provides students the opportunity to take educational field trips to expand their knowledge and experiences.	\$3,350.00	3%	
	Supplies	04-01	53170 (Other)	Supplemental Emergency school supplies for students such as folders, pencils, paper, etc. to be distributed as needed from central location - (7 grades = \$10,977.91) PBIS Initiative - PARCC Assessment Incentives = \$1,500.00 PBIS Initiative - Provide supplies for two supplemental SIP initiatives (PBIS initiative and Ron Clark house initiative) to assist in our efforts to promote positive student choices, decrease behavior referrals and increase student achievement (7 grades levels (PreK - 5) x \$700.00 / grade level = \$4,900.00) Achievement Team (Reading, STEM, Math) Culmination Supplies (6 Grades = \$4,000.00) Student School Supplies (\$1500.00 x 6 grade levels = \$9,000.00)	Provide additional, supplemental materials to increase student achievement.	\$30,377.91	29%	
	Other	05-01	54170 (Other)			\$0.00	0%	
			54720 (Mileage)			\$0.00	0%	
			54735 (Refreshments - Parent Support ONLY)			\$0.00	0%	

	Equipment	05-01	55170 (Other)	REFRESH of 9 Laptop Teacher Instructional Computers (9 computers * \$880.00 = \$7,920.00) REFRESH of 9 Laptop Student Computers (9 computers * \$625.00 = \$5,625.00)	Will maintain the level of technology to enhance student learning initially purchased using Title I funds. This supplemental technology will support students in their ability to navigate a variety of software and programs and become keyboard proficient. Will provide student capacity through the latest technology opportunities.		HCPS - 80	
						\$13,545.00	13%	\$78,696.91
Staff Development	Salary	03-09	51170 (Other)	PBIS Summer Program Planning (6 teachers x 3 days x 6 hours x \$20.00 / hour = \$2,160.00) Teacher planning to support focus on high leverage strategy, differentiation (80 teachers x 6 hours x \$20 / hour = \$9,600.00) PBIS Initiative - Student Leadership Academy Summer 2017 Program (1 day planning x 5 teachers x \$120.00 / day = \$600.00) Scheduling Team Planning Committee (4 hours x 22 teachers x \$20 / day = \$1,760.00) Resource/Intervention Teacher, Reading Specialists, Mentor Teachers, Title I Teacher Specialist evaluation of intervention program analysis meetings (14 teachers x 12 hours x \$20.00 / hour = \$3,360.00)	Will provide professional development opportunities for staff to achieve and support school goals and initiatives.	\$17,480.00	17%	
	Contracted Serv	05-01	52205 (Consultant)					
	Supplies	04-09	53170 (Other)				0%	
	Other	05-09	54170 (Other)			\$0.00	0%	
			54750 (Conferences - must be approved first)	Title I National Conference (1 attendee x \$3,000.00 per person (includes all expenses) = \$3,000.00) MAESP (3 attendees x \$500.00 per person (includes all expenses) = \$1,500.00) SoMirac (3 registrations x \$250.00 = \$750.00)	Will increase teacher and administrator capacity through staff development outlined in SIP.	\$5,250.00	5%	\$22,730.00
Fixed Costs						\$3,329.00	3%	\$3,329.00
Total							100%	\$104,755.91
					Difference	\$0.00		

Parent Involvement Allocation = **\$12,969.68**

HCPS - 81

Category	Account Name	Account Number	Account Object	Narrative	Program Benefit	Budget Sub Total	Account %	Total																																																							
Reg Programs	Supplies	04-01	53170 (Other)	<p>Student Binders = \$4,200.00 Student Agenda Books = \$1,850.00 These funds will be used to provide opportunities to build capacity for parents to work with their children to increase academic achievement through workshops and family nights. Funds will also be used to provide materials and resources for students and parents to maintain open communication with the school as well as to work with their child at home to practice skills and strategies learned during the school year and summer break. Total cost = \$3,119.68 Family Involvement Advisory Team Meetings (instructional supplies and materials) (5 Meetings * \$200 / meeting = \$1,000.00)</p>	The parent workshops, family nights and increased volunteerism increases parental involvement which increases student achievement. Parents will become more informed about our School Improvement Plan, Parent Involvement Plan, the benefits of attending a Title 1 school and be more involved in decisions.																																																										
	Other	05-01	54170 (Other)			\$10,169.68	78%																																																								
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						\$2,800.00	22%																																																								
						Total	100%	\$12,969.68																																																							
						Difference	\$0.00																																																								

Received via email: _____ by Brad Palmer, Supervisor of Title 1

Approval Signature of Title 1 Supervisor - Brad Palmer

Date

Approval Signature, Tammy Bosley, Principal, Edgewood Elementary School

Date

**Attachment 4
School Level Budget Summary
Fiscal Year 2017**

Local School System: LEA 12: Harford County

1. Rank order all schools by percentage of poverty. After school name indicate as appropriate: (SW) for Title I Schoolwide Schools; (TAS) for Targeted Assistance Title I Schools; or (CH) for Charter Schools.

2. 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-A Teacher and Principal Training and Recruiting Fund	Title III-A English Language Acquisition	Other	Other	Total ESEA Funding by School
Center for Educational Opportunity (skipped)	0292	90.57%	\$0.00						
Magnolia Elementary (SW)	0131	83.00%	\$754,776.16						
Halls Cross Roads Elementary (SW)	0230	77.84%	\$577,970.12						
William Paca/Old Post Road Elementary (SW)	0140	76.70%	\$911,203.44						
G. Lisby Elementary at Hillsdale (SW)	0211	75.06%	\$438,426.03						
Edgewood Elementary (SW)	0115	73.15%	\$387,838.78						
Bakerfield Elementary (SW)	0212	68.67%	\$330,998.85						
Deerfield Elementary (TAS)	0120	67.25%	\$514,024.00						
Magnolia Middle	0184	64.26%							
Havre de Grace Elementary (SW)	0632	63.33%	\$130,184.25						
Riverside Elementary	0143	61.35%							
Joppatowne High	0181	59.91%							
Edgewood Middle	0177	56.69%							
Aberdeen Middle	0265	56.25%							
Edgewood High	0176	48.24%							
Joppatowne Elementary	0137	43.01%							
Aberdeen High	0270	42.26%							
Havre de Grace Middle	0679	38.98%							
John Archer School	0391	37.80%							
Darlington Elementary	0518	36.07%							
Roye-Williams Elementary	0639	35.88%							
Church Creek Elementary	0125	35.59%							
Dublin Elementary	0522	33.08%							
Havre de Grace High	0678	32.23%							
North Harford Elementary	0544	28.64%							
Abingdon Elementary	0123	28.06%							
Meadowvale Elementary	0638	26.91%							

Bel Air Elementary	0314	23.69%					HCPS - 83	
Prospect Mill Elementary	0329	23.68%						
Harford Technical High	0304	21.32%						
North Harford Middle	0583	19.57%						
Churchville Elementary	0316	16.89%						
William S. James Elementary	0113	16.78%						
Southampton Middle	0374	16.07%						
North Bend Elementary	0447	16.05%						
Fountain Green Elementary	0327	15.65%						
Jarrettsville Elementary	0436	14.97%						
Patterson Mill Middle School	0188	14.61%						
C. Milton Wright High	0385	13.96%						
Forest Lakes Elementary	0328	13.70%						
Bel Air Middle	0372	13.13%						
Red Pump Elementary School	0349	12.89%						
Homestead/Wakefield Elementary	0335	12.86%						
North Harford High	0580	12.72%						
Ring Factory Elementary	0345	12.64%						
Hickory Elementary	0333	12.41%						
Bel Air High	0373	12.33%						
Norrisville Elementary	0441	12.02%						
Patterson Mill High School	0187	11.04%						
Fallston Middle School	0386	8.53%						
Fallston High	0382	8.52%						
Emmorton Elementary	0121	8.36%						
Youths Benefit Elementary	0348	8.12%						
Forest Hill Elementary	0326	8.02%						
Patterson Mill High School	0187	0.00%						
Total Public school allocations (For Title I, Should add up to the total number from Title I Allocation Excel Worksheet Column N.)					\$4,045,421.63			
School System Administration (For Title I, Use # on Table 7-8 LINE 5)					\$797,955.99			
System-wide Programs and School System Support to Schools (For Title I, Use # on Table 7-8 LINE 12)					\$297,940.57			
Nonpublic Costs (For Title I, Table 7-10 LINE 7)					\$24,423.81			
TOTAL LSS Title I Allocation (Should match # presented on C-1-25)					\$5,165,742.00			

Attachment 5A

Transferability of ESEA Funds (ESEA Section 6123(b))

Fiscal Year 2017

Local School System: LEA 12: Harford County

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 100 percent of the funds allocated to it by formula under four major ESEA programs among those programs and to Title I. 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 2017 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	HARFORD COUNTY PUBLIC SCHOOLS WILL NOT CONSOLIDATE ESEA FUNDS					
Title II-D Ed Tech						
Title IV-A Safe and Drug Free Schools & Communities						

Attachment 5B

Consolidation of ESEA Funds for Local Administration (ESEA Section 9203)

Fiscal Year 2017

Local School System: LEA 12: Harford County

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 and Necessary)	Title II-A (Reasonable and Necessary)	Title II-D (Reasonable and Necessary)	Title III-A (Limit: 2 Percent)	Title IV-A (Limit: 2 Percent)	Total ESEA Consolidation (Reasonable and Necessary)
\$	\$		\$		\$
HARFORD COUNTY PUBLIC SCHOOLS WILL NOT CONSOLIDATE ESEA FUNDS					

Attachment 6

Nonpublic School Information for ESEA Programs

Fiscal Year 2017

Local School System: LEA 12: Harford County

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 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)							Comments (Optional)
	Title I-A			Title II-A	Title III-A			
	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		
St. Joan of Arc 230 S. Law Street Aberdeen, MD 21001	Private School	5	5**	5**				**5 students generated funds for this year, but the number of students serviced may be higher or lower. Title I services will be provided through a third party contractor.
	Public School							
	Neutral Site							
Trinity Lutheran 1100 Philadelphia Road Joppa, MD 21085	Private School	5	5**	5**				**5 students generated funds for this year, but the number of students serviced may be higher or lower. Title I services will be provided through a third party contractor.
	Public School							
	Neutral Site							
Bethel Christian Academy 21 N Earlton Road Ext Havre de Grace, MD 21078	Private School	3	3**	3**				**3 students generated funds for this year, but the number of students serviced may be higher or lower. -Title I services will be provided through a third party contractor.
	Public School							
	Neutral Site							
Villa Maria School of Harford County 1370 Brass Mill Road Belcamp, MD 21017	Private School	1	1**	1**				**1 students generated funds for this year, but the number of students serviced may be higher or lower. Title I services will be provided through a third party contractor.
	Public School							
	Neutral Site							

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August 25, 2016

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,



Barbara P. Canavan
Superintendent of Schools

25 de Agosto de 2016

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,



Barbara P. Canavan
Superintendent of Schools

**Harford County Public Schools (HCPS)
Component 1 – Staff Credentials and Certification (SCC) 2016-2017**

Special Note: All of the following processes and procedures apply to both school-wide and targeted assistance Title I schools as agreed upon by HCPS HR and HCPS Title I Office.

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
PREFACE			<p>These processes and procedures are based on the new ESSA regulations that replace the previous term “Highly Qualified” (effective 7/1/16). SCC status verification, for the purposes of this document, will mean that teachers (not paras) are “<i>certified and licensed</i>” to teach in the state of MD. In addition to the ESSA regulations, the following requirements will be instituted by HCPS (as agreed upon by HR and Title I):</p> <ul style="list-style-type: none"> • No conditional teachers will be assigned to Title I schools. • No miss assigned teachers (teachers teaching a grade outside of their certification) will be permitted within a Title I school. 		
1 New Hires	Initial Interview of potential New Title 1 Educator (teacher or paraprofessional)	Title 1 Principals	Principals will interview candidates supplied by the HCPS Human Resources (HR) for any openings. If the principal chooses to hire the candidate, then HR will verify SCC status. If the principal does not want to hire the candidate, no further action 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 SCC status. If the candidate meets SCC status, a hiring offer will be communicated by HR. If the candidate is not SCC, the candidate and the principal will be notified, and the selection process will continue until an SCC candidate is hired. certification and licensure	June – August and/or through-out the school year	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
2 SCC Monitoring Teachers/Para	Verification of SCC 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 SCC. Parent Right to Know letter sent at the beginning of each year and posted to Title I website.	Beg. of the school year / on-going, if needed	
	On-going Review of SCC 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 end of the year and informally throughout the year. An MOU will be signed at the beginning of each school year to ensure that effective Title I SCC is maintained. Sample records will be reviewed for SCC document support, including school-based staff/faculty rosters. Educators found to be Non-SCC will begin the process established for addressing Non-SCC educators. Grade/position assignments will also be reviewed during both data pulls to ensure that teachers are not moved to a non-SCC position.	Data review in August and January, periodically throughout the year.	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
	Process for Addressing Non-SCC 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-SCC educator and their principal will be notified of the Non-SCC status and the reason for being Non-SCC via letter from Debbie Cannon, HR. 2. A meeting will be held immediately with the educator, the principal and Supervisor of Title 1. The SCC 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-SCC. A copy of the letter will be sent to Brad Palmer, Title 1 and Debbie Cannon. 4. The Executive Director of Elementary Schools will be notified of the Non-SCC determination. 5. If an educator is determined to be Non-SCC, the Executive Director of Elementary Schools will take appropriate action to have an SCC 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. Every six months (December and June), 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-SCC 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 SCC status. 	December and June	

Revised 7/16

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
3 SCC Monitoring- Long term Substitutes	Process for Maintaining SCC Title 1 Long Term Substitutes for Teachers and Paraprofessionals	Title 1 Principals Debbie Cannon, HR Brad Palmer, Title 1	<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 Brad Palmer, Title 1 and Debbie Cannon, HR 3. Brad Palmer –Title 1 will work with HR to find SCC substitutes for the vacancy. 4. Brad Palmer-Title 1 will research and communicate a list of viable SCC 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 SCC substitute is hired or there are no more SCC substitutes available. 7. If there are no SCC substitutes available, then a Non-SCC substitute will fill the vacancy. 8. The principal and Brad Palmer-Title 1 will continue to search for SCC substitutes to replace the Non-SCC substitute. 9. As a double check, the staffing list for Title 1 schools will be reviewed two times per year to review any long term substitutes. 	On-going on a case by case basis throughout the year.	

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 SCC classroom teacher (plans, work, grading, etc).</p>		
<p>4 SCC Monitoring- Private School & Charter School</p>	<p>Process for Maintaining SCC 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 SCC status. 2. Brad Palmer-Title 1 will work with the Private Schools and the Charter Schools to find SCC tutors to hire, including SCC educators working for HCPS. 3. Brad Palmer-Title 1, along with Debbie Cannon-HR, will review each tutors SCC qualifications and make the final SCC determination. 4. The SCC tutor will sign a contract with HCPS and will confirm that they remain SCC 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 SCC 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 SCC 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 SCC 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/informed annually by Brad Palmer 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 SCC 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 SCC teacher by: <ol style="list-style-type: none"> a. 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>	

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date
6 Role of the Paraprofessional (contd.)	Process for ensuring that instructional Paraprofessionals work under the direct supervision of and within close proximity with an SCC teacher	Title 1 Principals Title 1 Teachers Title 1 Paraprofessionals Title 1 Teacher Specialists Debbie Cannon, HR Brad Palmer, Title 1	4. The Title I Office will ensure that paraprofessionals are not being used as substitutes for classroom teachers. a. Inform/train principals b. Verify payroll status (MOU with Eric Clark)	On-going	
7 TAS Teachers – Non substitute assignment	Process for ensuring that TAS teachers are not used as substitute for regular teachers.	Title I TAS Principals Title I TAS Teacher Specialist Title I Central Office Personnel	1. The TAS Principals and TAS Title I Teacher Specialist will ensure that TAS teachers are not assigned as substitutes for regular teachers. a. Principals will oversee at the school b. TAS Teacher Spec will oversee at the school 2. The Title I Central Office Personnel will ensure that TAS teachers are not assigned as substitutes for regular teachers. a. Train principal and Teacher Spec b. Perform informal walk-throughs to ensure compliance. c. Verify against payroll	On-going	

Revised 9.14.15 Revised 7.12.16
 Updated 2.29.16
 Updated 6.23.16

**Harford County Public Schools
 Component 3 – School-Wide 2016-2017**

Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Actual Date /Notes
Appropriation of Title I Funds	Title I Supervisor, Title I Assistant Supervisor, Office of Finance	Title I Office and Office of Finance work closely to ensure all funds for Title I schools are effectively appropriated with ongoing frequent contact between both departments.	Ongoing July 1, 2016	
Appropriation of Title I Funds	Title I Supervisor, Title I Assistant Supervisor, Office of Finance	Title I Office and Office of Finance communicate regularly to ensure the coordination of funds.	Ongoing July 1, 2016	
Staff development – 10 School-wide components (GQ-4)	Title I Office	Title I Office provides continuous staff development, on all 10 School-wide components, to Title I Teacher Specialists	Ongoing July 1, 2016 – June 30, 2017	
Staff development – 10 School-wide components (GQ-1)	Title I Teacher Specialists	Through the facilitation of the Title I Teacher Specialists, school improvement teams will address and discuss the 10 school wide components during school improvement team meetings	Ongoing July 1, 2016 – June 30, 2017	
School-wide component checklist incorporated SIP (GQ-1)	Title I School Improvement Teams	The School-Wide Component Matrix is incorporated into each school’s Title I SIP (School Improvement Plan), The School wide Component Matrix details each of the 10 School wide Components and on which page they are found. The School wide component checklist is essentially included in each School’s SIP.	Ongoing	Draft I of SIPs (due 6.22.16) Plans updated periodically on HCPS’s Sharepoint site
Peer Review Process (GQ-1 & 2)	Title I School Improvement Teams	During the Peer Reviews, each school is assigned a Teacher Specialist that will review and provide feedback on the school’s	October – November Completed before November 10, 2016	Process completed during the November Teacher Specialist meeting

Revised 9.14.15 Revised 7.12.16
 Updated 2.29.16
 Updated 6.23.16

		SIP. This will occur at a Teacher Specialist meeting facilitated by the Title I coordinators.		
Peer Review Process (GQ-1 & 2)	Title I Teacher Specialists	The Title I Teacher Specialist will provide written feedback using the Peer Review Feedback form. If any of the 10 School-Wide components are not adequately addressed, these components will be addressed in the feedback first, suggestions about the SIP will come second.	November, 2016	Checklist distributed at the September Teacher Specialist meeting
Peer Review Process (GQ-1 & 2)	Title I School Improvement Teams	After this review, the Title I Teacher Specialist will provide their school's feedback at the next SIT meeting. Based upon the feedback the school reviews and rewrites the plan to incorporate any suggested changes, if needed. A copy of all feedback will be provided to the Title I Coordinators.	Revisions due December, 2016	Process completed during the November Teacher Specialist meeting
Peer Review Process (GQ-1 & 2)	Title I Coordinators	After the Title I SIP Peer Review, Title I Coordinators will review all School Improvement Plans and Peer Review School wide component checklist feedback forms to ensure completion of Title I School Wide components, completed by December 9, 2016 If any SIPs did not adequately address any of the 10 School-Wide components. The central Title I Office will review the SIP, offer suggestions, and meet with	Late December, 2016	Completed

Revised 9.14.15 Revised 7.12.16
 Updated 2.29.16
 Updated 6.23.16

		ILT and SIT to ensure the components are addressed.		
Ongoing Review of 10 School-wide Components (GQ-4)	Title I School Improvement Teams	School Improvement Teams review 10 components to ensure implementation.	Ongoing July 1, 2016 – June 30, 2017	
Ongoing Review of 10 School-wide Components (GQ-1- 4)	Title I Office, Title I School Improvement Teams	Title I principals and teacher specialists maintain binders/bins that are divided into the 10 components. Evidence of each component is filed and maintained. Title I Coordinators 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 Coordinators on a quarterly basis to discuss additional support, if needed.	Ongoing July 1, 2016 – June 30, 2017	Quarterly Walkthroughs
Ongoing Review of 10 School-wide Components (GQ-2)	Title I Office, Title I School Improvement Teams	For the 2016-2017 School Year, the Title I Office will conduct Internal Review Audits for each of the Title I Schools in the Fall of 2016. Purpose of the audit review is to provide support and guidance to the schools to ensure that each school is meeting 100% of the Title I program review requirements.	Late October/Early November	
Ongoing Review of 10 School-wide Components (GQ-1- 4)	Title I Office, Title I ILT, Title I School Improvement Teams	Title I Coordinators meet with ILT (Instructional Leadership Team), SIT (School Improvement Team) to review ongoing implementation of the 10 components.	Ongoing July 1, 2016 – June 30, 2017	

Revised 9.14.15 Revised 7.12.16
 Updated 2.29.16
 Updated 6.23.16

<p>School-wide Plan—review and revise with parents and representatives of the school community (GQ-3)</p>	<p>Title I Office, and Title I School Improvement Teams</p>	<p>Annually review and revise Schoolwide Plans with Parents and representatives of the school community</p> <ul style="list-style-type: none"> • SIPs can be accessed via school website • Parents are provided with SIPs at a glance • Parents are invited to attend and participate in SIP meetings 	<p>Ongoing July 1, 2016 – June 30, 2017</p>	
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**Harford County Public Schools
Title I Component IV – TAS Requirements 2016-2017**

Section	Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
TAS transition to Schoolwide	<p>MSDE Requirement 1 - <i>ONLY for Targeted Assistance Schools who are planning to become a Schoolwide Program next school year.</i> This requirement is a year-long planning process to become a Title I school implementing a schoolwide program.</p> <p>MSDE Requirement 2 - Initial entrance into schoolwide program--LEA provides year-long guidance, technical assistance and support to school developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of a schoolwide program and requirements.</p>	TAS Principal, Supervisor of Title I	<ol style="list-style-type: none"> 1. Notification Letter to MSDE Title I Director for schoolwide planning process. 2. SAN Documents to include the following evidence of planning and technical assistance: <ul style="list-style-type: none"> • Initial planning meeting agenda and list of participants; • Whole-school orientation including agenda and signed roster of participants; • Planning team roster and calendar of meetings (Planning team must consist of school staff, district staff, community leaders, and parents.) • Plan approval process. 	Dec-June		
Eligible Children are identified	MSDE Requirement 3 - Children in grades 3-12 are identified on the basis of	TAS Principal, Supervisor of Title I, TAS Teacher Specialist,	1. Multiple Selection criteria (by school) Reference HCPS TAS Selection Criteria document.	Sept		1. TAS Selection Criteria

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	<p>multiple, educationally related, objective criteria established by the local educational agency and supplemented by the school.</p> <p>MSDE Requirement 4 - Children from preschool through grade 2 shall be identified solely on the basis of such criteria as teacher judgment, interviews with parents, and developmentally appropriate measures.</p>	TAS Teacher	<ol style="list-style-type: none"> 2. Description of how students are ranked by school. 3. Master list of all students ranked showing only most needy students served by school. 4. Documentation that the LEA/school complies with Title I teacher/para ratios prescribed by MSDE(1:8). 5. School schedules of Title I teachers of TA students and subject teachers delivering core instructional programs. 6. Exit criteria for Title I students by school. 			<p>document Updated July, 2016</p> <ol style="list-style-type: none"> 2. TAS Selection Criteria document updated July, 2016 3. Master List of ranked students created September, 2016 5. School Schedules created: August, 2016
Components of a TAS program	<p>MSDE Requirement 5- Use such program’s resources under this part to help participating children meet Maryland’s challenging student academic achievement standards expected for all children.</p>	TAS Principal, Supervisor of Title I, TAS Teacher Specialist, TAS Teacher	<ol style="list-style-type: none"> 1. School Plan 2. School Selection criteria process/ multiple selection criteria 3. School student roster matched with assigned school Title I teacher. 4. Evidence of LEA monitoring – Develop LEA monitoring plan. 			<ol style="list-style-type: none"> 4. See Document “LEA Monitoring Plan”
Components of a Targeted Assistance School Program	<p>MSDE Requirement 13 - Review on an ongoing basis, the progress of participating children and revising the targeted assistance program, if necessary, to provide additional</p>	TAS Principal, Supervisor of Title I, TAS Teacher Specialist, TAS Teacher	<ol style="list-style-type: none"> 1. Schedule of service delivery to identified Title I students. 2. LEA Schedules with dates for regular review for each Title I TA School. 3. Criteria for entering the TA program in each school. 			<ol style="list-style-type: none"> 1. Updated schedule of Service Delivery to Title I students on

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	<p>assistance.</p>		<ol style="list-style-type: none"> 4. Criteria for exiting the TA program in each school. 5. Lists of students, master schedules and Title I teacher assigned to each student. 6. Student progress monitoring 		<ol style="list-style-type: none"> file. 2. See document "LEA Monitoring Plan" 3. See document "Title I Targeted Assistance Selection Criteria 2016 – 2017" 4. See document "Title I Targeted Assistance Selection Criteria 2016 – 2017" 5. Lists of students, master schedules and Title I teacher assigned to each student on file.
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Revised 6/23/2016

						6. See document “LEA Monitoring Plan” – Progress Monitoring Meetings.
<i>TAS Principal Training</i>	Ensure TAS Principals are up to date and knowledgeable of all TAS requirements	TAS Principal, Supervisor of Title I	1. Monthly meeting with TAS principals	Monthly	Ongoing	1. See document “LEA Monitoring Plan”
<i>TAS Teacher Specialist Responsibilities</i>	Ensure TAS Teacher Specialists is fulfilling their Job Responsibilities	TAS Teacher Specialist	1. Create Teacher Specialist Action Plan to specifically define their duties and responsibilities regarding TAS			• See document “Role of TAS Teacher Specialist”
<i>TAS Components</i>	Staff development – TAS components	Title I Office	Title I Office provides continuous staff development, on all TAS components, to Title I Targeted Assistance Teacher Specialist	Ongoing	July 1, 2016 – June 30, 2017	
<i>TAS Components</i>	Staff development – TAS components	Title I Targeted Assistance Teacher Specialist	Schools receive staff development from Title I Targeted Assistance Teacher Specialist, embedded within these staff development sessions are the components of a TAS program	Ongoing	July 1, 2016 – June 30, 2017	
<i>TAS Components</i>	TAS component checklist incorporated SIP	Title I School Improvement Teams	The TAS Component Matrix is incorporated into each school’s Title I SIP (School Improvement Plan), The TAS Component Matrix details each of	Ongoing	July 1, 2016 – June 30, 2017	

			the TAS Components and on which page they are found. The TAS component checklist is essentially included in each School's SIP.		
<i>Peer Review</i>	Peer Review Process	Title I School Improvement Teams	During the Peer Reviews, each school is assigned a partner school and a partner school advisee. The "partner school advisee" visits the School Improvement Team meeting and gives an overview of the School Improvement Plan. The "partner school advisee" will be able to answer any specific questions and will be able to provide additional information if needed. Each member of the SIT team will review the other school's SIP. During each school's review of the partner school's SIP, the TAS Component Checklist, will be checked to ensure that all components are in each school's plan. Each SIT member will provide specific feedback on the School wide component checklist.	October November	Various dates during months of October / November
<i>Peer Review</i>	Peer Review Process	Title I Targeted Assistance Teacher Specialist	The Title I Teacher Specialist will gather the written checklist feedback from their school and will report out an overview of their school's feedback during the Peer Review. Written feedback will be provided as well. If any of the TAS components are not adequately addressed, these components will be addressed in the feedback first, suggestions about the SIP will come second.	December	November, 2016

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<i>Peer Review</i>	Peer Review Process	Title I School Improvement Teams	After the Title I SIP Peer Review, the Title I Targeted Assistance Teacher Specialist will provide feedback during their school’s next SIT meeting. Based upon the feedback the school reviews and rewrites the plan to incorporate any suggested changes, if needed. A copy of all feedback will be provided to the Title I Supervisor.	Revisions Due December, 2016	December, 2016
<i>Peer Review</i>	Peer Review Process	Title I Coordinators	After the Title I SIP Peer Review, Title I Supervisor will review all School Improvement Plans and Peer Review TAS Components checklist feedback forms to ensure completion of Title I School Wide components, completed by December 15. If any SIPs did not adequately address any of the TAS components. The central Title I Office will review the SIP, offer suggestions, and meet with ILT and SIT to ensure the components are addressed.	Late December / January	December, 2016
<i>Review of TAS Components</i>	Ongoing Review of TAS Components	Title I School Improvement Teams	Monthly School Improvement Teams review TAS components to ensure implementation.	Ongoing	July 1, 2016 – June 30, 2017
<i>Review of TAS Components</i>	Ongoing Review of TAS Components	Title I Office, Title I School Improvement Teams	Title I principals and Targeted Assistance Teacher Specialist maintain binders/bins that are divided into the TAS components. Evidence of each component is filed and maintained. The Title I supervisor monitors and reviews all evidence on a quarterly basis. Title I	Ongoing	July 1, 2016 – June 30, 2017

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			principals meet monthly to discuss progress and student needs. Title I Targeted Assistance Teacher Specialist meet with Title I Supervisor on a quarterly basis to discuss additional support, if needed.		
<i>Review of TAS Components</i>	Ongoing Review of TAS Components	Title I Office, Title I School Improvement Teams	For the 2016-2017 School Year, the Title I Office will conduct Mock Program Reviews for each of the Title I Schools in the Fall of 2016. Purpose of the mock reviews is to provide support and guidance to the schools to ensure that each school is meeting 100% of the Title I program review requirements.	Early November	
<i>Review of TAS Components</i>	Ongoing Review of TAS Components	Title I Office, Title I ILT, Title I School Improvement Teams	Title I Supervisor, Assistant Supervisor, and Coordinator meet with ILT (Instructional Leadership Team), SIT (School Improvement Team) to review ongoing implementation of the TAS components.	Ongoing	July 1, 2016 – June 30, 2017
<i>Review of Title I Equipment and Materials</i>	Maintenance and Oversight of TAS Equipment and Materials	Title I Targeted Specialist, Deerfield ES Principal & Financial Secretary.	<ol style="list-style-type: none"> 1. Budget Narrative Approval for all materials 2. Required School-based Inventory of all Materials <ul style="list-style-type: none"> • All Materials are identified with security label provided by Title I Office • Inventory of Material is monitored by Title I Office • Inventory of Materials are post 	Ongoing	<ol style="list-style-type: none"> 1. Inventory Updated on an ongoing basis September, 2016-June, 2017

			TAS school Title I Financial Sharepoint site		
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Targeted Assistance School – Student Selection Criteria 2016-2017 School Year

Kindergarten Mathematics

Timeframe	Instrument	Criteria
Initial Identification	1. Kindergarten Retention	Student is retained in Kindergarten.
Initial / Trimester Identification	2. SNAP	Sum total number of 6 possible subtests failed: forward number word sequence (1-100), number identification (1-100), addition and subtraction, number patterns (fing & spat), backward number word sequence.
	3. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in math in specific categories. (The total number of areas marked “below grade level” will be summed).
Trimester Identification	4. Parent Input Survey	Parent indicates concerns with their child’s ability to compare numbers less than 20 and add numbers less than 10.

RANK ORDER DETERMINATION:

1) Initial Identification –September / October Timeframe

- Retained students will be set to the highest rank order (automatic qualification for services).
- Combined Score from SNAP (failed subtest count as 1)
- Teacher Observation (Total NOs)
- Kindergarten Teachers will complete Teacher Observation sheets around 2nd / 3rd week of school.
- Based up this, TAS teachers will assess the neediest students in SNAP
- Initial ranking selection will take place in Late September / Early October.

2) Trimester Identification – February / March Timeframe

- Initial Identification students will need to be re-evaluated
- Combined Score from SNAP (failed subtest count as 1)
- Teacher Observation (Total NOs)

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- Title I Teacher Specialist will tally up and input SNAP scores.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Kindergarten Math Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Based upon, “*Teacher Observation Student Referral Form*”, teacher indicates student is below grade level in math in 50% or less of the categories.

Phase 2: Teacher fills out “*TAS Teacher Student Exit Criteria Form*”. If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student’s progress (Phase 1) as well as review the “*TAS Teacher Student Exit Criteria Form*” (Phase 2). If it is decided that a student will not exit the program, a “Student Plan of Action” will be created.

Kindergarten Reading

Timeframe	Instrument	Criteria
Initial Identification	1. Kindergarten Retention	Student is retained in Kindergarten.
Initial / Trimester Identification	2. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in math in specific categories. (The total number of areas marked “below grade level” will be summed).
	3. KLA – Kindergarten Literacy Assessment	Sum total number of 4 possible areas failed.
Trimester Identification	4. Fountas and Pinnell Benchmark Assessment	Student scores below Benchmark Level A (BOY) Student scores below Benchmark Level B (MOY)
	5. Parent Input Survey	Parent indicates concerns with their child’s ability to sound out easy words and answer “wh” questions after being read to.

RANK ORDER DETERMINATION:

1) Initial Identification – September / October Timeframe

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- Combined Score from 4 KLA subtests (failed subtest count as 1); (1-Tells the Sound for letters, 2-States beginning, middle and final sounds, 3-Reads decodable unfamiliar words, 4-Identifies book and print concepts)
- Kindergarten Teachers will complete Teacher Observation sheets around 2nd / 3rd week of school.
- Based up this, TAS teachers will assess the neediest students in KLA
- Initial ranking selection will take place in Late September / Early October.

2) Trimester Identification – February / March Timeframe

Initial Identification students will need to be re-evaluated

- Teacher Observation (Total NOs)
- Combined Score from KLA (failed subtest count as 1)
- Fountas and Pinnell
 - Count 2 if student is identified as CAPS
 - Count 2 if students is “N/A”
 - Count 1 if student is identified as Level A
 - Count 0 if student is identified as Level B or greater

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- Title I Teacher Specialist will collect and input Fountas and Pinnell scores.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Kindergarten Reading Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program.

Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Based upon, “*Teacher Observation Student Referral Form*”, teacher indicates student is below grade level in reading in 45% or less of the categories.

Phase 2: Teacher fills out “*TAS Teacher Student Exit Criteria Form*”. If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student’s progress (Phase 1) as well as review the “*TAS Teacher Student Exit Criteria Form*” (Phase 2). If it is decided that a student will not exit the program, a “Student Plan of Action” will be created.

First Grade Mathematics

Timeframe	Instrument	Criteria
Initial Identification	1. First Grade Retention	Student has been retained in first grade.
	2. SNAP Assessment	Kindergarten end-of-year proficiency. Sum total number of 6 possible subtests failed: forward number word sequence (1-100), number identification (1-100), addition and subtraction, number patterns (finger & spat), backward number word sequence.
Initial / Trimester Identification	3. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in math in specific categories. (The total number of areas marked "below grade level" will be summed).
	4. Parent Input Survey	Parent indicates concerns with their child's ability to compare numbers less than 20 and add numbers less than 10.
Trimester Identification	5. Math Unit Assessments	Student's cumulative weighted average on EDM Part A unit assessments.
	6. Parent Input Survey	Parent indicates concerns with their child's ability to compare numbers less than 20 and ability to identify sets of coins.

RANK ORDER DETERMINATION:

1) *Initial Identification – Beginning of School Year Timeframe*

- Retained students will be set to the highest rank order (automatic qualification for services).
- Combined Score from SNAP (failed subtest count as 1)
- Teacher Observation (Total NOs)

2) *Trimester Identification – November & February / March Timeframe*

- Initial Identification students will need to be re-evaluated (SNAP not used anymore)
- Teacher Observation (Total NOs)
- Combined Score from Math Unit Assessments, score is broken into Quartiles:
 - Count 4 if student scores 0-25%
 - Count 3 if student scores 26% - 50%,
 - Count 2 if student scores 51%-75%,
 - Count 1 if student scores 76% - 85%,
 - Count 0 if student scores 86% - 100%

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

First Grade Math Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Based upon, "*Teacher Observation Student Referral Form*", teacher indicates student is below grade level in math in 45% or less of the categories.

Phase 2: Teacher fills out "*TAS Teacher Student Exit Criteria Form*". If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student's progress (Phase 1) as well as review the "*TAS Teacher Student Exit Criteria Form*" (Phase 2). If it is decided that a student will not exit the program, a "Student Plan of Action" will be

First Grade Reading

Timeframe	Instrument	Criteria
Initial Identification	1. First Grade Retention	Student has been retained in first grade.
Initial / Trimester Identification	2. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in reading in specific categories. (The total number of areas marked “below grade level” will be summed).
	3. Fountas and Pinnell Benchmark Assessment	Student scores below Benchmark Level D (EOY - Kindergarten) Student scores below Benchmark Level E/F (BOY 1 st Grade) Student scores below Benchmark Level G/H (MOY 1 st Grade)
	4. Parent Input Survey	Parent indicates concerns with their child’s ability to sound out easy words and answer “Wh” questions after being read to.
Trimester Identification	5. Parent Input Survey	Parent indicates concerns with their child’s ability to answer why questions during and after reading and child’s ability to read grade level sight words.

RANK ORDER DETERMINATION;

1) Initial Identification – Beginning of School Year Timeframe

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- Fountas and Pinnell Benchmark Assessment EOY – Kindergarten (instructional level at End of Year),
 - Count 4 if student is identified as CAPS
 - Count 3 if student is identified as Level A
 - Count 2 if student is identified as Level B
 - Count 1 if student is identified as Level C
 - Count 0 if student is identified as Level D or greater

2) Trimester Identification – November & February / March Timeframe

- Initial Identification students will need to be re-evaluated
- Teacher Observation (Total NOs)
- Fountas and Pinnell Benchmark Assessment
 - BOY –
 - Count 2 if student is identified as CAPS, Level A, B, C
 - Count 1 if student is identified as level D
 - Count 0 if student is identified as E or greater
 - MOY - Combined Score from Fountas and Pinnell
 - Count 2 if student is identified as CAPS, Level A, B, C
 - Count 1 if student is identified as level D, E, F
 - Count 0 if student is identified as G or greater

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

First Grade Reading Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program.

Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Based upon, “*Teacher Observation Student Referral Form*”, teacher indicates student is below grade level in reading in 45% or less of the categories.

Phase 2: Teacher fills out “*TAS Teacher Student Exit Criteria Form*”. If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student’s progress (Phase 1) as well as review the “*TAS Teacher Student Exit Criteria Form*” (Phase 2). If it is decided that a student will not exit the program, a “Student Plan of Action” will be

Second Grade Mathematics

Timeframe	Instrument	Criteria
Initial Identification	1. Second Grade Retention	Student has been retained in second grade.
Initial / Trimester Identification	2. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in math in specific categories. (The total number of areas marked “below grade level” will be summed).
	3. Math Unit Assessments	Student’s cumulative weighted average on EDM Part A unit assessments.
	4. Parent Input Survey	Parent indicates concerns with their child’s mathematics ability in specific areas.

RANK ORDER DETERMINATION:

1) Initial Identification – Beginning of School Year Timeframe

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- Cumulative Grade 1 Score from Math Unit Assessments, score is broken into Quartiles:
 - Count 4 if student scores 0-25%
 - Count 3 if student scores 26% - 50%,
 - Count 2 if student scores 51%-75%,
 - Count 1 if student scores 76% - 85%,
 - Count 0 if student scores 86% - 100%

2) Trimester Identification – November & February / March Timeframe

- Initial Identification students will need to be re-evaluated
- Teacher Observation (Total NOs)
- Cumulative Grade 2 Score from Math Unit Assessments, score is broken into Quartiles:
 - Count 4 if student scores 0-25%
 - Count 3 if student scores 26% - 50%,
 - Count 2 if student scores 51%-75%,
 - Count 1 if student scores 76% - 85%,
 - Count 0 if student scores 86% - 100%

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Second Grade Mathematics Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Student obtains a score of Proficient on Scholastic Math Inventory (SMI)

Phase 2: Teacher fills out “*TAS Teacher Student Exit Criteria Form*”. If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student’s progress (Phase 1) as well as review the “*TAS Teacher Student Exit Criteria Form*” (Phase 2). If it is decided that a student will not exit the program, a “Student Plan of Action” will be created.

Second Grade Reading

Timeframe	Instrument	Criteria
Initial Identification	1. Second Grade Retention	Student has been retained in second grade.
	2. Fountas and Pinnell Benchmark Assessment	Student scores below Benchmark Level I/J (EOY – Grade 1)
Initial / Trimester Identification	3. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in Reading in specific categories. (The total number of areas marked “below grade level” will be summed).
	4. Parent Input Survey	Parent indicates concerns with their child’s mathematics ability in specific areas.
Trimester Identification	4. Grade 2 Scholastic Reading Inventory (SRI)	Student score based upon SRI assessment according to Scholastic Achievement Manager (SAM)

RANK ORDER DETERMINATION:

1) Initial Identification – Beginning of School Year Timeframe

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- Fountas and Pinnell Benchmark Assessment EOY – Grade 1 (instructional level at End of Year),
 - Count 4 if student is identified as CAPS, Level A, Level B
 - Count 3 if student is identified as Level C, D
 - Count 2 if student is identified as Level E, F
 - Count 1 if student is identified as Level G, H
 - Count 0 if student is identified as Level I, J or greater

2) Trimester Identification – November & February / March Timeframe

- Initial Identification students will need to be re-evaluated
- Teacher Observation (Total NOs)
- SRI Score
 - Count 3 if student is identified as Below Basic
 - Count 3 if student is identified as No Skill Level (Below Basic)
 - Count 2 if student is identified as Basic
 - Count 1 if student is identified as Proficient
 - Count 0 if student is identified as Advanced

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Second Grade Reading Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program.

Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Student obtains a score of Proficient on Scholastic Reading Inventory (SRI)

Phase 2: Teacher fills out “*TAS Teacher Student Exit Criteria Form*”. If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student’s progress (Phase 1) as well as review the “*TAS Teacher Student Exit Criteria Form*” (Phase 2). If it is decided that a student will not exit the program, a “Student Plan of Action” will be created.

Third Grade Mathematics

Timeframe	Instrument	Criteria
Initial Identification	1. Third Grade Retention	Student has been retained in third grade.
Initial / Trimester Identification	2. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in math in specific categories. (The total number of areas marked “below grade level” will be summed).
	3. Math Unit Assessments	Student’s cumulative weighted average on EDM Part A unit assessments.

RANK ORDER DETERMINATION:

1) Initial Identification – September / October Timeframe

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- Cumulative Grade 2 Score from Math Unit Assessments, score is broken into Quartiles:
 - Count 4 if student scores 0-25%
 - Count 3 if student scores 26% - 50%,
 - Count 2 if student scores 51%-75%,
 - Count 1 if student scores 76% - 85%,
 - Count 0 if student scores 86% - 100%

2) Trimester Identification – November & February / March Timeframe

- Initial Identification students will need to be re-evaluated
- Teacher Observation (Total NOs)
- Cumulative Grade 3 Score from Math Unit Assessments, score is broken into Quartiles:
 - Count 4 if student scores 0-25%
 - Count 3 if student scores 26% - 50%,
 - Count 2 if student scores 51%-75%,
 - Count 1 if student scores 76% - 85%,
 - Count 0 if student scores 86% - 100%

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Third Grade Mathematics Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Student obtains a score of Proficient on Scholastic Math Inventory (SMI)

Phase 2: Teacher fills out “TAS Teacher Student Exit Criteria Form”. If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student’s progress (Phase 1) as well as review the “TAS Teacher Student Exit Criteria Form” (Phase 2). If it is decided that a student will not exit the program, a “Student Plan of Action” will be

created.

Third Grade Reading

Timeframe	Instrument	Criteria
Initial Identification	1. Third Grade Retention	Student has been retained in third grade.
Initial / Trimester Identification	2. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in Reading in specific categories. (The total number of areas marked “below grade level” will be summed).
	3. Scholastic Reading Inventory	Student score based upon SRI assessment according to Scholastic Achievement Manager (SAM).

RANK ORDER DETERMINATION;

1) Initial Identification – September / October Timeframe

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- SRI Score
 - Count 3 if student is identified as Below Basic
 - Count 3 if student is identified as No Skill Level (Below Basic)
 - Count 2 if student is identified as Basic
 - Count 1 if student is identified as Proficient
 - Count 0 if student is identified as Advanced

2) Trimester Identification – November & February / March Timeframe

- Initial Identification students will need to be re-evaluated
- Teacher Observation (Total NOs)
- SRI Score
 - Count 3 if student is identified as Below Basic
 - Count 3 if student is identified as No Skill Level (Below Basic)
 - Count 2 if student is identified as Basic
 - Count 1 if student is identified as Proficient
 - Count 0 if student is identified as Advanced

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Third Grade Reading Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Student obtains a score of Proficient on Scholastic Reading Inventory (SRI)

Phase 2: Teacher fills out “*TAS Teacher Student Exit Criteria Form*”. If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student’s progress (Phase 1) as well as review the “*TAS Teacher Student Exit Criteria Form*” (Phase 2). If it is decided that a student will not exit the program, a “Student Plan of Action” will be

created.

Fourth Grade Mathematics

Timeframe	Instrument	Criteria
Initial Identification	1. Fourth Grade Retention	Student has been retained in fourth grade.
Initial / Trimester Identification	2. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in math in specific categories. (The total number of areas marked "below grade level" will be summed).
	3. Math Unit Assessments	Student's cumulative weighted average on EDM Part A unit assessments.

RANK ORDER DETERMINATION;

2) 1) *Initial Identification – September / October Timeframe*

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- Cumulative Grade 3 Score from Math Unit Assessments, score is broken into Quartiles:
 - Count 4 if student scores 0-25%
 - Count 3 if student scores 26% - 50%,
 - Count 2 if student scores 51%-75%,
 - Count 1 if student scores 76% - 85%,
 - Count 0 if student scores 86% - 100%

2) *Trimester Identification – November & February / March Timeframe*

- Initial Identification students will need to be re-evaluated
- Teacher Observation (Total NOs)
- Cumulative Grade 4 Score from Math Unit Assessments, score is broken into Quartiles:
 - Count 4 if student scores 0-25%
 - Count 3 if student scores 26% - 50%,
 - Count 2 if student scores 51%-75%,
 - Count 1 if student scores 76% - 85%,
 - Count 0 if student scores 86% - 100%

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Fourth Grade Mathematics Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Student obtains a score of Proficient on Scholastic Math Inventory (SMI)

Phase 2: Teacher fills out "*TAS Teacher Student Exit Criteria Form*". If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student's progress (Phase 1) as well as review the "*TAS Teacher Student Exit Criteria Form*" (Phase 2). If it is decided that a student will not exit the program, a "Student Plan of Action" will be created.

Fourth Grade Reading

Timeframe	Instrument	Criteria
Initial Identification	2. Fourth Grade Retention	Student has been retained in fourth grade.
Initial / Trimester Identification	2. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in Reading in specific categories. (The total number of areas marked "below grade level" will be summed).
	3. Scholastic Reading Inventory	Student score based upon SRI assessment according to Scholastic Achievement Manager (SAM).

RANK ORDER DETERMINATION:

1) Initial Identification – September / October Timeframe

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- SRI Score
 - Count 3 if student is identified as Below Basic
 - Count 3 if student is identified as No Skill Level (Below Basic)
 - Count 2 if student is identified as Basic
 - Count 1 if student is identified as Proficient
 - Count 0 if student is identified as Advanced

2) Trimester Identification – November & February / March Timeframe

- Initial Identification students will need to be re-evaluated
- Teacher Observation (Total NOs)
- SRI Score
 - Count 3 if student is identified as Below Basic
 - Count 3 if student is identified as No Skill Level (Below Basic)
 - Count 2 if student is identified as Basic
 - Count 1 if student is identified as Proficient
 - Count 0 if student is identified as Advanced

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Fourth Grade Reading Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Student obtains a score of Proficient on Scholastic Reading Inventory (SRI)

Phase 2: Teacher fills out "*TAS Teacher Student Exit Criteria Form*". If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student's progress (Phase 1) as well as review the "*TAS Teacher Student Exit Criteria Form*" (Phase 2). If it is decided that a student will not exit the program, a "Student Plan of Action" will be created.

Fifth Grade Mathematics

Timeframe	Instrument	Criteria
Initial Identification	1. Fifth Grade Retention	Student has been retained in fifth grade.
Initial / Trimester Identification	2. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in math in specific categories. (The total number of areas marked "below grade level" will be summed).
	3. Math Unit Assessments	Student's cumulative weighted average on EDM Part A unit assessments.

RANK ORDER DETERMINATION;

3) 1) Initial Identification – September / October Timeframe

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- Cumulative Grade 4 Score from Math Unit Assessments, score is broken into Quartiles:
 - Count 4 if student scores 0-25%
 - Count 3 if student scores 26% - 50%,
 - Count 2 if student scores 51%-75%,
 - Count 1 if student scores 76% - 85%,
 - Count 0 if student scores 86% - 100%

2) Trimester Identification – November & February / March Timeframe

- Initial Identification students will need to be re-evaluated
- Teacher Observation (Total NOs)
- Cumulative Grade 5 Score from Math Unit Assessments, score is broken into Quartiles:
 - Count 4 if student scores 0-25%
 - Count 3 if student scores 26% - 50%,
 - Count 2 if student scores 51%-75%,
 - Count 1 if student scores 76% - 85%,
 - Count 0 if student scores 86% - 100%

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Fifth Grade Mathematics Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Student obtains a score of Proficient on Scholastic Math Inventory (SMI)

Phase 2: Teacher fills out “TAS Teacher Student Exit Criteria Form”. If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student's progress (Phase 1) as well as review the “TAS Teacher Student Exit Criteria Form” (Phase 2). If it is decided that a student will not exit the program, a “Student Plan of Action” will be created.

Fifth Grade Reading

Timeframe	Instrument	Criteria
Initial Identification	1. Fifth Grade Retention	Student has been retained in fifth grade.
Initial / Trimester Identification	2. Teacher Observation Student Referral Form	Teacher indicates student is below grade level in Reading in specific categories. (The total number of areas marked "below grade level" will be summed).
	3. Scholastic Reading Inventory	Student score based upon SRI assessment according to Scholastic Achievement Manager (SAM).

RANK ORDER DETERMINATION:

1)) *Initial Identification – September / October Timeframe*

- Retained students will be set to the highest rank order (automatic qualification for services).
- Teacher Observation (Total NOs)
- SRI Score
 - Count 3 if student is identified as Below Basic
 - Count 3 if student is identified as No Skill Level (Below Basic)
 - Count 2 if student is identified as Basic
 - Count 1 if student is identified as Proficient
 - Count 0 if student is identified as Advanced

2) *Trimester Identification – November & February / March Timeframe*

- Initial Identification students will need to be re-evaluated
- Teacher Observation (Total NOs)
- SRI Score
 - Count 3 if student is identified as Below Basic
 - Count 3 if student is identified as No Skill Level (Below Basic)
 - Count 2 if student is identified as Basic
 - Count 1 if student is identified as Proficient
 - Count 0 if student is identified as Advanced

GENERAL GUIDELINES:

- Students new to the school will be evaluated at the next evaluation period.
- School-Based teams will set cut-off rank order score to determine optimal number of students to service, based upon TAS plan and personnel for initial and trimester identification.

Fifth Grade Reading Exit Criteria

Each student will progress through 3 stages before being exited from the Targeted Assistance program. Student must meet requirements of each phase before progressing on to next phase.

Phase 1: Student obtains a score of Proficient on Scholastic Reading Inventory (SRI)

Phase 2: Teacher fills out "*TAS Teacher Student Exit Criteria Form*". If teacher is in the opinion that the student is meeting all classroom goals, and will continue to do so if no longer in Targeted Assistance Program, then student will move on to Phase 3.

Phase 3: Targeted Assistance Team Discussion / Decision

Targeted Assistance Team will discuss student's progress (Phase 1) as well as review the "*TAS Teacher Student Exit Criteria Form*" (Phase 2). If it is decided that a student will not exit the program, a "Student Plan of Action" will be created.

SY 2016-2017 Title I Targeted Assistance School (TAS) Plan: Deerfield Elementary 6/29/16 Latest Revision

School-based Planning Document

Complete the following information as a SIT (or assigned sub-group) with direct data and evidence from the SIP, specifically using the “Needs Assessment”. *List SIP Goals/Objectives/Actions in order of importance.* If needed, update the SIP prior to completing this form. Make sure to gain input from all school stakeholders (teachers, parents, central support personnel, etc.). Supplemental strategies must address the following THREE components: 1. Instructional Student Supports (Targeted Student list based on multiple assessment data will need to be created) 2. Parental Supports (for targeted students ONLY; Separate “Parent Compact” will need to be created), 3. Professional Development for ONLY teachers of targeted students (Separate yearly PD calendar will need to be completed).

SIP Goal (from SIP)	SIP Objective (from SIP)	SIP Action # (from SIP)	Targeted Students: by grade or grade span	Supplemental Tiered Strategies: Needed strategies NOT already in place
All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas.	Increase student achievement in Reading/English for all students as measured by an increase in formative and summative assessment scores.		Grades: K, 1, 2, 3, 4, 5 TA Co-Teachers: K: Edwards 1 st : Johnson 1 st : Ponton 2 nd : Johnson 3 rd : Johnson 4 th : Wiechec 5 th : Ponton	Tier 1 TA Strategies (Embedded in Tier 2 in SIP) <ul style="list-style-type: none"> ▪ Targeted Title I teacher will work with students demonstrating reading deficits in a co-teaching and small needs group-learning environment. ▪ Reading instructional materials for teachers working with students targeted in reading. ▪ Opportunities for TA teachers and homeroom teachers to collaboratively plan before/after school to meet the needs of TAS. ▪ Professional development provided for teachers with targeted students on delivery of effective and strategic interventions, differentiation, co-teaching, etc. ▪ TAS team will meet each trimester to discuss student progress of targeted students. Teachers of the students involved with meetings as well. (Multiple data sources will be collected and analyzed & such as: teacher observation skills checklist, SRI/F&P data, & parent input. The multiple selection criteria data sources will rank the most at risk students to target in reading.) ▪ FIT meetings/workshops, trainings, and guest speakers will be held to provide strategies to increase student reading achievement. ▪ Summer learning materials & incentive program will be provided to targeted students in order to support home connection & retaining critical reading skills in summer months.

<p>All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas.</p>	<p>Increase student achievement in Reading/English for all students as measured by an increase in formative and summative assessment scores.</p>		<p>Grades: K, 1, 2, 3, 4, 5 TA Co-Teachers: K: Edwards 1st: Johnson 1st: Ponton 2nd: Johnson 3rd: Johnson 4th: Wiechec 5th: Ponton</p>	<p>Tier 2 TA Strategies (Embedded in Tier 3 in SIP)</p> <ul style="list-style-type: none"> ▪ Reading instruction for specific targeted reading students in grades K-5 will be facilitated in small needs group learning environment. ▪ Foundations Intervention provided to specific targeted students in grades K, 1, 2 based on data from TA trimester meetings. ▪ Double dose of Foundations intervention for specific targeted students in grades 1 and 2 ▪ LLI Intervention provided to specific targeted students in grades 1 & 2 ▪ Parent trainings will be facilitated during and/or after school to support reading classroom strategies and/or interventions such as: Foundations. A Foundations Parent Workshop will be provided to specific targeted families in K-2 with a child in foundations.
				<p>Tier 3 TA Strategies (Embedded in Tier 3 in SIP)</p> <ul style="list-style-type: none"> ▪ Home visits will be conducted to specific TA families. The visit will be an opportunity to teach a reading lesson to the TA student alongside the child's parent. The lessons will support the classroom reading strategies from classroom teacher and TA reading teacher. The parent will learn specific strategies to support their child and will be given instructional materials to keep at home. ▪ TA teacher works with an individual TA reading student in an individualized learning environment to work on a specific reading skill. ▪ TA ELL reading students will also be provided additional academic supports through the ESOL teacher.
<p>SIP Goal (from SIP)</p>	<p>SIP Objective (from SIP)</p>	<p>SIP Action # (from SIP)</p>	<p>Targeted Students: by grade or grade span</p>	<p>Supplemental Tiered Strategies: Needed strategies NOT already in place</p>
<p>All students will achieve at high standards, as established by the Harford County Public Schools and state performance level standards, in all content areas.</p>	<p>Increase student achievement in Mathematics for all students as measured by an increase in formative and summative assessment scores.</p>		<p>Grades: 1, 2, 3, 4, 5 TA Co-Teachers: 1st: Wiechec 1st: Ponton 2nd: Wiechec 3rd: Markoff 4th: Markoff 5th: Markoff</p>	<p>Tier 1:</p> <ul style="list-style-type: none"> ▪ Targeted Title I teacher working with students demonstrating math deficits in a co-teaching and small needs group-learning environment ▪ Math instructional materials and manipulatives for teachers working with students targeted in math. ▪ Opportunities for TA teachers and homeroom teachers to collaboratively plan before/after school to meet the needs of TAS.

				<ul style="list-style-type: none"> ▪ Professional development provided for teachers with targeted students on delivery of effective and strategic interventions, differentiation, co-teaching, etc. ▪ TAS team will meet each trimester to discuss student progress of targeted students. Teachers of the students involved with meetings as well. (Multiple data sources will be collected and analyzed & such as: teacher observation skills checklist, math unit assessment data, & parent input. The multiple selection criteria data sources will rank the most at risk students to target in reading.) ▪ FIT meetings/workshops, trainings, and guest speakers will be held to provide strategies to increase student reading achievement. ▪ Summer learning materials & incentive program will be provided to targeted students in order to support home connection & retaining math skills in summer months.
				<p>Tier 2 TA Strategies (Embedded in Tier 3 in SIP)</p> <ul style="list-style-type: none"> ▪ Math instruction for specific targeted reading students in grades K-5 will be facilitated in small needs group learning environment. ▪ Do the Math Intervention skills based module(s) provided to specific targeted students in grades: 1-5 based on data from TA trimester meetings. ▪ Targeted students will be invited to the before school program as an additional intervention (Do the Math Module) to support TA math students. (Approximately 42 sessions). ▪ Parent trainings will be facilitated during and/or after school to support reading classroom strategies and/or interventions such as: Do the Math.
				<p>Tier 3 TA Strategies (Embedded in Tier 3 in SIP)</p> <ul style="list-style-type: none"> ▪ Home visits will be conducted to specific TA families. The visit will be an opportunity to teach a math lesson to the TA student alongside the child's parent. The lessons will support the classroom reading strategies from classroom teacher and TA math teacher. The parent will learn specific strategies to support their child and will be given instructional materials to keep at home.

Signatures of all school personnel involved with the completion/review of this document:

Signature	Title	Date
Gregory Lee	Principal	6/30/16
Christina Statten	Assistant Principal	6/30/16
Danielle Sheel	Assistant Principal	6/30/16
Jennifer Edwards	reading specialist	6/30/16
Mercedes Velasco	Title I Specialist	6/30/16
Faub of Little	Coordinator Title I	6/30/16

- Tier 1:** General supports/interventions for all targeted students. E.g., Intervention Teacher position(s), parent compact, teacher PD, large group instructional interventions
- Tier 2:** Specific group instruction for targeted students. E.g., extended day interventions, summer interventions, at-home interventions, approved HCPS Instructional Interventions (in or out of the classroom).
- Tier 3:** Individualized, specific instructional supports for most critical targeted students. E.g., one-on-one instructional supports, IEP/ELL supports, intensive remediation supports

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PROCEDURE TITLE: TITLE 1 PARENT INVOLVEMENT		
ADOPTION/EFFECTIVE DATE: MAY 1, 2009	MOST RECENTLY AMENDED:: JUNE 20, 2016	MOST RECENTLY REAFFIRMED:
POLICY/PROCEDURE MANUAL SUMMARY CATEGORY:		

I. Purpose

The purpose of this procedure is to set forth procedures to implement the Board's Parent/Community Involvement Policy with a specific focus on Title 1 parent involvement.

II. Definitions

- A. **Title 1** means 20 U.S. Code section 6311-6339.
- B. **Parental Involvement** means 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 under Title 1.

III. Procedures

- A. HCPS shall be governed by the definition of parental involvement. Its Title 1 schools shall carry out programs, activities and procedures in accordance with such definition.
- B. The Title 1 Parent Involvement Procedures shall be implemented to establish a strong and effective system of parent involvement within the

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Title 1 schools, and to establish standards and criteria thereto. HCPS agrees to implement the following statutory requirements:

1. HCPS shall plan and put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title 1 programs.
2. HCPS shall incorporate this district wide parental involvement plan into its LEA plan developed under Title 1.
3. In carrying out the Title 1, Part A parental involvement requirements to the extent practicable, HCPS and its schools shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of students deemed homeless and parents of migratory children, including providing information and school reports required under Title 1 through streamline communication to ensure the connection between school and parent.
4. If the LEA plan for Title 1, Part A, is not satisfactory to the parents of participating children, HCPS shall submit any parent comments with the plan when HCPS submits the plan to the State Department of Education.
5. HCPS shall involve the parents of participating children served in Title 1, Part A schools in decisions about how the one percent of Title I, Part A funds set aside for parental involvement is spent, and shall ensure that not less than 95 percent of the one percent set aside goes directly to the schools.
6. This procedure applies to all identified Title 1 schools (school-wide or targeted assistance status) and students deemed homeless within Harford County Public Schools.

C. Implementation

1. HCPS shall provide multiple communications to disseminate information to parents including county and state Parental Information. Annual input from parents shall be solicited on the HCPS Website (Title 1 link) pertaining to the HCPS Master Plan.
2. HCPS shall invite Title 1 parents on a bi-annual basis to develop and revise the HCPS Master Plan to ensure joint development of

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the district-wide parental involvement policy under Title 1. Additionally, parents shall be invited to assist in an annual revision of the Home/School Compact.

3. HCPS shall invite Title 1 parents from each school in the district to serve on the school improvement team with the task of developing Title 1 school improvement plans and parent involvement procedures as well as convey to the parents their right to be involved.
4. HCPS shall provide technical assistance, and other support to assist Title 1, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance.
5. HCPS' central Title 1 Office shall
 - 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. HCPS shall coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies

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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. HCPS shall 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 1, Part A schools. The evaluation shall 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. Data from the survey shall be provided to schools for review and shall be disseminated to school communities. As a result of the survey data, changes shall be instituted.
 - b. Assisting in the growth and development of parent groups at each school site.
 - c. Providing copies of the Title 1 Parent Involvement Procedure at each school and on each school's web page for parents' to view.
8. HCPS shall 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.

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9. Capacity Building

HCPS shall 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.

- a. HCPS shall, with the assistance of its Title 1, Part A schools, provide assistance to parents of children served by HCPS or school, to develop better understanding through parent workshops, conferences and classes. HCPS shall hold an annual meeting for Title 1 parents to provide information on:

- 1) the State's academic content standards
- 2) the State's student academic achievement standards
- 3) the State and local academic assessments including alternate assessments
- 4) the requirement of Title 1, Part A
- 5) how to monitor their child's progress
- 6) how to work with educators

10. HCPS' 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

11. HCPS shall, 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 shall be provided in the following areas:

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- a. HCPS' central Title 1 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) Everyday Math - HCPS Math Core Curriculum
 - 6) Technology-Use of computer programs
 - 7) Summer Jumpstart program

12. HCPS shall 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 shall be held in the fall of each year

13. HCPS shall 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. HCPS' central Title 1 Office shall provide school related documents, to the extent possible, for parents in a language and form they can understand by sending press

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releases, newsletters, and systematic calendars to parents.

- b. HCPS' central Title 1 Office shall provide translation for documents, to the extent possible, for parents. Interpreters at parent meetings shall be provided, if needed.
- c. HCPS' central Title 1 Office supports the efforts of the ELL Office throughout the county.

14. Discretionary LEA Title 1 Parent Involvement Plan Components

HCPS 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 Title 1.

- a. Involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training.
- b. Providing necessary literacy training for parents from Title 1, Part A funds, if HCPS has exhausted all other reasonably available sources of funding.
- c. 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.
- d. Training parents to enhance the involvement of other parents.
- e. 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.
- f. Adopting and implementing model approaches to improving parental involvement.
- g. General Educational Development (GED) program for parents-partnership with Harford Community College

- 15. Continuing a district wide parent advisory council to provide advice on all matters including those related to parental involvement in Title 1, Part A programs.

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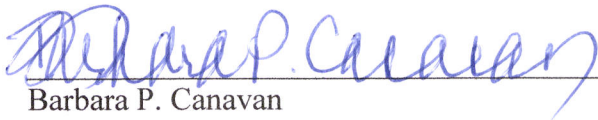
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16. Developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities.
 - a. Hold annual meeting to convey components of Title 1
 - b. Meet quarterly with non-public schools to monitor Title 1 schools

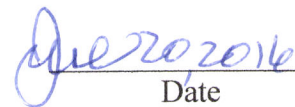
17. Providing other reasonable support for parental involvement activities under Title I as parents may request.

18. Maintain Parental Information Resource Centers (PIRCs) at each Title 1 school site with flexible hours of operation for parent use.

Approved By:



Barbara P. Canavan
Superintendent of Schools



Date

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Procedure Action Dates		
ACTION	DATE	ACTION DATE
Adopted	05/01/2009	
Revised	07/11/2013	
Revised	06/20/2016	

Responsibility for Procedure Maintenance & References	
LAST EDITOR/DRAFTER NAME: Brad Palmer	JOB POSITION OF LAST EDITOR/DRAFTER: Supervisor – HCPS Title 1 Office
PERSON RESPONSIBLE: Jacob Little	JOB POSITION OF PERSON RESPONSIBLE: Coordinator – HCPS Title I Office
DESIGNEE NAME:	DESIGNEE POSITION:
PROCEDURE NUMBER PRIOR TO NOVEMBER 1, 2005:	

LEGAL REFERENCES¹

References are set forth in the Procedure.

¹ All references are to specific federal or Maryland statutes or regulations. References are provided for convenience and informational purposes only and are not to be considered as exhaustive or as precluding Harford County Public Schools from relying upon any other statutes or regulations in support of a policy.

TÍTULO DEL PROCEDIMIENTO: PARTICIPACIÓN PARENTAL TÍTULO 1		
FECHA DE ADOPCIÓN/ VIGENCIA: 1 DE MAYO DE 2009	MODIFICACIÓN MÁS RECIENTE: 20 DE JUNIO DE 2016	CONFIRMACIÓN MÁS RECIENTE:
CATEGORÍA DE RESUMEN DEL MANUAL DE POLÍTICA/PROCEDIMIENTO:		

I. Objeto

El objeto de este procedimiento es establecer los procedimientos para implementar la Política de la Junta de Participación de Padres/Comunidad con un enfoque específico en el Título 1 participación de los padres.

II. Definiciones

- A. **Título 1** se refiere al Título 20, sección 6311-6339 del Código de los Estados Unidos.
- B. **Participación Parental** se refiere a la participación de los padres en una comunicación regular, significativa y bidireccional que involucre el aprendizaje académico del alumno y otras actividades escolares, para asegurar lo siguiente:
1. Esos padres juegan un papel integral en la asistencia del aprendizaje de los niños.
 2. Se anima a esos padres a tener una participación activa en la educación del niño en la escuela.
 3. Esos padres son aliados integrales en la educación de su hijo y están incluidos, según corresponda, en la toma de decisiones y en los comités de asesoramiento para ayudar en la educación de sus hijos
 4. La realización de otras actividades, tales como las que se describen en el Título 1.

III. Procedimientos

- A. Las Escuelas Públicas del Condado de Harford (HCPS, según su sigla en inglés) se regirá por la definición de participación parental. Sus escuelas del Título 1 desarrollarán programas, actividades y procedimientos de acuerdo con tal definición.
- B. Los Procedimientos de Participación Parental del Título 1 se deberán implementar para establecer un sistema fuerte y efectivo de participación parental entre las

escuelas del Título 1, y para establecer estándares y criterios al respecto. HCPS está de acuerdo en implementar los siguientes requisitos normativos:

1. HCPC deberá planificar y poner en operación programas, actividades y procedimientos para involucrar a los padres en todas sus escuelas con los programas del Título 1.
2. HCPS deberá incorporar este plan de participación parental de todo el distrito en su plan LEA desarrollado en el marco del Título 1.
3. Para satisfacer los requisitos de la participación parental de la Parte A del Título 1 en la medida en que resulte practicable, HCPS y sus escuelas deberán brindar todas las oportunidades para la participación de los padres con conocimientos limitados de inglés, de los padres con discapacidades, los padres de los alumnos considerados en situación de calle y los padres de niños inmigrantes, entre ellas, suministrar información y los informes escolares requeridos conforme el Título 1 a través de canales de comunicación para garantizar la conexión entre la escuela y los padres.
4. Si el plan LEA para la Parte A del Título 1, no resulta satisfactorio para los padres de los niños participantes, HCPS deberá enviar todos los comentarios de los padres juntamente con el plan cuando HCPS envíe este último al Departamento de Educación del Estado .
5. HCPS deberá involucrar a los padres de los niños que participan en las escuelas incluidas en la Parte A del Título 1 en las decisiones respecto de la manera en que se gasta el uno por ciento de los fondos de la Parte A del Título 1, reservado a la participación parental, y deberá asegurar que no menos del 95 por ciento del uno por ciento reservado vaya directamente a las escuelas.
6. Este procedimiento se aplica a todas las escuelas identificadas en el Título 1 (todas las escuelas o en condición de asistencia específica) y a los alumnos considerados en situación de calle dentro de las Escuelas Públicas del Condado de Harford.

C. Implementación

1. HCPS deberá suministrar múltiples formas de comunicación para distribuir la información a los padres, incluida la Información Parental del condado y del estado. En el Sitio Web de HCPS (vínculo Título 1) que corresponde al Plan Maestro de HCPS se deberán solicitar los comentarios anuales de los padres.

2. HCPS deberá invitar dos veces por año a los padres del Título 1 a desarrollar y revisar el Plan Maestro de HCSP para garantizar un desarrollo conjunto de la política de participación parental en todo el distrito en el marco del Título 1. Además, se deberá invitar a los padres a asistir a una revisión anual del Convenio Hogar/Escuela.
3. HCSP deberá invitar a los padres del Título 1 de cada escuela del distrito a prestar servicio en el equipo de mejora escolar con la tarea de desarrollar los planes de mejora de las escuelas del Título 1 y los procedimientos de participación de los padres, como así también para transmitir a los padres su derecho a involucrarse.
4. HCPS deberá brindar asistencia técnica y otros tipos de apoyo para asistir en la planificación e implementación efectiva de las actividades de participación parental en las escuelas de la Parte A del Título 1, para mejorar los logros académicos y el rendimiento escolar.
5. La Oficina Central del Título 1 de HCPS deberá
 - a. Mejorar la concientización de los docentes y el personal de cada establecimiento escolar respecto de (1) cómo involucrar a los padres de manera de hacerles sentir que tienen una participación igual en el éxito académico de su hijo y (2) la significación de la influencia de los padres en el éxito académico de sus hijos.
 - b. Mejorar la concientización de los docentes y el personal de cada establecimiento escolar sobre la importancia de los canales de comunicación entre el hogar y la escuela, y garantizar, en la medida de lo posible, que la información que se envía al hogar esté en un lenguaje y un formato que los padres puedan comprender.
 - c. Brindar materiales y capacitación para ayudar a los padres con el logro académico de sus hijos.
 - d. Programar reuniones regulares con los padres en cada establecimiento escolar, alentando la participación para que se conviertan en un participante activo en el proceso de aprendizaje de sus hijos.
 - e. Visitar regularmente los establecimientos escolares para garantizar la implementación de las políticas y los planes.
 - f. Desarrollar y distribuir un calendario de actividades de Participación Parental en todo el distrito y en todas las escuelas.
6. HCSP deberá coordinar e integrar las estrategias de participación parental

de la Parte A del Título 1 con las estrategias de participación parental de los Programas de School Readiness respaldados por el Programa de Pre-Jardín de Infantes, el Programa de Jardín de Infantes de Jornada Completa, el Plan Curricular del Estado de Maryland, los programas de Pre-Jardín de Infantes para niños con discapacidades y otros programas/actividades para alentar y respaldar la participación de los padres en la educación de sus hijos.

7. HCPS deberá llevar a cabo una evaluación constante, con la participación de los padres, de los contenidos y la efectividad de este plan de participación parental en la mejora de la calidad de sus escuelas de la Parte A del Título 1. La evaluación deberá incluir la identificación de barreras que impidan una mayor participación de los padres en las actividades de participación parental (prestando particular atención a los padres con dificultades económicas, que tengan alguna discapacidad, conocimientos limitados de inglés, alfabetización limitada o se encuentren dentro de algún grupo racial o étnico minoritario). Esto debe realizarse de la siguiente manera:
 - a. Llevar a cabo una Encuesta anual de Evaluación Regional de Padres del Título 1 de cada escuela del Título 1, que sea compilada en la Oficina Central del Título 1 y en la Oficina de Control. Los datos de la encuesta deberán suministrarse a las escuelas para su revisión y deberán distribuirse en las comunidades escolares. Como resultado de los datos de la encuestas, se deberán implementar cambios.
 - b. Ayudar al crecimiento y desarrollo de los grupos de padres en cada establecimiento escolar.
 - c. Suministrar copias del Procedimiento de Participación Parental del Título 1 en cada escuela y en cada sitio web de la escuela para que los padres puedan verlo.
8. HCPS deberá utilizar los resultados de la evaluación respecto de sus procedimientos y actividades de participación parental para diseñar estrategias para una participación parental más efectiva y para revisar, en caso de que sea necesario (con la participación de los padres) su política de participación parental del distrito para:
 - a. Hacer recomendaciones a cada escuela participante para integrar los cambios en los planes de participación parental a nivel escolar respectivos.
 - b. Brindar sugerencias para incorporar la participación parental en la medida en que se relacionen con la mejora escolar.

9. Construcción de Capacidad

HCPS deberá construir la capacidad de las escuelas y los padres para una fuerte participación parental a fin de garantizar la participación efectiva de los padres y para respaldar la colaboración entre la escuela, los padres involucrados y la comunidad para mejorar los logros académicos de los alumnos a través de las siguientes actividades.

a. HCPS deberá, con la asistencia de sus escuelas de la Parte A del Título 1, brindar asistencia a los padres de los niños que reciben los servicios de HCPS o la escuela, para desarrollar un mejor entendimiento a través de talleres de padres, conferencias y clases. HCPS deberá organizar una reunión anual para padres del Título 1 para brindar información sobre lo siguiente:

- 1) los estándares del contenido académico del Estado
- 2) los estándares de los logros académicos de los alumnos del Estado
- 3) las evaluaciones académicas locales y del Estado, incluidas las evaluaciones alternativas
- 4) los requisitos de la Parte A del Título 1
- 5) cómo monitorear el progreso de los niños
- 6) cómo trabajar con los docentes

10. La Oficina Central de Título 1 de HCPS brinda asistencia, fondos y materiales para los padres en las siguientes áreas:

- a. Talleres patrocinados por el Departamento de Educación del Estado de Maryland/NCLB
- b. Calificación/datos/reuniones/talleres MSA
- c. Capacitación en el monitoreo del progreso y evaluaciones para sus hijos.
- d. El papel del Enlace Familiar del Título 1
- e. Folletos sobre Derechos Parentales

11. HCPS deberá, con la asistencia de sus escuelas, brindar los materiales y la capacitación para ayudar a los padres a trabajar con sus hijos para mejorar los logros académicos de los niños, tales como capacitación en alfabetización y el uso de la tecnología para fomentar la participación parental. Se deberá brindar apoyo en la siguientes áreas:

- a. La Oficina Central del Título 1 de HCPS suministra fondos para materiales para ayudar a los padres a trabajar con sus niños en los siguientes programas:

- 1) SIPPS - Intervención en Lectura
 - 2) Success Maker - Intervención en Matemática
 - 3) I Station - Intervención en Lectura
 - 4) Harcourt - Plan Curricular Central de Lectura de HCPS
 - 5) Everyday Math - Plan Curricular Central de Matemática de HCPS
 - 6) Tecnología - Uso de programas de computación
 - 7) Programa de Verano Jumpstart
12. HCPS deberá instruir a todo el personal escolar respecto de la manera de comunicarse y trabajar con los padres en igualdad de condiciones y el modo de coordinar los programas de los padres entre los padres y las escuelas de la siguiente forma:
- a. Coordinar un servicio interno en cada establecimiento escolar
 - b. Reunirse regularmente con el Equipo de Participación Familiar (FIT) en cada establecimiento escolar
 - c. Reunirse con el Equipo de Mejora Escolar (SIT) en cada establecimiento escolar
 - d. Reunirse con los Directores y los Facilitadores de Instrucción en cada establecimiento escolar
 - e. Reunirse con los Especialistas de Enlace Familiar y Docentes del Título 1 en cada establecimiento escolar
 - f. Brindar comentarios en las reuniones del equipo de mejora escolar sobre desarrollo profesional para el personal
 - g. Brindar oportunidades trimestralmente (o dos veces por año) para que los padres reciban comentarios de las reuniones del Director, Orientación para los Nuevos Maestros, Conferencias para Padres del Título 1, etc.
 - h. Planificar e implementar la Capacitación Anual de Participación Parental para los padres y el personal, que deberá llevarse a cabo en otoño todos los años
13. HCPS deberá tomar las siguientes medidas para garantizar que la información relacionada con los programas escuela/padres, las reuniones y otras actividades sea enviada a los padres de los niños en un formato comprensible, con formatos alternativos previa solicitud, y en la medida que sea factible, en un lenguaje que los padres puedan comprender.
- a. La Oficina Central del Título 1 de HCPS deberá suministrar a los padres, en la medida que sea posible, la documentación relacionada con la escuela en un lenguaje y formato que estos puedan comprender, mediante comunicados de prensa, boletines y calendarios sistemáticos.

- b. La Oficina Central del Título 1 de HCPS deberá suministrar a los padres la traducción de los documentos, en la medida en que sea posible. Se brindarán intérpretes en las reuniones, si fuera necesario.
 - c. La Oficina Central del Título 1 de HCPS respalda los esfuerzos de la Oficina de ELL en todo el condado.
14. Componentes discrecionales de LEA del Plan de Participación Parental del Título 1

HCPS, previa consulta con sus padres, podrá elegir hacerse cargo de la construcción de la capacidad de los padres para involucrarse en la escuela y el sistema escolar, y para apoyar a sus hijos en los logros académicos a través de las siguientes actividades discrecionales indicadas en el marco del Título 1.

- a. La participación de los padres en el desarrollo de la capacitación para maestros, directores y otros docentes para mejorar la efectividad de esa capacitación.
 - b. Brindar la capacitación y los conocimientos para los padres de la Parte A fondos, del Título 1, en el caso de que HCPS haya agotado todas las fuentes razonablemente disponibles de recursos.
 - c. Pagar los gastos razonables y necesarios asociados con las actividades de participación parental, incluidos los costos de transporte y del cuidado de los niños, para permitir a los padres participar en las reuniones relacionadas con la escuela y las sesiones de capacitación.
 - d. Capacitar a los padres para mejorar la participación de otros padres.
 - e. Maximizar la participación parental en la educación de sus hijos mediante la organización de reuniones escolares en una serie de oportunidades (por la tarde, en los fines de semana, por la mañana) y lugares (fuera del establecimiento en la comunidad) o conferencias internas entre maestros que trabajan directamente con los niños participantes y los padres que no pueden asistir a las conferencias en la escuela.
 - f. Adoptar e implementar estrategias modelo para mejorar la participación parental.
 - g. El Programa de Desarrollo Educativo General (GED) para participación de padres con el Harford Community College
15. Continuar con un consejo asesor de padres de todo el distrito para brindar asesoramiento en todos los temas, incluidos aquellos relacionados con la participación parental en los programas de la Parte A del Título 1.
16. Desarrollar los roles adecuados para las organizaciones y negocios

basados en la comunidad en las actividades de participación parental, incluidas las organizaciones religiosas.

- a. Organizar reuniones anuales para transmitir los componentes del Título 1
 - b. Reunirse trimestralmente con las escuelas privadas para monitorear las escuelas del Título 1
17. Proporcionar otros apoyos razonables para las actividades de participación parental en el marco del Título 1 que los padres puedan solicitar.
18. Mantener Centros de Recursos de Información Parental (PIRC) en cada establecimiento escolar del Título 1 con horarios flexibles de operación para uso por parte de los padres.

Aprobado por:

Barbara P. Canavan
Superintendente de Escuelas

Fecha

Fechas de las Medidas del Procedimiento					
MEDIDA	FECHA	MEDIDA	FECHA	MEDIDA	FECHA
Adoptada	05/01/2009				
Revisada	07/11/2013				
Revisada	06/20/2016				

Responsabilidad por Mantenimiento del Procedimiento y Referencias	
NOMBRE DEL ÚLTIMO EDITOR/REDACTOR: Brad Palmer	PUESTO DE TRABAJO DEL ÚLTIMO EDITOR/REDACTOR: Supervisor – Oficina del Título 1 de HCPS
PERSONA RESPONSABLE: Jacob Little	PUESTO DE TRABAJO DE LA PERSONA RESPONSABLE: Coordinador – Oficina del Título 1 de HCPS
NOMBRE DE LA PERSONA DESIGNADA:	PUESTO DE LA PERSONA DESIGNADA:
NÚMERO DE PROCEDIMIENTO ANTES DEL 1 DE NOVIEMBRE DE 2005:	

REFERENCIAS LEGALES¹

Las referencias se detallan en el Procedimiento.

¹ Todas las referencias son a leyes o reglamentos específicos del Gobierno Federal o de Maryland. Las referencias se brindan para mayor comodidad y solo con fines informativos; no deben considerarse exhaustivas ni impiden a las Escuelas Públicas del Condado de Harford invocar otras leyes o reglamentos en respaldo de una política.

**Harford County Public Schools
Parent Involvement Plan
Survey 2015 - 2016**



William Paca/Old Post Road Elementary

<p>After reading the attached document; "HCPS Parent Involvement Plan", please complete the information below and return this form.</p>	<p align="center"><u>Marking Instructions</u></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 Incorrect </p>
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	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Sure
1. The "HCPS Parent Involvement Plan" describes how HCPS involves parents, families, and community members in student's learning and educational activities.	4	3	2	1	0
2. The "HCPS Parent Involvement Plan" describes how HCPS will promote and encourage meaningful effective partnerships	4	3	2	1	0
3. The "Title I Parent Involvement Plan" meets my needs as a Title I Parent.	4	3	2	1	0
4. The "Title 1 Parent Involvement Plan" provides me with opportunities to participate in decision making within my child's school.	4	3	2	1	0
5. The "Title 1 Parent Involvement Plan" provides for an effective system of parent involvement.	4	3	2	1	0
6. The "Title 1 Parent Involvement Plan" 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 "HCPS Parent Involvement Plan".

Please provide any comments or suggestions that you feel will help to improve the "Title 1 Parent Involvement".

Date Completed: _____ (Turn over if more space needed)

If you have any questions or concerns, please contact Jake Little in the Office of Title I, 410-588-5278.

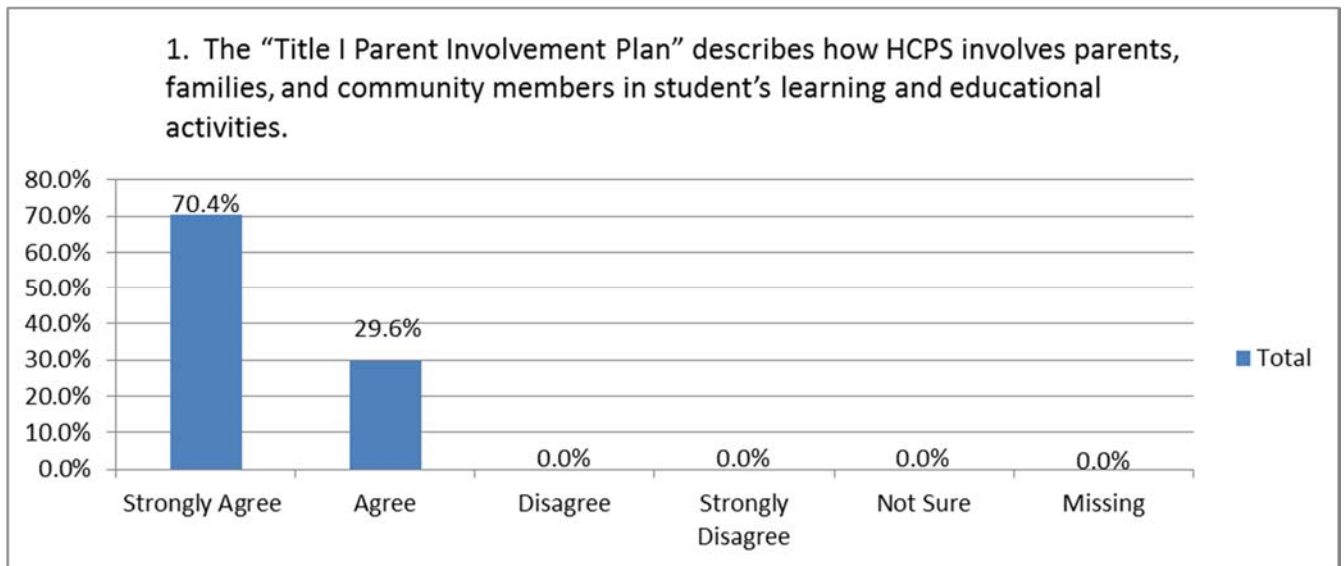
**Harford County Public Schools Title I Parent Involvement Policy &
Title I Parent Involvement Procedures
Survey Results
2015-2016**

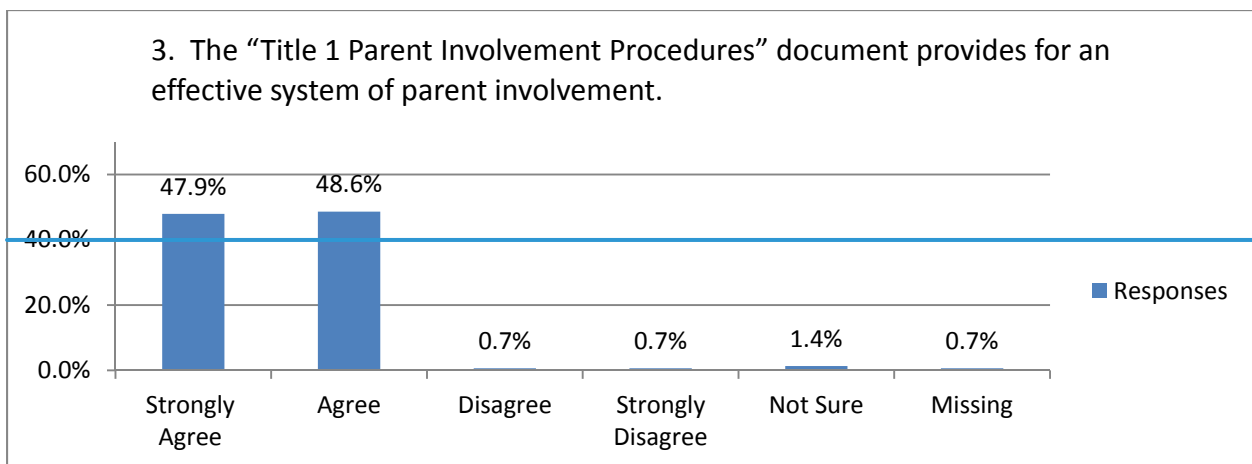
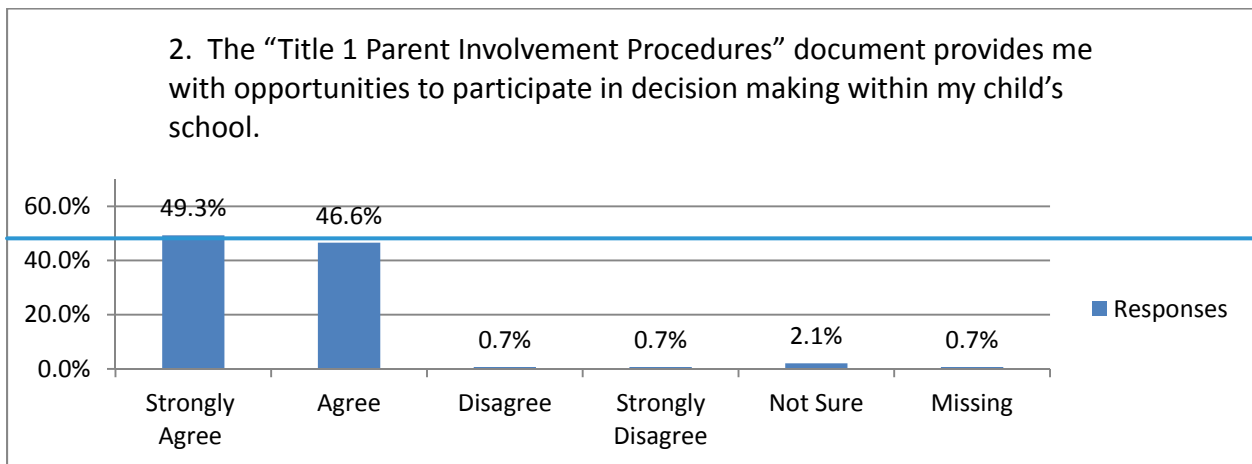
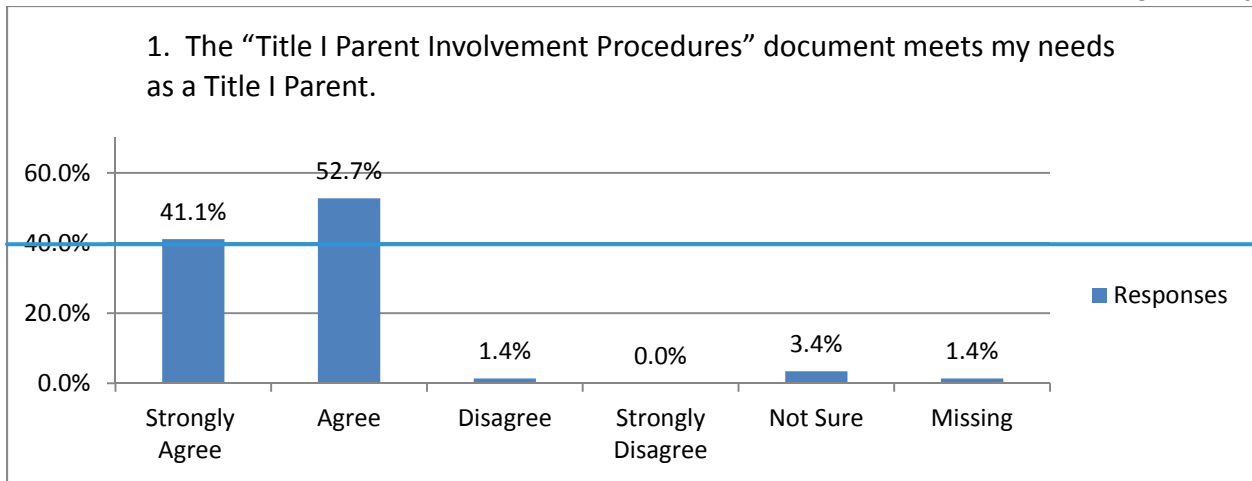
During recent Family Involvement Team meetings the HCPS Parent Involvement Policy and the HCPS Title I Parent Involvement Procedures were reviewed. Each person attending the Family Involvement Team meeting was given the survey to fill out.

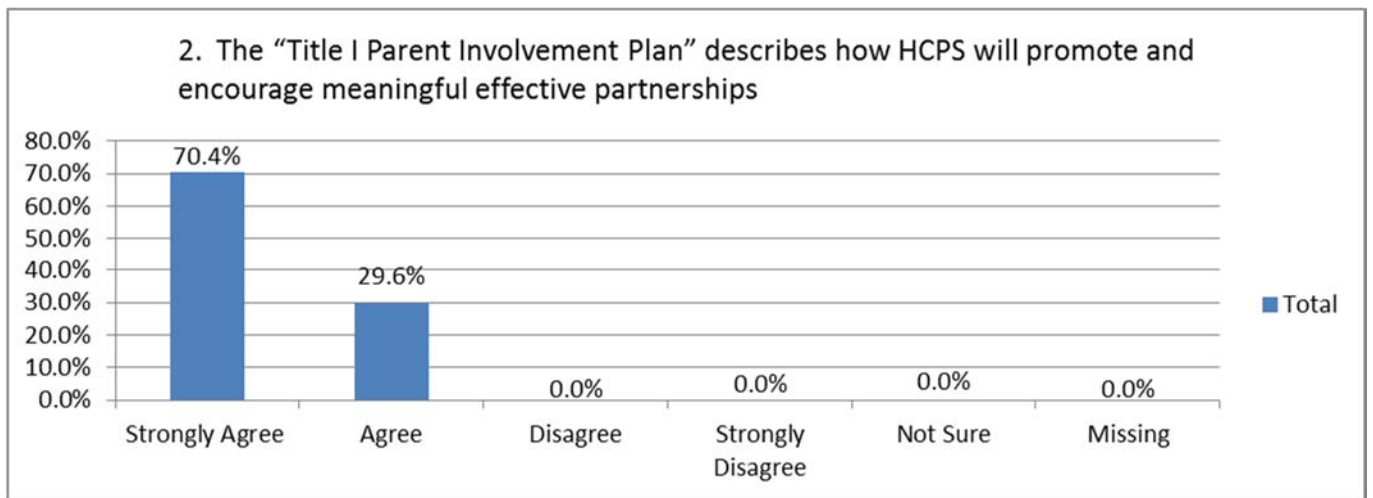
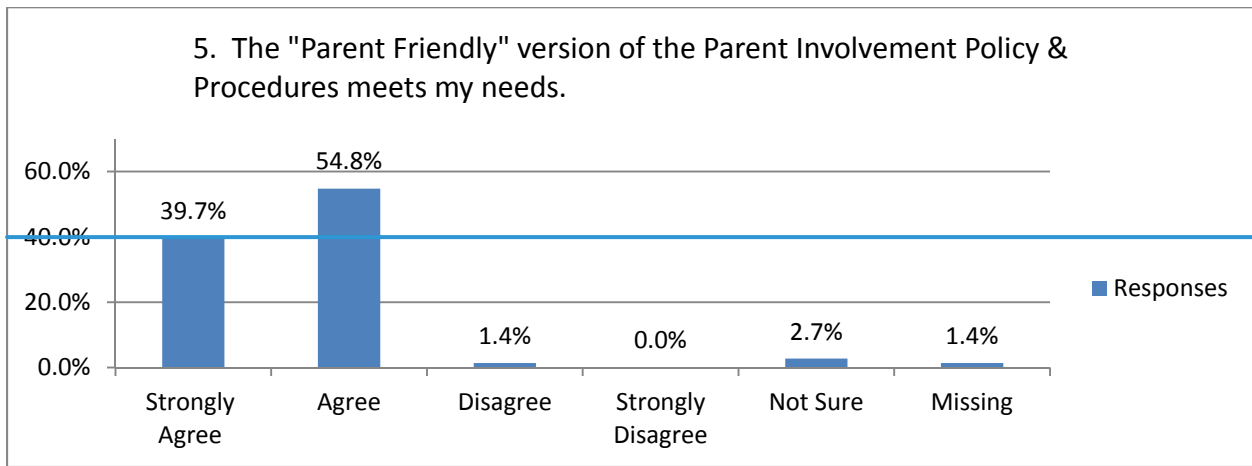
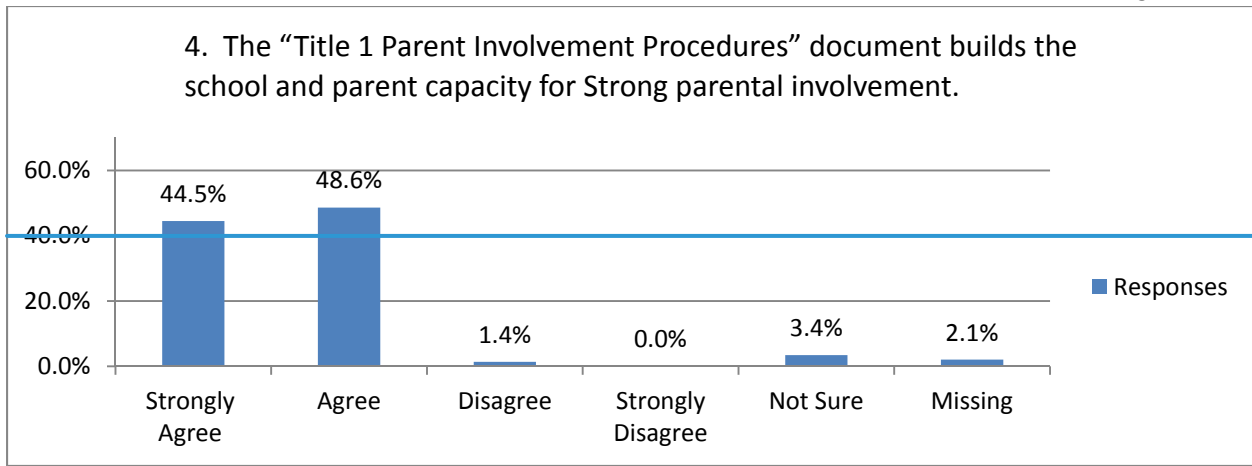
To date we have received 81 survey responses.

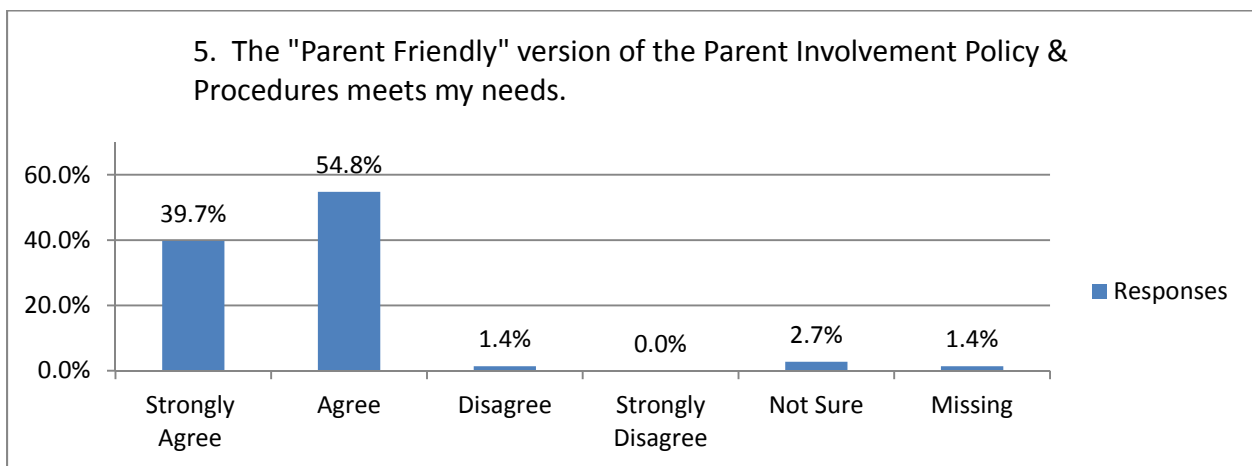
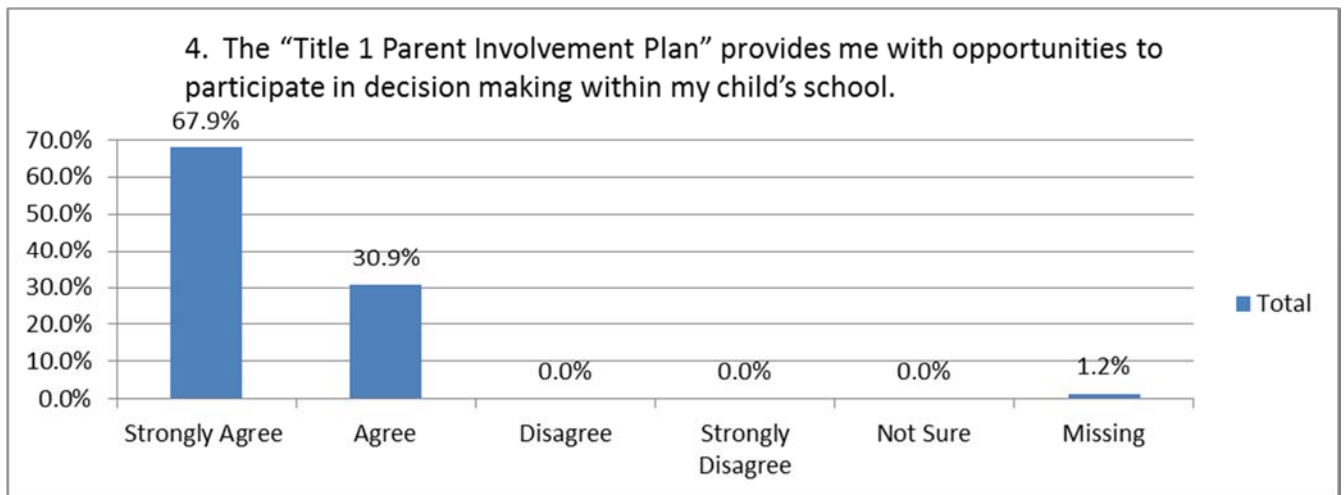
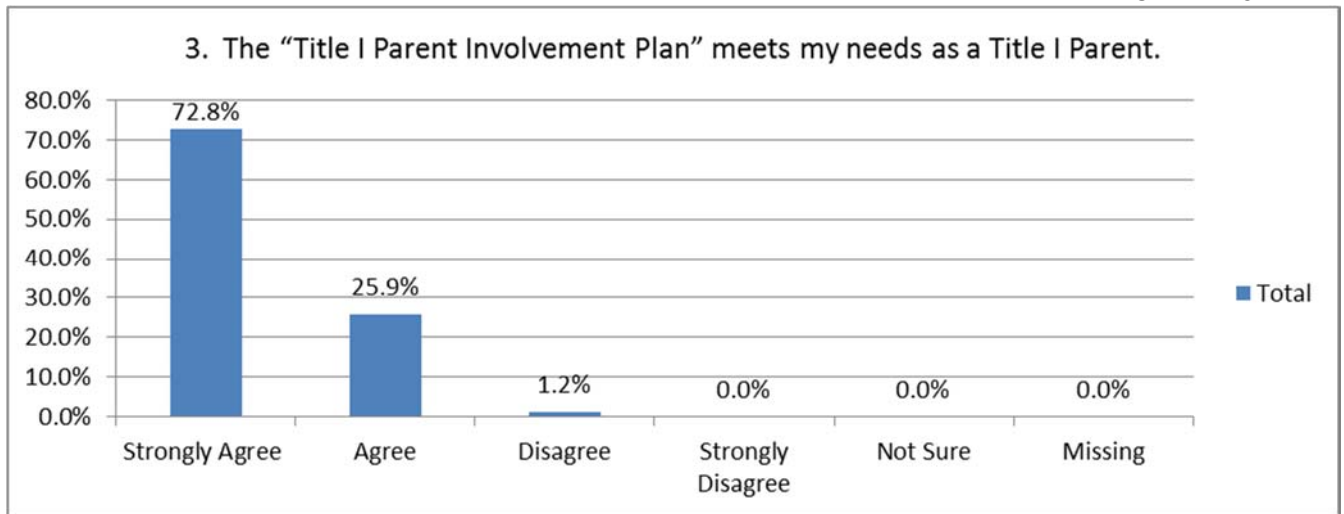
Overall the survey respondents felt that the current HCPS Parent Involvement Policy describes how HCPS involves parents, families, and community members in student’s learning and educational activities, (100% strongly agreed or agreed). They felt the document describes how HCPS will promote and encourage meaningful effective partnerships (100%).

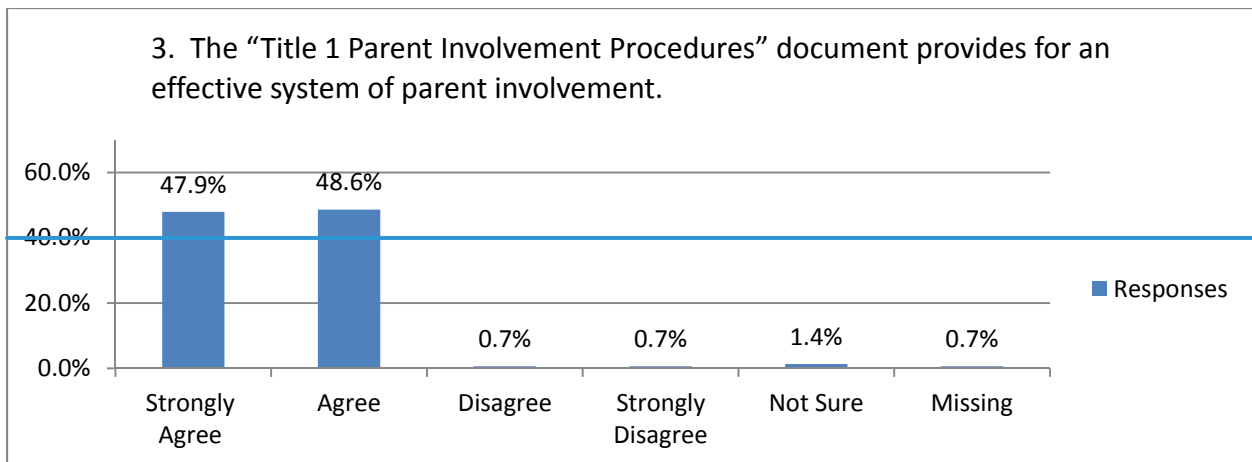
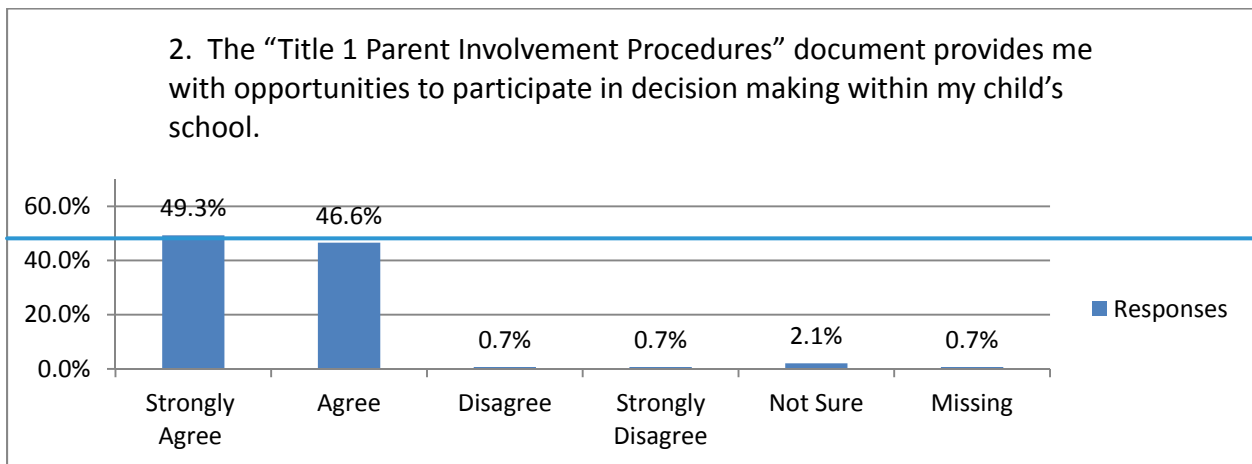
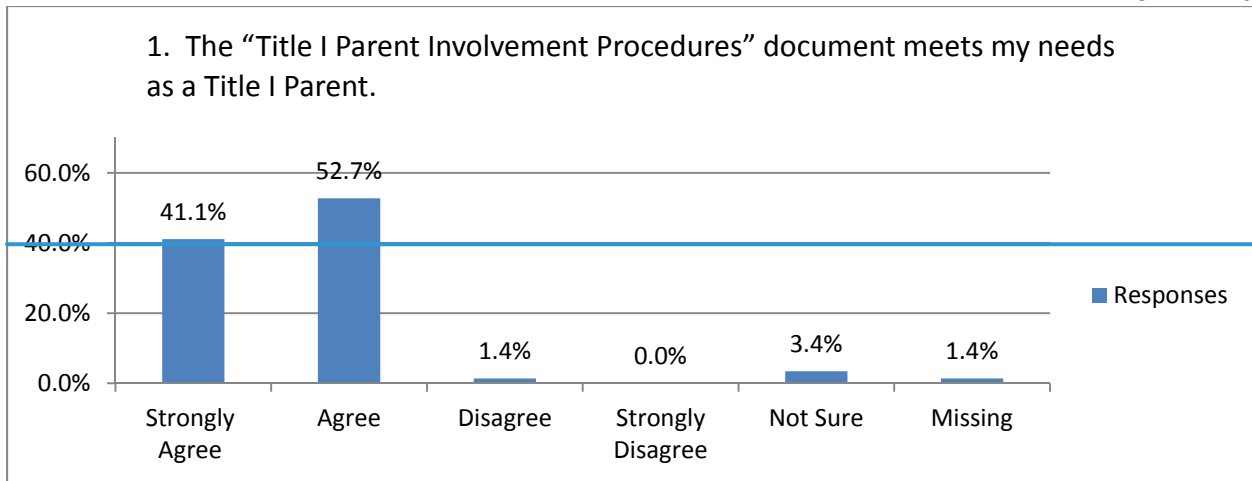
The survey respondents felt that the current HCPS Title I Parent Involvement Procedures met their needs as a Title I parent, (98.7% agreed or strongly agreed) and provided them with opportunities to participate in decision making within their child’s school, (98.8%). The survey respondents felt the HCPS Title I Parent Involvement Procedures provided for an effective system of parent involvement, 2013-2014 (96.5%) compared to 2011-2012 (88.2%). They felt the document itself builds the school and parent capacity for strong parental involvement, (93.1%). The respondents felt that the “Parent Friendly” version of the parent involvement policy and procedure meets their needs (94.5%).

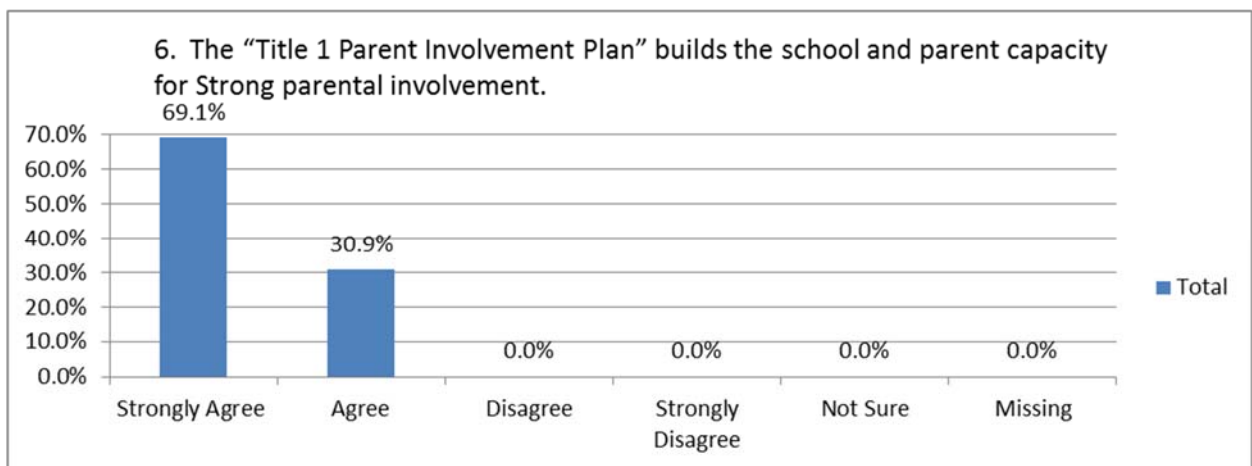
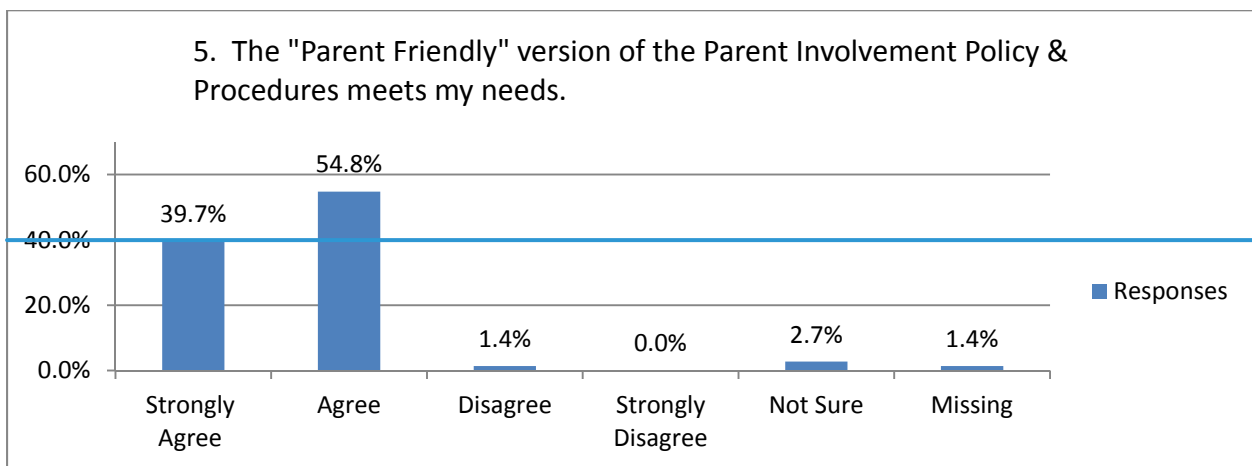
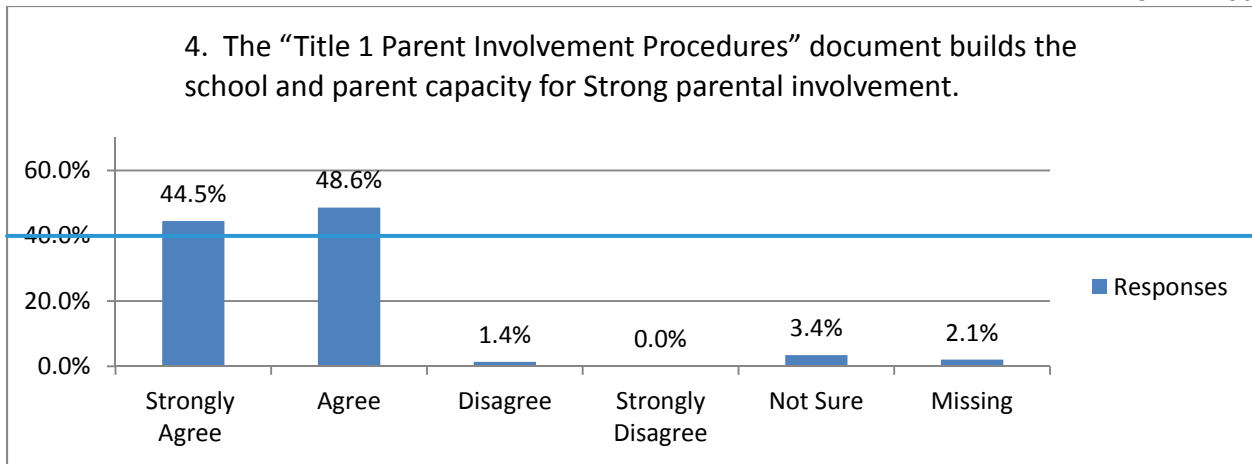












The respondents were given the opportunity to provide input into making any changes to the HCPS Parent Involvement Policy.

HCPS Parent Involvement Policy comment / suggestions:

.I recommend continuing to send out fliers in the children's folders & planners to alert parents to upcoming meetings. I would stress the fact that meetings are brief and meaningful,

and children are welcome and will have appropriate entertainment available. My children would really prefer to have interactive activities to do during the meetings though, as sitting still and watching movies is boring to them. I would suggest games and physical activities for the children. If the kids WANT to come, the parents will be more likely to bring them and attend as well.

I am very happy with how Mrs. Pierce and Mrs. Inman handle my boys' special needs. They are excited to go to school again.

It's wonderful! Can't imagine more or better communication.

It is excellent.

I feel very fortunate to be a part of a Title I school

More male/father participation.

Revised 7/28/15
 Updated 7/14/2016

**Harford County Public Schools
 Action Plan for Component II – Parent Involvement 2016-2017**

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Req. 1,4, 5, 6	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little & Melissa Surgeon, Coordinators of Title I	PI Policy and Procedures will be shared via LEA website and <u>Title I Facebook</u> page. LEA will post PI Policy and Procedures on Website and <u>Title I Facebook</u> page. LEA will utilize Title 1 District level parent involvement policy/plan requirements checklist .	August	Completed
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will send Policy and Procedure survey and cover letter to Schools.	August	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little & Melissa Surgeon, Coordinators of Title I	Schools will send PI Cover Letter and Survey to all parents in newsletter . Schools will send evidence back to LEA.	September	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little & Melissa Surgeon, Coordinators of Title I	Paper copies of PI Policy and Procedures will be available to parents in each Schools main office . 20 copies will be made centrally for each school's main office.	September	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little & Melissa Surgeon, Coordinators of Title I	PI Policy and Procedures will be shared at Fall FIT meetings. Survey will be handed out. LEA will post parent involvement policy/procedure on district website .	October	

Revised 7/28/15
 Updated 7/14/2016

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Req. 1, 5, 6 (cont)	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will review & write up Survey results of PI Policy & Procedures. LEA will determine if changes need to be made to PI Policy or Procedure.	December	
	Parent Survey of HCPS PI Policy & PI Procedures	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will share PI Policy and Procedure survey results with Director or Associate Superintendent.	March	

Revised 7/28/15
 Updated 7/14/2016

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Req 2	LEA Provides Technical Assistance	Jake Little & Melissa Surgeon, Coordinators of Title I	Coordinator of Parent Involvement attends FIT meetings.	Ongoing	
	LEA Provides Technical Assistance	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA holds regular TS Meetings	Ongoing	
	LEA Provides Technical Assistance	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA holds regular Principal / IF Meetings	Ongoing	
	LEA Provides Technical Assistance	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA holds meetings with Director of Community Engagement	Ongoing	
	LEA Provides Technical Assistance	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA coordinates Technical Assistance meetings with MSDE/Deerfield	Ongoing	
Req 3	LEA Provides Technical Assistance	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA coordinates Central Parent Trainings during the Fall	Fall	

Revised 7/28/15
 Updated 7/14/2016

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Req 4	LEA coordinates parental involvement strategies.	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will review the existing generic MOA to be used with various groups.	May	
BC4	LEA coordinates parental involvement strategies.	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will continue partnerships with Mountain Christian, GEEF, EPICENTER in Edgewood, and Harford Community Action Agency.	May	

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Req 7, BC3	Distribution of Funds at LEA Level	Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will distribute the Title I Satisfaction Survey (Question 39).	April	

Revised 7/28/15
 Updated 7/14/2016

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Req 8		Jake Little & Melissa Surgeon, Coordinators of Title I	School Level Parent Involvement Plan is jointly developed with parents . Parents participate and develop the SIT plan as a functioning member of the team. Parent Feedback forms that parents are filling out at FIT Meetings concerning their review of the School Level Parent Involvement Plan are required .	March	
Req 6		Jake Little & Melissa Surgeon, Coordinators of Title I	The School Level Parent Involvement Plan is distributed to parents of Title I students. School must provide information to LEA concerning how the School Level PI Plan is distributed.	Fall	
Req 11		Jake Little & Melissa Surgeon, Coordinators of Title I	Parents of Title I Students are involved in the decisions regarding the spending of the parent involvement funds at the school level. SANE documentation or surveys from FIT meetings pertaining to parent input into spending of school-based parent involvement funds.	May	
Req 3, 7,12		Jake Little & Melissa Surgeon, Coordinators of Title I	Records that all 2015-2016 Title I schools conducted an annual parent meeting . SANE documentation from back-to-school nights that parents conducted an annual parent meeting.	September Back To School Nights	

Revised 7/28/15
 Updated 7/14/2016

Req 13a		Jake Little & Melissa Surgeon, Coordinators of Title I	Provide assistance to parents in understanding the state's academic content standards and student achievement standards , State and local academic assessments, the requirements of Title I , and how to monitor a child's progress and work with educators to improve student achievement -Schools need to provide the " Topic List " of things discussed with the accompanying sign-in sheet.	Fall	
Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
BC1		Jake Little & Melissa Surgeon, Coordinators of Title I	Develop additional slides for back-to-school power point presentation . Topics will include; State's Academic Content Standards, Student Academic Content Standards, State and Local Assessments, Requirements of Title I, Parent Monitoring of student progress (Edline 3,4,5 & Report Cards K,1,2)	August	
BC2		Jake Little & Melissa Surgeon, Coordinators of Title I	Coordinator of Parent Involvement attends FIT meetings and coordinates Professional Development on content specific standards for Reading and Math	Ongoing	
Req 13f		Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will monitor schools through internal program review to ensure requests by parents are met, accommodated, and there is adherence.	Sept.-Oct.	
Req 14		Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will coordinate the review of MOU with Director of Student Services (Steve Richards) .	December	

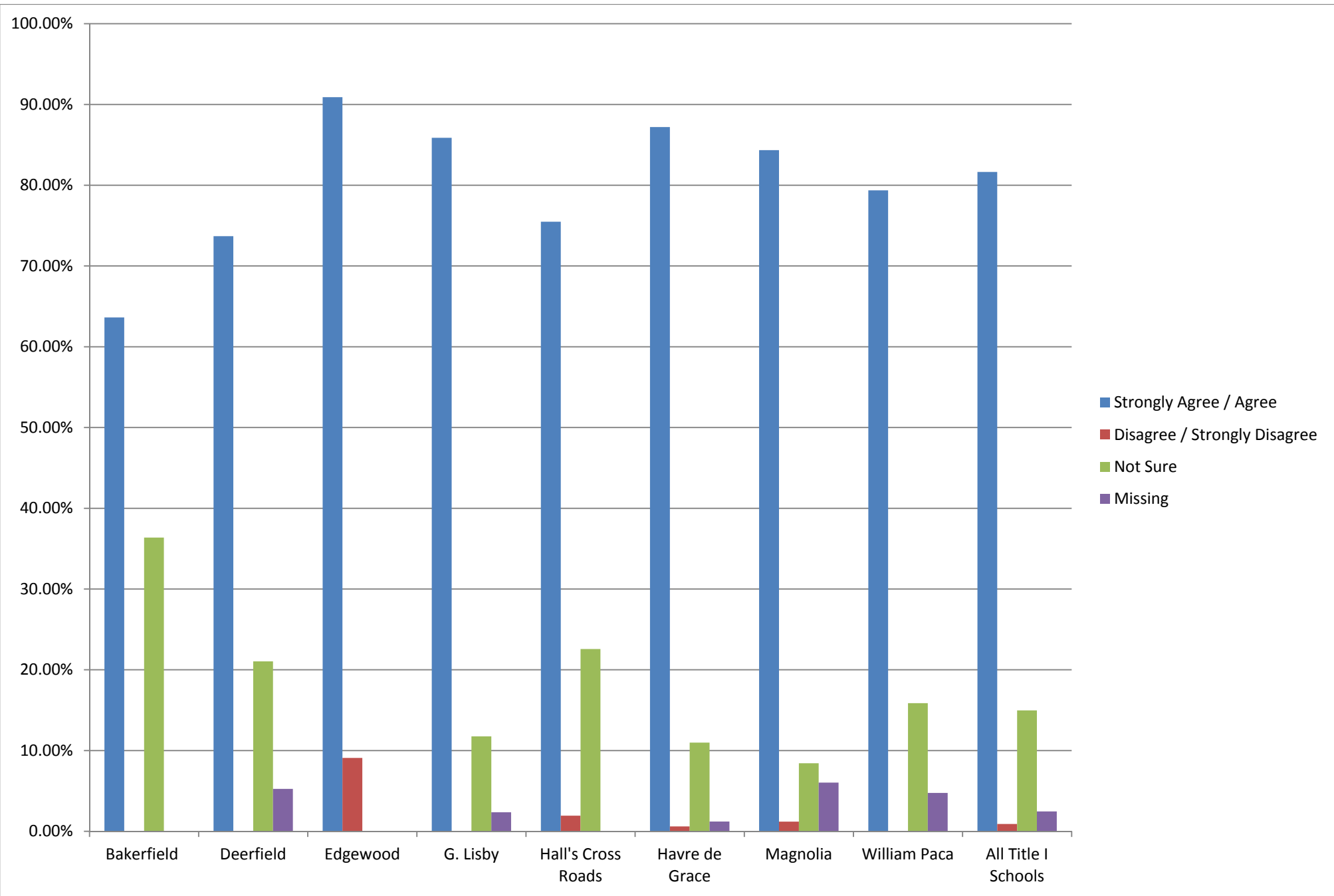
Revised 7/28/15
 Updated 7/14/2016

Section	Activity	Names/Office/ Positions Responsible	Action Taken	Time Frame	Notes
Req 11,12		Jake Little & Melissa Surgeon, Coordinators of Title I	Schools will ensure school-parent compacts are developed jointly with parent input. Parent Checklist Feedback forms that parents are filling out at FIT Meetings concerning their review of the School-Parent Compacts are required.	Sept.-Oct.	
Reg Q 5		Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will include encouragement of literacy programs in the blank budget email which is sent to the Principals. LEA will encourage schools to use funds during the Family Liaison/Teacher Specialist meetings .	April	
Reg Q 7		Jake Little & Melissa Surgeon, Coordinators of Title I	LEA will coordinate joint meeting between Family Liaisons and Teacher Specialists in order to use checklists to review District Level Policy, School Level Plan, and the School-Parent Compact .	October	
Req 9, BC5		Jake Little & Melissa Surgeon, Coordinators of Title I	Information is shared in a format parents can understand	On-going	
BC6		Jake Little & Melissa Surgeon, Coordinators of Title I	Provide other reasonable support for PI activities, as parents may request	On-going	
Req		Brad Palmer, Supervisor of Title I	Describe how the LEA ensures that the schools have access to the parent involvement funds allocated to their school early in the school year.	July/August	

Revised 7/28/15
Updated 7/14/2016

Req		Brad Palmer, Supervisor of Title I	Attach a list of Title I schools' individual parent involvement allocations.	July/August	
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100% of the Title 1 Parent Involvement funds (1% of Total Allocation) should be allocated directly to the Title 1 schools.



WORKSHEET - TITLE I FY '17 PARENT INVOLVEMENT ALLOCATION CALCULATION (as of 7-18-16)

FY '17 Parent Involvement Allocation Amount **\$57,634.80** 1.12% x **\$5,165,742.00 Final**

PUBLIC School Name	Public School	10/31/2015 Percent	Total	Students Low Income	Total Low Income	Per Pupil Allocation	Parent Involvement Allocation *
HARFORD COUNTY PUBLIC SCHOOLS	Grade Span	of Poverty	Enrollment 9/30/2015	October 10/31/2015	FTE 10/31/2015	(PPA)	
MAGNOLIA ELEMENTARY	PREK-5	83.00%	500	415	395.5	\$27.30	\$10,797.15
HALLS CROSS ROADS ELEMENTARY	PREK-5	77.84%	519	404	396.5	\$20.75	\$8,226.58
WM PACA/OLD POST RD ELEM	PREK-5	76.70%	837	642	642.0	\$20.20	\$12,969.68
GEORGE D LISBY ELEM AT HILLSDALE	PREK-5	75.06%	437	328	311.0	\$20.07	\$6,240.37
EDGEWOOD ELEMENTARY	PREK-5	73.15%	391	286	277.0	\$19.93	\$5,520.33
BAKERFIELD ELEMENTARY	PREK-5	68.67%	415	285	265.5	\$17.75	\$4,711.30
DEERFIELD ELEMENTARY	PREK-5	67.25%	797	536	536.0	\$13.65	\$7,316.40
HAVRE DE GRACE ELEMENTARY	PREK-5	63.33%	450	285	271.5	\$6.83	\$1,852.99
			4346	3181	3095.0	TOTAL	\$57,634.80
						Difference	\$0.00

PPA Calculation follow same % calculation as related to PPA rank order

MAES	\$27.30	100.00%
HCES	\$20.75	76.00%
WPES	\$20.20	74.00%
GLS	\$20.07	73.50%
EDES	\$19.93	73.00%
BFES	\$17.75	65.00%
DFES	\$13.65	50.00%

January 8, 2016

Villa Maria School of Harford County
Attn: School Principal
1370 Brass Mill Rd
Belcamp, MD 21017

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, two meetings will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2017/School Year 2016-2017, please plan to attend **one of the two scheduled meetings** or send a representative from your school.

Date: Thursday, February 11, 2016
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

OR

Date: Wednesday, March 16, 2016
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 Monday, February 8, 2016. (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.

(over)

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.

A letter 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 2015-2016 school year, the following elementary schools are eligible for Title I funding:

Bakerfield Elementary
Edgewood Elementary
Havre de Grace Elementary
Magnolia Elementary

Deerfield Elementary
George D. Lisby Elementary at Hillsdale
Hall's Cross Roads Elementary
William Paca / Old Post Road Elementary

Any changes to these eligible schools will be announced during these two scheduled meetings.

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 2016-2017 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wieczynski, in the enclosed self-addressed stamped envelope, no later than Monday, February 8, 2016.

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 Mrs. Barbara Wieczynski 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, February 8, 2016.

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Thomas Webber

Thomas Webber
Assistant Supervisor of Title I

Enclosures

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Attachment A

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 income eligible students by grade residing in these attendance areas:

<i>Title I Public Schools*</i>	<i>K</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Total</i>
Bakerfield Elementary							
Deerfield Elementary							
Edgewood Elementary							
George D. Lisby Elementary School at Hillsdale							
Hall's Cross Roads Elementary							
Havre de Grace Elementary							
Magnolia Elementary							
William Paca/Old Post Road Elementary							
Total							

*School child would attend if enrolled Harford County Public Schools.

(over)

2. Please describe what, **if any**, testing criteria your school uses to determine if students are performing below grade level.

	<i>Testing Criteria / Instrument Used to Determine Below Grade Level Performance</i>	<i>Average Grade Level Performance For All Students</i>	<i>Cut-off Score Indicating below Grade Level Performance</i>
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
2016-2017 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 Thursday, February 11, 2016.

_____ Either I or a representative will attend the HCPS meeting on Wednesday, March 16, 2016.

_____ I am unable to attend neither of the two HCPS meetings on Thursday, February 11, 2016 nor Wednesday, March 16, 2016. However, my school plans to participate in federal grants during the 2016-17 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.

(over)

_____ **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 2016-2017 school year.

Please return this form to, in the enclosed self-addressed stamped envelope:

Mrs. Barbara Wieczynski, 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 Monday, February 8, 2016, indicates that your school does not want to participate in the federal grants program for the 2016-2017 School Year.

Revised: June 22, 2016

Harford County Public Schools
 Component V: Private Schools
 Action Plan

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. The HCPS Title I Office 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.

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
End of Year / Affirmation of Consultation Meeting	Mrs. Virginia Behr, Principal, St. Joan of Arc School Patti Ree, Administrator, Trinity Lutheran School Millie Flosser, Administrator, Bethel Christian Academy Gary Vosburg, Administrator, Villia Maria Academy Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Initial consultation meeting. 1. Determine data source for counting eligible students. (Identifying pool of eligible students is private school responsibility.) 2. Identify multiple, educationally related criteria for choosing students. (LEA responsibility.) 3. Discuss academic goals of eligible students, appropriate assessments. 4. Solicit views on service delivery options, including “pooling” option. 5. Discuss district-wide instructional set-asides and administrative costs. 6. Determine services for parents and teachers of participating students. 7. Inform private school officials of the HCPS Title I, Part A, complaint procedure. 8. Collect signed affirmation form private school officials. 9. Determine equitable services amount based on number of eligible students and per-pupil allocations. 10. Identify students to participate (served).	End of 2016 School Year	various	5/16 – St. Joan 5/10 – Bethel 5/10 – Trinity 6/8 – Villa Maria
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Work with other counties / states to sign MOU’s and exchange money for students who generated funds from the previous school year.	July – June	various	?? - Cecil County ?? – Baltimore County N/A – Baltimore City

Revised: June 22, 2016

Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	Contact Finance Grants Accountant to ensure additional accounts are created to allow for the deposit of incoming out of county funds. Ensure Catapult is aware these costs must be broken out on the monthly invoices.	August	N/A	HCPS is giving fund to BCPS. HCPS is not receiving any funds.
Renew Third Party Contract	Sam Carnucci, Purchasing Agent Catapult Learning	Sign Renewal of Third Party Contract if necessary. Discuss upcoming year's contract. Review any changes.	June 2016	June 1, 2016	Office of Purchasing handled the contract signatures based upon RFP.
Discuss Third Party Contract	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Discuss upcoming year's contract. Review any changes. This meeting and the fact that the Affirmation of Consultation meetings have already taken place will ensure that services to private school students start at the beginning of the school year.	August 2016		Review contract, discuss expect PPA amounts available for each private school for upcoming year.
Review / Revise HCPS Title I generated annual progress rubric	Thomas Webber, Assistant Title I Assistant Supervisor	Revise HCPS Title I generated annual progress rubric, used by third party vendor to create Initial Management Plan. The type of assessment used, and the expectations defined to measure the effectiveness of the Title I program will be included.	August 2016		The annual progress rubric will be discussed & disseminated in our meeting.
Meet with Third Party vendor to discuss enhanced Fiscal Monitoring.	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Meet with Third Party Vendor in order to ensure additional information is included in invoices, including the need to break down all purchases.	August 2016		Discuss Last Year's Results, Contract, Expectations, Implementation of Program, PD, Program Fees, administrative Fees, and enhanced Fiscal Monitoring.
Check on Status of Program	Mrs. Virginia Behr, Principal, St. Joan of Arc School Patti Ree, Administrator, Trinity Lutheran School Millie Flosser, Administrator, Bethel Christian Academy Gary Vosburg, Villia Maria Academy Thomas Webber, Assistant Title I Assistant Supervisor	Speak with each of the administrator to ensure that services to private school students have started at the beginning of the school year.	Late August / Early September.		TBD – I sent out a welcome email.
Title I Approval of Equipment or Material Purchases	Thomas Webber, Assistant Title I Assistant Supervisor	Currently no Title I funds are used to purchase equipment No Equipment is allowed to be purchased for use in Private Schools. Equipment Inventory and audit will take place during school year.	Ongoing		Equipment Inventory check will take place during 1 st quarter meetings

Revised: June 22, 2016

Title I Approval of Equipment or Material Purchases	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Any materials purchased by Catapult are reviewed by Title I Office to ensure Educational Supplies / Materials are appropriate and supplemental before payment is made. All Educational Supplies / Materials are included on Inventory Sheet and labeled with "HCPS Title I Property Labels" Title I Office ensures all materials are labeled in kept in an area so that the materials cannot be used by other non-Title I entities.	Ongoing		Material Inventory as well as Title I Property labels are checked during quarterly meetings with private schools.
Exchange Funds for out of county students	Thomas Webber, Title I Assistant Supervisor & Finance Grants Accountant	<p>Exchange Funds with Baltimore County, Baltimore City, and Cecil County (as applicable)</p> <p><u>Baltimore County</u> 2.5 Harford County students attending Baltimore County Private School generated funds</p> <p><u>Baltimore City</u> 1 Baltimore City students attending Baltimore City Private School generated funds - On June 9, 2016, Baltimore City informed the HCPS Title I Office that the 1 student is NOT academically eligible. Upon discussions with MSDE, no MOU will need to be signed nor will funds be exchanged. Both Title I offices will remain in consultation through the remainder of the summer and the beginning of the 2016-2017 school year. In case circumstances change, a MOU will be created and signed.</p> <p><u>Cecil County</u> No funds generated.</p>	September – December	Funds will be exchanged TBD – HCPS monies sent to BCPS.	

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Communicate with Third Party vendor to develop the management plan.	Thomas Webber, Assistant Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	<p>The Third Party Vendor In consultation with HCPS, will implement the management plan that was developed for their program. The required elements of the plan include:</p> <p>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.</p> <p>B. Consulting with the HCPS Title I Office before proceeding with any changes to the program.</p> <p>C. A discussion of methods of quality control for products and</p>	August – September	This discussion took place during the August 11 th meeting along with various phone calls during the months of August and Early September.	

Revised: June 22, 2016

		<p>general operational performance.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>G. Submission of a plan to assess annual progress using a HCPS generated rubric.</p> <p>H. A list of materials or services the CONTRACTOR expects Harford County Public Schools or participating non-public schools to provide.</p> <p>I. Time for required Harford County Public Schools approval before initiating work on key events or tasks.</p> <p>Include plan to assess annual progress to HCPS for review and approval with October Management Plan.</p> <hr/> <p>HCPS Annual Evaluation Report</p> <p>Develop the criteria for the annual evaluation which will be established through the consultation process between HCPS and private school officials.</p> <p>The annual evaluation report will include results from:</p> <ul style="list-style-type: none"> • surveys of teachers and parents of participating students, • 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. 		
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Revised: June 22, 2016

Identify students who will generate the funds	Private Schools, Thomas Webber, Assistant Title I Assistant Supervisor	Private Schools will identify which students for the 2016-2017 School Year will generate the funding for the 2017-2018 School Year. Low-income status will be used to determine number of low-income families.	September, 30	Week before 9/30 – Emails and reminders will be sent out to all schools.
Parent Involvement Activities Plan	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will develop a plan to provide parental involvement activities. This plan will be due to the HCPS Title I Office by October 1, 2016. The Title I Office will ensure the PI is meeting the needs of the Title I Participants and only serviced Title I students and their families are invited to participate.	October 1, 2016	
Professional Development Activities Plan	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will submit a plan to develop a plan to provide Professional Development activities. This plan will be due to the HCPS Title I Office by October 1, 2016. The Title I Office will ensure the PD is meeting the needs of the Title I Participants and is not general in nature.	October 1, 2016	
Initial Management Plan	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will prepare and submit an Initial Management Report for the accomplishments of the tasks, subtasks, key events, deadlines, and deliverables. This plan will be due to the HCPS Title I Office by October 1, 2016	October 1, 2016	
Updated Student Services List / Teacher Schedules	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will prepare and submit the first of three Student Serviced List as well as the Teacher Schedules as per contract.	October 15, 2016	

Revised: June 22, 2016

Activity	Names/Office/Positions Responsible	Action Taken	Time Frame	Actual Date	Notes
Identify Student's Generating Funds for next year.	Thomas Webber, Title I Assistant Supervisor	Identify students attending private schools in Harford County and living in other Maryland LEAs. Send letters to these LEAs and any surrounding LEA. (In-State Out of County students will only be serviced, if funds were generated during the previous school year.)	October / November / December		
Alert other states about out of state students	Thomas Webber, Title I Assistant Supervisor	Identify students attending private schools in Harford County and living in other states, not Maryland. Send letters to these state Title I Offices. (In-State Out of County students will only be serviced, if funds were generated during the previous school year.)	October / November / December		
Fall Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress, Receive updates on Parent Involvement, Professional Development, Management Plan, and Review sample Correspondence between Private Schools and Families. • Evaluate program compliance • Review the evaluation results of the 2015-2016 Title I program. Explain to Private Schools the assessments which will be used to measure the effectiveness of the Title I program and what constitutes progress. • Review the address-eligible September 30th student list, discuss plan to determine student poverty rates. • Explain to Private Schools how the Title I program will be modified if expected standards/benchmarks have not been met. These measures will include; working with 3rd Party provider to examine student attendance and ensure students are receive necessary instruction. Re-working schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Title I Materials – Schools will be queried to ensure consumables and other materials are labeled and stored an area that is inaccessible to other school personnel. Schools are reminded that all materials and equipment remain under control of Title I at all times. • Review PD and PI Opportunities. All PD & PI must meet the needs of the Title I participants and not be general in nature. 	Mid/Late October 2016		
RFP	Thomas Webber,	Start RFP process for third party contractor when applicable	October/		N/A: Year 2 of 5 year

Revised: June 22, 2016

	Title I Assistant Supervisor		November		(Yearly Renewable RFP).
Winter Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Receive updates on Parent Involvement, Professional Development, Management Plan, Review sample Correspondence between Private Schools and Families. • Evaluate program compliance • Discuss poverty data results with private school officials and estimated instructional funds generated based upon proportionality • Yearly Equipment inventory – Currently no Title I funds are used to purchase equipment, but all schools will be queried to ensure consumables and other materials are labeled and stored an area that is inaccessible to other school personnel. Schools are reminded that all materials and equipment remain under control of Title I at all times. 	Jan 2017		
Updated Student Services List / Teacher Schedules	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will prepare and submit, the second of three Student Serviced List as well as the Teacher Schedules as per contract.	January 15, 2017		
Federal HCPS Programs Consultation meetings	Mary Beth Stapleton, HCPS Supervisor for Curriculum and Instructional Grants, Thomas Webber, Title I Assistant Supervisor	Invite eligible private schools to the federal programs informational meeting for upcoming school year	Mid-January, 2017		
Parent, teacher, & administrator surveys	Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	Distribute parent, teacher, & administrator surveys for Title I program satisfaction/effectiveness	February 2017 / March 2017		
Meet with New, Interested	Thomas Webber, Title I Assistant Supervisor	Identify private schools that indicated intent to participate in the program for the upcoming year	February 2017 / March		

Revised: June 22, 2016

Private Schools			2017		
Spring Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Receive updates on Parent Involvement, Professional Development, Management Plan, • Review sample Correspondence between Private Schools and Families. • Evaluate program compliance 	March 2017 /April 2017		
Updated Student Services List / Teacher Schedules	Ms. Lisa Kriss, Catapult Learning	Third Party Vendor will prepare and submit, the Final of three Student Serviced List as well as the Teacher Schedules as per contract.	April 15, 2017		
RFP	Thomas Webber, Title I Assistant Supervisor	Complete procurement process for contracting with third-party contractor when applicable	May 2017		N/A: Year 2 of 5 year (Yearly Renewable RFP).
End of School year Meeting with Private Schools	Participating Private Schools, Thomas Webber, Title I Assistant Supervisor Ms. Lisa Kriss, Catapult Learning	<p>Attending Quarterly meeting at Private Schools</p> <ul style="list-style-type: none"> • Monitor Student Progress – If standards and benchmarks are not being met begin process to modify program, work with 3rd Party vendor to examine student attendance and ensure students are receive necessary instruction. Re-work schedule to ensure students are getting the proper procedures. Document changes and follow-up in writing with private school officials. • Receive updates on Parent Involvement, Professional Development, Management Plan, • Review sample Correspondence between Private Schools and Families. • Evaluate program compliance • Conduct Initial consultation meeting for following school year if applicable. 	June 2017		
End of Year Evaluation	Ms. Lisa Kriss, Catapult Learning	<p>Within one month of the end of each contract year, the CONTRACTOR shall prepare and submit an end of year evaluation report which includes:</p> <p>A. The results of the assessment of the Title I programs the</p>	Mid-July, 2017		

Revised: June 22, 2016

		<p>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.</p> <p>B. A description of program services and activities, especially new services, activities, methods, etc. and the results of their use.</p> <p>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.</p> <p>D. An evaluation of professional development activities conducted for eligible non-public school staff members.</p> <p>E. Special problems encountered and solutions applied or anticipated.</p>			
<p>HCPS Annual Evaluation Report</p>	<p>Thomas Webber</p>	<p>Title I Office 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.</p> <p>The annual evaluation report will include results from:</p> <ul style="list-style-type: none"> • surveys of teachers and parents of participating students, • 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. 	<p>Late July, 2017</p>		

AFFIRMATION OF CONSULTATION

I am the administrator of Bethel Christian Academy. I hereby affirm that at a meeting on this date Bethel Christian Academy and Harford County Public Schools have engaged in meaningful consultation about the Title I program at Bethel Christian Academy.

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.
- √ 8. How HCPS will determine whether or not to pool funds for instruction.
- √ 9. The equitable services the LEA provides to teachers and families of participating private school children.
- √ 10. 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.
- √ 11. The LEA Title I, Part A – Complaint procedures, which detail how the LEA will respond to complaints from the Private School.

COOPERATION BY SCHOOL

By choosing to participate in the Title I program, Bethel Christian Academy 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' Cecil County Public Schools', and Baltimore County Public Schools' boundaries. Bethel Christian Academy agrees to schedule and hold the equitable services, which the LEA provides to teachers and families of participating private school children. Bethel Christian Academy also agrees to develop such plans and give such other reports as mandated by the Title I program.

Miccie Flosser
SIGNATURE OF PRIVATE SCHOOL OFFICIAL

5/10/16
DATE

Bethel Christian Academy
NAME OF SCHOOL

Thomas W. K.
SIGNATURE OF PUBLIC SCHOOL OFFICIAL

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.
- √ 8. How HCPS will determine whether or not to pool funds for instruction.
- √ 9. The equitable services the LEA provides to teachers and families of participating private school children.
- √ 10. 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.
- √ 11. The LEA Title I, Part A – Complaint procedures, which detail how the LEA will respond to complaints from the Private School.

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' Cecil County Public Schools', and Baltimore County Public Schools' boundaries. St. Joan of Arc School agrees to schedule and hold the equitable services, which the LEA provides to teachers and families of participating private school children. St. Joan of Arc School also agrees to develop such plans and give such other reports as mandated by the Title I program.

Virginia P. Bob

SIGNATURE OF PRIVATE SCHOOL OFFICIAL

May 16, 2016

DATE

St. Joan of Arc School

NAME OF SCHOOL

Thomas W.A.

SIGNATURE OF PUBLIC SCHOOL OFFICIAL

AFFIRMATION OF CONSULTATION

I am the administrator of Trinity Lutheran Christian School. I hereby affirm that at a meeting on this date Trinity Lutheran Christian School and Harford County Public Schools have engaged in meaningful consultation about the Title I program at Trinity Lutheran Christian 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.
- √ 8. How HCPS will determine whether or not to pool funds for instruction.
- √ 9. The equitable services the LEA provides to teachers and families of participating private school children.
- √ 10. 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.
- √ 11. The LEA Title I, Part A – Complaint procedures, which detail how the LEA will respond to complaints from the Private School.

COOPERATION BY SCHOOL

By choosing to participate in the Title I program, Trinity Lutheran Christian 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' Cecil County Public Schools', and Baltimore County Public Schools' boundaries. Trinity Lutheran Christian School agrees to schedule and hold the equitable services, which the LEA provides to teachers and families of participating private school children. Trinity Lutheran Christian School also agrees to develop such plans and give such other reports as mandated by the Title I program.

Patricia Kee

SIGNATURE OF PRIVATE SCHOOL OFFICIAL

May 10, 2016

DATE

Trinity Lutheran Christian School

NAME OF SCHOOL

Thomas Wilke

SIGNATURE OF PUBLIC SCHOOL OFFICIAL

AFFIRMATION OF CONSULTATION

I am the administrator of Villa Maria School of Harford County. I hereby affirm that at a meeting on this date Villa Maria School of Harford County and Harford County Public Schools have engaged in meaningful consultation about the Title I program at Villa Maria School of Harford County.

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.
- √ 8. How HCPS will determine whether or not to pool funds for instruction.
- √ 9. The equitable services the LEA provides to teachers and families of participating private school children.
- √ 10. 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.
- √ 11. The LEA Title I, Part A – Complaint procedures, which detail how the LEA will respond to complaints from the Private School.

COOPERATION BY SCHOOL

By choosing to participate in the Title I program, Villa Maria School of Harford County 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' Cecil County Public Schools', and Baltimore County Public Schools' boundaries. Villa Maria School of Harford County agrees to schedule and hold the equitable services, which the LEA provides to teachers and families of participating private school children. Villa Maria School of Harford County also agrees to develop such plans and give such other reports as mandated by the Title I program.

Gary Z. Ursprung

SIGNATURE OF PRIVATE SCHOOL OFFICIAL

6/8/16

DATE

Villa Maria School

NAME OF SCHOOL

Thomas Will

SIGNATURE OF PUBLIC SCHOOL OFFICIAL



Barbara P. Canavan, Superintendent of Schools
 102 S. Hickory Avenue, Bel Air, Maryland 21014
 Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

July 19, 2016

During the 2015-2016 school year, a Title I eligible, Harford County Public School student was determined to be attending a Cecil County Public Schools' Title I serviced private school. Funds have been generated for this student and the Cecil County Public Schools' Title I Office agrees to provide Title I services any Title I eligible Harford County student attending a Cecil County Public Schools' Title I serviced private school and is in need of services, during the 2016-2017 School Year.

Harford County Public School Title I Office will transfer funds to Cecil County (based on Harford County's generated Instructional PPA, Equitable Share, & Parent Involvement) to provide Title I Services. Harford County relinquishes all (assessing, monitoring, evaluation, etc.) responsibilities to Cecil County in providing equitable services.

Students from Harford County, attending Cecil County Title I serviced Private Schools

Student Address	Gender	Race	Grade	DOB	Current School	Harford County Attendance Area
226 S. Stokes Street, Havre de Grace, MD 21078	Male	00005	03	03-04-2008	Good Shepard – Perryville	Havre de Grace ES

During the 2015-2016 school year, no funds were generated for any Title I eligible Cecil County students attending a Harford County Public Schools' Title I serviced private school for the 2016-2017 school year.

As the 2016-2017 School Year progresses, the Harford County Public Schools' Title I Office and the Cecil County Public Schools' Title I Office agree to continue the Equitable Services dialog concerning which private school students may generate funds for the 2017-2018 school year.

Thomas Webber
 Harford County Title I Representative

William Lee
 Cecil County Title I Representative

7/20/2016
 Date

7/20/16
 Date

FY'17 Regular Allocation for 1 HCPS Students attending Private School in Cecil County: SY 2016-2017 (Tentative)					
School	# of Title I Students	Total Instructional Allocation (PPA)	Equitable Share (Instructional)	Equitable Share (PD)	Total
Cecil County PS	1	\$479.50	\$67.09	\$7.63	\$554.22
Subtotal	1	\$479.50	\$67.09	\$7.63	\$554.22
Combined / Shared Amounts					
Parent Involvement		N/A	N/A	N/A	\$18.22
Administrative Costs		N/A	N/A	N/A	N/A
				TOTAL	\$572.44

FY'17 Regular Allocation for 0 CCPS Students attending Private School in Harford County: SY 2016-2017					
School	# of Title I Students	Total Instructional Allocation (PPA)	Equitable Share (Instructional)	Equitable Share (PD)	Total
Harford County PS	0	\$0.00	\$0.00	\$0.00	\$0.00
Subtotal	0	\$0.00	\$0.00	\$0.00	\$0.00
Combined / Shared Amounts					
Parent Involvement		N/A	N/A	N/A	\$0.00
Administrative Costs		N/A	N/A	N/A	
				TOTAL	\$0.00

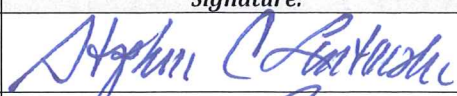




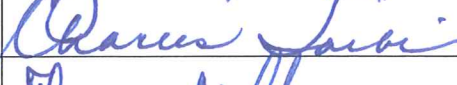

Harford County Public Schools Support for Foster Care Students

DATE: Tuesday, July 19, 2016

TIME: 2:00 - 3:00 PM

LOCATION: HCPS A.A. Roberty Building, Room 215

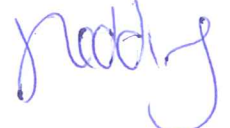
SIGN IN

<i>Printed Name:</i>	<i>Location/Office:</i>	<i>Title:</i>	<i>Signature:</i>
Steve Lentowski	Central HCPS	Director, Student Services	
Brad Palmer	Central HCPS	Supervisor, Title I	
Jerry Reyerson	DSS	Director, Harford County DSS	
Steve Richards	Central HCPS	Supervisor, Psychological Services and Pupil Personnel	
Jill Svrjcek	DSS	Assistant Director, Harford County DSS	
Charlie Taibi	Hickory Annex HCPS	Director, Transportation	
Thomas Webber	Central HCPS	Assistant Supervisor, Title I	

Tawana Nolan DSS COHC Supervisor



Jennifer Reddy DSS COHC Administrator



Harford County Public Schools Support for Foster Care Students

DATE: Tuesday, July 19, 2016

TIME: 2:00 – 3:00 PM

LOCATION: HCPS A.A. Roberty Building, Room 215

Minutes

1. Introductions

In attendance were:

- *Jerry Ryerson – Director of Harford County DSS*
- *Jill Svrjcek, - Assistant Director of Harford County DSS*
- *Tawana Nolan – Out of Home Care (OOHC) Supervisor, Harford County DSS*
- *Jennifer Redding – OOHC Administrator, Harford County DSS*
- *Brad Palmer – HCPS Supervisor of Title I*
- *Thomas Webber– HCPS Assistant Supervisor of Title I*
- *Steve Lentowski – HCPS Director of Student Services*
- *Steve Richards - HCPS Supervisor, Psychological Services and Pupil Personnel*
- *Charlie Taibi – HCPS Director of Transportation*

2. Overview of new Federal “Non-Regulatory Guidance: Ensuring Education Stability for Children in Foster Care”

The new Federal “Non-Regulatory Guidance: Ensuring Education Stability for Children in Foster Care” was discussed. It was stressed that this is Non-Regulatory Guidance and we must wait for the Regulatory guidance to be released before any plans can be finalized, though the start date for this is December 10, 2016.

3. Background from all stakeholders on existing information for foster care children regarding:

- a. School related expenses (transportation, etc.)

There were approximately 63 students in foster care receiving transportation through HCPS transportation services during the 2015-2016 school year. Currently the DSS Caseworker / Foster Family will have to apply for a Boundary

Exception in order for the student to stay at their home school. These types of Boundary Exceptions are granted automatically with a caveat that someone will need to pay for transportation.

- b. Current funding sources for school related expenses (DSS, HCPS, McKinney-Vento)

Currently HCPS Transportation & McKinney-Vento funds are being used to pay for the transportation of these Foster Care Students. Based upon the Non-Regulatory guidance Title IV-E funds are available through the local DSS. The representatives from the local DSS stated they would look into the availability and uses of these funds.

- c. Current process for “Best Interest” of School Placement

“Best Interest” of School Placement is a very sticky issue. Currently there is a push from DSS to keep the Foster Student from moving from school of origin. There is a belief that the goal of the legislation is to keep a connection between the student and the school during a very turbulent time in the child’s life. The issues though that can pop up is that DSS can make a recommendation, but a Judge or the student’s attorney can over-rule DSS’ decision.

4. Future Plan of Action

- a. MSDE Regulatory Guidance for LEA’s

Currently the group must wait for MSDE Regulatory Guidance for locals before any plans can be put into place. All of the groups involved in the meeting agreed to find out more information and will re-report at the next meeting.

- b. Harford County meetings

The next meeting is scheduled for Wednesday, September 14, 2016.



Title I

Brad Palmer, Supervisor
Office: 410-638-4618
Fax: 410-588-5349

January 18, 2016

Mrs. Maria E. Lamb, Director
Program Improvement and Family Support Branch
Division of Student, Family, and School Support
Maryland State Department of Education
200 West Baltimore Street, 4th Floor
Baltimore, Maryland 21201-2595

Dear Mrs. Lamb:

I am writing to request Title I “skipped school” status for the Center for Educational Opportunity (CEO) within Harford County Public Schools (HCPS) for the 2016-2017 school-year. The CEO meets the Federal 75% poverty rate Title I eligibility based upon the Fall 2015 FaRMS data. The CEO’s FaRMS rate from the Fall 2015 of 90.57% (48 FaRMS students from a total enrollment of 53) would make the school an eligible Targeted Assistance Title I school for the 2016-2017 school-year. The CEO is HCPS’ Alternative School for middle and high school students (grades 7-12) and provides a continuation of educational services to students who may have experienced crisis. The CEO also exists to meet individual needs of those students who have dropped out of school or have not been successful in a traditional school environment. The CEO had also been approved for skipped school status in FY 14.

The request for the CEO to receive “skipped school” status originates from several key factors:

- The high turn-over rate among the student population (>65%) and the fluctuating student enrollment, both issues inherent to the program at the CEO, would provide difficulties in implementing consistent and sustainable Title I Targeted Assistance services.
- Difficulty in sustaining Title I status in future years. Although the CEO meets eligibility requirements for the 2016-2017 school-year with a 90.57% FaRMS rate, the average FaRMS rate for the CEO over the past five years is 70.02%. The likelihood that the CEO would repeatedly meet or exceed the 75% FaRMS level is low based on historic FaRMS data.
- The inability to sustain Title I funding from year to year would prevent viable programs or personnel from being implemented at the CEO.
- The actual number of FaRMS students that would generate funding is relatively low; therefore, Title I PPA funds would be low. The estimated Title I PPA funds that the CEO would receive for the 2016-2017 school-year as a Title I Targeted Assistance School is **\$81,600.00** (48 FaRMS students x \$1,700 est. PPA)

Title I

Brad Palmer, Supervisor
Office: 410-638-4618
Fax: 410-588-5349

HCPS will provide supplemental local funds to the CEO for the 2016-2017 school-year that would exceed the actual amount of funding that would be provided through Title I PPA funding. In addition, the supplemental local funds are much more secure and sustainable than Title I funds in being able to maintain a consistent and reliable student support program at the CEO. The supplemental local funds provided to the CEO are exclusively dedicated to support an after-school program entitled the "Twilight Program" (see attached program description). The Twilight Program has been in operation for the past six years and total annual costs (salaries and bus transportation) exceed the estimated Title I Targeted Assistance School PPA of \$81,600.00 for the 2016-2017 school-year. The HCPS local budget includes full funding of the supplemental local funds to support the Twilight Program at the CEO for the 2016-2017 school-year. No other school in HCPS receives this specialized supplemental local funding and the funding is above and beyond the regular school allocation from HCPS. It is clear that the supplemental local funding for the CEO would provide a much more sustainable, consistent and secure funding stream than Title I funding to support the CEO.

Finally, the CEO would meet the three requirements for a "skipped" Title I school.

1. The school meets the comparability requirements of section 1120(A)(c).
 - a. The CEO meets comparability requirements at this time.
2. The school is receiving supplemental funds from other state and local sources that are spent according the requirements of section 1115 (Targeted Assistance Schools).
 - a. The supplemental local funds provided to support the CEO with the Twilight Program meets all 8 Targeted Assistance School Requirements listed in section 1115.
3. The funds expended from these other sources equal or exceed the amount that would be provided by Title I.
 - a. In each of the previous six years, supplemental local funds to the CEO for the Twilight program exceeded the estimated Title I Targeted Assistance School PPA of \$81,600 for the 2016-2017 school-year.
 - b. HCPS is committed to fully-fund the Twilight Program using supplemental local funding for the 2013-2014 school-year at a cost estimate of \$123,500.00 (\$73,500.00 salary costs and \$50,000.00 bus transportation costs).

Thank you for your consideration of my request to have the CEO granted "skipped school" status for Title I Targeted eligibility for the 2016-2017 school-year. Please contact me with questions or if any further information is needed. I look forward to receiving your response.

Sincerely,



Brad Palmer
Supervisor – HCPS Title I

Title I

Brad Palmer, Supervisor
Office: 410-638-4618
Fax: 410-588-5349

Twilight Program at the CEO 2016-2017

What is the Twilight Program?

The Twilight Program consists of academic support programs offered to selected/targeted CEO students who have demonstrated academic need in content areas. The program is offered on specific evenings, after school with transportation provided. In addition to academic content area support, students attending the program can take additional course work or complete Bridge Plan projects.

How can students attend?

Students will be invited to attend the program by their teacher or administrator based upon academic/programmatic needs (selection criteria are based on formative, benchmark, and summative assessments, as well as teacher input). Teachers will contact parents to explain the program and receive feedback from the parents regarding the student's needs and program scheduling.

When is the program offered?

The program is offered year-round on Mondays-Thursdays from 4:40-6:00 p.m.

Is transportation provided?

Since the program is held after regular school hours, bus transportation is provided for all program participants.

Who teaches the program?

Selected, highly-qualified teachers from the CEO. The number of teachers will vary depending on the number of participating students.

More information...

Student or parents wishing to learn more about the program can contact the CEO at 410-273-5594.



200 West Baltimore Street • Baltimore, MD 21201 • 410-767-0100 • 410-333-6442 TTY/TDD • msde.maryland.gov

January 26, 2016

Mr. Bradley Palmer
Supervisor, Title I
Harford County Public Schools
102 S. Hickory Avenue
Bel Air, Maryland 21014

Dear Mr. Palmer:

Thank you for your letter dated January 18, 2016 informing the Maryland State Department of Education (MSDE) of the name of the school that Harford County Public Schools will designate as a "skipped school" for school year 2016-2017. Your letter indicated that the Center for Educational Opportunity (CEO) currently has a poverty level above 75%.

Title I statute requires local education agencies (LEAs) with schools above 75 percent poverty to meet requirements related to the identification and selection of Title I schools. As you are aware, §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:

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.

Harford County Public Schools provided MSDE with a plan detailing how the local school system will support CEO with state or local supplemental funding. **Based on the information provided, the above listed school may operate as skipped school for the 2016-2017 school year.**

Please be mindful that any school that is skipped will need to be included in the rank order of Title I schools on the **Title I Allocation Worksheet** and equitable services calculations must be applied. In addition, please submit the completed **Title I Skipped School Addendum** and the **Title I Skipped School Allocation Worksheet** according to the established MSDE timelines for Attachment 7 and the 2016 Master Plan Update. Please contact your MSDE Points of Contact, Dr. Gail Clark Dickson if you have specific questions regarding the completion of the addendum. Dr. Clark Dickson can be reached via email at gail.clarkdickson@maryland.gov or by phone at (410) 767-5153. Dr. Clark Dickson will be please to assist you. Please forward a copy of this letter to staff in your system with the need to know this information. I look forward to working with you in partnership to serve our Maryland students.

Mr. Palmer
January 26, 2016
Page 2

Sincerely,



Maria E. Lamb
Director, Program Improvement and Family Support Branch

MEL/cp

c: Gail Clark Dickson



Barbara P. Canavan, Superintendent of Schools
102 S. Hickory Avenue, Bel Air, Maryland 21014
Office: 410-838-7300 • www.hcps.org • fax: 410-893-2478

Purchasing Department

Sam Carnucci, Jr., CPPB, Purchasing Agent II
410-638-4082, sam.carnucci@hcps.org

Catapult Learning, LLC
Attn: Mr. Joseph McNamara
2 Aquarium Drive, Suite 100
Camden, NJ 08103

Date: May 18, 2016

Re: RFP# 15-SCS-013 Title 1 Educational Services for Eligible Non-Public School Students

Dear Mr. McNamara,

The contract with your firm under the above referenced RFP expires on June 22, 2016. It contains a provision to extend the term for up to four (4) additional one (1) year periods at the same terms and conditions. Harford County Public Schools wishes to exercise year one (1) of this provision at the pricing indicated on the attached cost proposal, extending the contract from June 23, 2016 to June 22, 2017.

Please acknowledge by signing and returning this letter to this office, along with one copy of the required Certificate of Insurance within ten (10) business days. Please have your insurer name the Board of Education of Harford County, 102 S. Hickory Ave., Bel Air, MD 21014 as an additional insured.

The signature must be from an individual with the authority to bind your firm to this contract.

Thank you for your attention and cooperation in this matter. If you have any questions, I can be contacted at the telephone number shown above.

Sincerely,

Catapult Learning, LLC

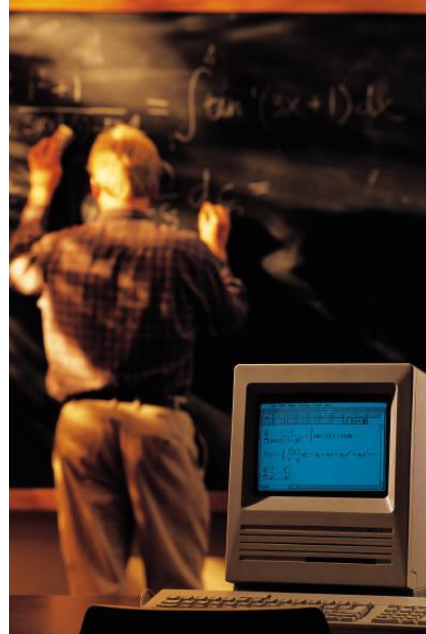
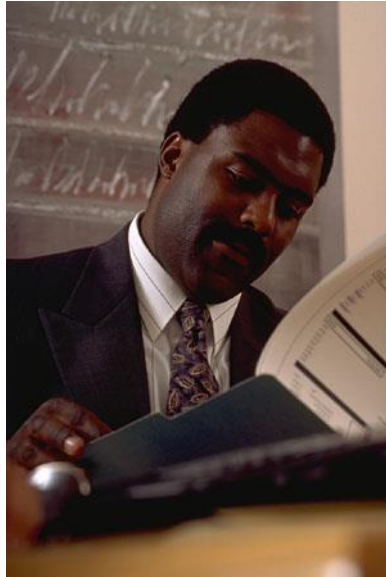
Sam Carnucci, Jr., CPPB
Purchasing Agent II

Signature

Joseph P McNamara Corp. Controller
Name and Title (Print or Type)

6/1/16
Date

Federal Grant Application



Title II, Part A Preparing, Training and Recruiting High-Quality Teachers and Principals

- 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.

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*, the transition to the new Maryland College and Career Ready Standards, 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.

During the 2015-2016 school year, over 94.6% of the classes taught in HCPS were taught by highly-qualified teachers. In high-poverty Title I schools (over 69% FaRMS), 100% of teachers were highly-qualified. HCPS leadership and administrators have been working to prepare these highly-qualified teachers for the new teacher evaluation system. Using both systemic and school-based professional development to build capacity, HCPS has worked to support the use of the Danielson Framework for Teaching. For the past several years, all administrators, mentors, and high school department chairs have participated in intensive training on the Framework. Throughout the 2015-2016 school year, administrators continued to increase their knowledge and understanding of the new Teacher Evaluation and Observation System (TEOS) created by the HCPS Technology Office. Ongoing training is being provided to ensure all evaluators are comfortable using the new system with the end goal of effective and highly effective teachers in all of Harford County's classrooms.

In order to support over 740 non-tenured teachers, thirty mentor teachers work to support these teachers and ensure individualized job-embedded professional development. Mentors provide non-tenured teachers with professional dialogue around the Danielson Framework and the use of data to drive differentiated student instruction. Mentors are members of the school instructional leadership team working to support the design and implementation of high quality professional development. Mentors are supervised by the Coordinator of Teacher Induction in the HCPS Professional Development office.

IMPROVING TEACHER CAPACITY AND QUALITY PERFORMANCE GOALS, INDICATORS, AND TARGETS		
Table 8-1	Performance Indicators	Performance Targets
Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.	3.1 The percentage of classes being taught by "highly qualified" teachers (as the term is defined in section 9101(23) of the ESEA), in the aggregate and in "high poverty" schools (as the term is defined in section 1111(h)(1)(C)(viii) of the ESEA).	<p>Percentage of Classes Taught by Highly Qualified Teachers State Aggregate*</p> <p>2002-2003 Baseline: 64.5 HCPS: 2002-2003 = Not Available</p> <p>2003-2004 Target: 65 HCPS: 2003-2004 = 80.1%</p> <p>2004-2005 Target: 75 HCPS: 2004-2005 = 88.9%</p> <p>2005-2006 and thereafter Target: 100 HCPS: 2004-2005 = 88.9%</p> <p>2005-2014 Target: 100 HCPS: 2005-2006 = 86.0% HCPS: 2006-2007 = 89.3% HCPS: 2007-2008 = 88.2% HCPS: 2008-2009 = 91.1% HCPS: 2009-2010 = 94.9% HCPS: 2010-2011 = 95.6% HCPS: 2011-2012 = 96.4% HCPS: 2012-2013 = 95.8% HCPS: 2013-2014 = 95.4% HCPS: 2014-2015 = 95.4% HCPS: 2015-2016 = 94.6%</p> <p>Percentage of Classes Taught by Highly Qualified Teachers in High Poverty Schools</p> <p>2002-2003 Baseline: 46.65 HCPS: 2002-2003 = Not Available</p> <p>2003-2004 Target: 48 HCPS: 2003-2004 = Not Available</p> <p>2004-2005 Target: 65 HCPS: 2004-2005 = 90.0%</p> <p>2005-thereafter Target: 100</p>

		2010-2011 = 91.6% 2011-2012 = 93.73% 2013-2014 = 100% 2014-2015 = 100% 2015-2016 = 100%
Performance Goal 3: By 2005-2006, all students will be taught by highly qualified teachers.	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% HCPS: 2011-2012 = Estimated 90% HCPS: 2012-2013 = Estimated 90% HCPS: 2013-2014 = Estimated 90% HCPS: 2014-2015 = Estimated 90% HCPS: 2015-2016 = 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

		<p>HCPS: 2006-2007 = 100%</p> <p>HCPS: 2007-2008 = 100%</p> <p>HCPS: 2008-2009 = 100%</p> <p>HCPS: 2009-2010 = 100%</p> <p>HCPS: 2010-2011 = 100%</p> <p>HCPS: 2011-2012 = 100%</p> <p>HCPS: 2012-2013 = 100%</p> <p>HCPS: 2013-2014 = 100%</p> <p>HCPS: 2014-2015 = 100%</p> <p>HCPS: 2015-2016 = 100%</p>
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***Note: MSDE will collect data. The local school system does not have to respond.**

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 Strategies Detailed in the 5-Year Comprehensive Bridge to Excellence Master Plan, and any Revisions to the Plan as Part of this Annual Update, including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	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 provide teachers and</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 proves 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</p>	<p>FUNDING FOR SERVICES:</p> <ul style="list-style-type: none"> • 14 teachers @ an average of \$44,199.78 per teacher = \$618,797 • Fixed Costs – An average of \$13,200.79/teacher x 14 = \$184,811 (This includes Retirement, Health, Life & Dental Insurance) • FICA and Worker’s Compensation Insurance @ 8.44% of Salaries = \$52,226 <p style="text-align: right;"><u>Reducing Class Size: \$855,834</u></p>

<p>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>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>TIMELINE AND TARGET DATES:</p> <ul style="list-style-type: none"> • Schools identified, teachers hired and professional development, training provided for teachers employed to reduce class size 9/1/16-6/30/17. • Recruitment of highly-qualified teachers – ongoing. 	<p><u>ACTIVITY 1.2 TOTAL BUDGET: \$855,834</u></p>
<p>1.3 Hiring highly qualified teachers, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades [section 2123(a)(7)].</p>	<p>(see above)</p>	

B. ALLOWABLE ACTIVITIES [Section 2123], continued.

2. Strategies and Activities to Improve the Quality of the Teaching Force		
Allowable Activities	Brief Description of Specific Services, Timelines or Target Dates, and Specific Goals, Objectives, and Strategies Detailed in the 5-Year Comprehensive Bridge to Excellence Master Plan, and any Revisions to the Plan as Part of this Annual Update, including Page Numbers. All activities funded by Title II, Part A for high quality professional development must meet the six components of the Maryland Teacher Professional Development Planning Guide.	Public School Costs
<p>2.1 Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in <i>(a) Content knowledge</i>. Providing training in one or more of the core academic subjects that the teachers teach; and <i>(b) Classroom practices</i>. Providing training to improve teaching practices and student academic achievement through (i) effective instructional strategies, methods, and skills; and (ii) the use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [Section 2123(a)(3)(A)].</p>	<p>HCPS will utilize the Professional Learning Standards published by Learning Forward and endorsed by MSDE to plan and implement professional learning for educators. Salary money will be used to allow teachers to participate in professional learning events focusing upon Next Generation Science Standards, STEM, and MDCCRS. Based on the information and training received through MSDE briefings and workshops, HCPS will utilize funds to support school-based and county-wide professional development for elementary and secondary teachers after school, during the school day and summer work. Teacher stipends will be used to address teacher’s professional learning needs as identified through School and System Professional Development Plans.</p>	<p>Stipends for teaching training: 5,489.2 hours @ \$20/hr. = \$109,784</p> <p>FICA and Worker’s Comp @ 8.44 of Salary & Wages = \$109,784 x .0844 = \$9,266</p> <p><u>ACTIVITY 2.1</u> <u>SUBTOTAL: \$119,050</u></p>

<p>2.1 continued</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>Nonpublic Schools: \$12,269</u></p> <p><u>ACTIVITY 2.1 TOTAL BUDGET: \$131,319</u></p>
<p style="text-align: right;">Public School Costs</p> <p style="text-align: right;">Nonpublic School Costs</p> <p style="text-align: right;">Subtotal</p> <p style="text-align: right;">Indirect Costs @ 2.33%</p> <p style="text-align: right;">TOTAL TITLE II-A FUNDING AMOUNT</p>		<p style="text-align: right;">974,884</p> <p style="text-align: right;">12,269</p> <p style="text-align: right;">987,153</p> <p style="text-align: right;">23,001</p> <p style="text-align: right;">\$1,010,154</p>

C. HIGHLY QUALIFIED TEACHERS

1. **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.**

Data Analysis: Harford County Public Schools (HCPS), home to more than 37,000 students, is privileged to employ and maintain highly qualified, motivated and successful teachers. Human Resources, Curriculum Content Supervisors, and Administrators assess the current status of hiring, recruiting, and retaining of highly-qualified teachers on a continuous basis. Once again, in school year 2015-2016 over 94% of 3,500 HCPS teachers were highly qualified, a 20% increase over the 2002-2003 school year. Of those classes not taught by Highly-Qualified Teachers (HQT), the two major reasons cited are that Testing Requirements have not been met or the teacher holds a Conditional Certificate.

Recruitment: In 2016, 270 new teachers were hired. In order to meet the challenge of having a HQT teaching in every core academic class, Human Resources (HR) has developed recruitment strategies including the use of emerging technologies that promote HCPS to a wide range of candidates. State and federal guidelines for the NCLB Act and Common Core Standards demand more rigorous standards of our employees, thus creating additional recruitment opportunities and magnifying the need to retain our highly qualified staff members. To meet the challenge of Highly Qualified Teachers in every core academic class, Human Resources (HR) has developed recruitment strategies including the use of emerging technologies that promote HCPS to a wide range of candidates. State and federal guidelines for the NCLB Act and Common Core Standards demand more rigorous standards of our employees, thus creating additional recruitment opportunities and magnifying the need to retain our highly qualified staff members. All placements are made to ensure compliance with NCLB and, as a result, those teachers not HQT are given opportunities to take classes fully funded by HCPS. System-wide strategies are in place to ensure highly qualified teachers in core academic subject areas are attracted and retained.

HR determines who the effective recruiters are and what job fairs produce a result sufficient to warrant the cost of returning in the future. HR works with principals to place new hires and transfers in positions for which they are highly qualified. Credentials for individuals who are not HQ are evaluated and, if applicable, individuals are notified. Each year, principals and teachers are notified to determine the best way for the teacher to become HQ. Principals are requested to submit their staffing rosters to HR to verify accurate placement. In order to ensure that all teachers funded through Title II, Part A retain their highly qualified status, principals are requested to submit their staffing rosters to HR to verify accurate placement.

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 (including North Carolina, New York, and Virginia). Reshaping our 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 annual 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.

Class size reduction: Use of Title II-A funds to support class size reduction continues to ensure student achievement. Compelling evidence demonstrates that reducing class size, particularly for younger children, has a positive effect on student learning. Title II-A funds allow for the creation of smaller class sizes and Highly Qualified teachers provide individualized instruction for young children in HCPS elementary schools with higher numbers of enrollment.

Retention: 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.” The Coordinator of Teacher Induction works to provide high quality HCPS professional development for new teachers and non-tenured teachers including, professional development orientation conference; after school workshops throughout the year; opportunities to observe model classrooms and teachers; job embedded professional development; and a highly trained teacher mentor. The Coordinator of Teacher Induction works 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, content specific professional development, supported planning sessions, and work with secondary Department Chairpersons to support teachers.
- Content Curriculum Specialists – engage in formal and informal observation and evaluation process and guide the use of curricula and materials of instruction for middle school teachers; support the planning and implementation of content standards and curricular materials; provide additional professional development on specific content-related topics
- Teacher Specialists – specialists in the Office of Special Education, the Office of Technology, and the Title I Office provide individualized support to teachers as well as provide school-based or systemic professional development on working with students exhibiting both high and low incidence disabilities, utilizing instructional technology effectively, and other topics that arise based on teacher needs.
- Professional Development – offered at the beginning of the school year via HCPS Orientation Conference, technology workshops, and specific curriculum content; 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 variety of after school and evening sessions for teachers in Title I schools focused on working with Title I student population and their families.

In addition to the HCPS system-wide structure designed to support the retention of all 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:

- Professional Learning Communities: Accountability for PLCs is monitored through a review of School Improvement Plans, dialogue during the Superintendent School visits, and review of School-Based Professional Development calendars. Schools designate a time in school schedules for PLCs. In addition, Goal Teams exist in many schools who work on a targeted area and report out their results to the rest of the school.
- Leaders who are committed to high quality Professional Development and encourage teacher participation.
- 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.
- Support and technical assistance provided by teacher specialists in various content areas.

Beginning in November of 2014, HCPS annually holds a system-wide professional learning conference for all teachers across the school system. Teachers are given the freedom to attend workshops in any content area and any topic that would enhance and expand their professional growth. Teachers have the opportunity to self-select content specific sessions that align with individual teacher professional development plans. The Professional Learning Conference was recognized by Learning Forward Maryland as an Innovative Approach to Professional Learning in 2015 and will continue to be offered for a third time in November 2016.

The Central Instructional Leadership Team (CILT) provides overall guidance for classroom instruction. Each school's Instructional Leadership Team is comprised of school administrators, instructional facilitators, and teacher mentors. ILTs engage in training sessions to focus on professional learning communities, group effectiveness, change, research-based best practices, and job-embedded professional development. This training supports the cultivation of Professional Learning Communities (PLCs) within the school community. Teachers have opportunities to engage in PLCs 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.

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.

Title I schools 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).

Currently, the following schools in the HCPS System, are High Poverty Schools, however, are staffed with 100% Highly-Qualified Teachers:

High Poverty School	HQ Percentage
CEO (90.6%)	100%
Halls Cross Roads Elementary (77.8%)	100%
Magnolia Elementary (83%)	100%
Magnolia Middle (64.3%)	100%
William Paca/Old Post Road Elementary (76.7%)	100%

To ensure there is no gap between high poverty schools and lower poverty schools with respect to the percentage of core academic classes taught by highly qualified teachers, 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.

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.**

SEE ATTACHMENT 6-A.

- 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.

- 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; and**

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.

3. ATTACH WRITTEN AFFIRMATION

SEE ATTACHMENT 7.

E. BUDGET INFORMATION AND NARRATIVE

1. **Provide a detailed budget on the MSDE Proposed 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 the 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.**
SEE ATTACHED MSDE C-125 FORM
2. **Provide a detailed budget narrative using the “Guidance for Completion of the Budget Narrative for Individual Grants.” (pp. 10-12 of this guidance document). The accompanying budget narrative should: (a) detail how the school system will use program funds to pay only reasonable and necessary direct administrative costs associated with the operation of the program; and (b) demonstrate the extent to which the budget is both reasonable and cost-effective.**

SEE ATTACHED BUDGET NARRATIVE

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

HCPS - 213

ORIGINAL GRANT BUDGET		AMENDED BUDGET #		REQUEST DATE	10/21/16
GRANT NAME	Title II Part A	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #		RECIPIENT GRANT #	22427		
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE		GRANT PERIOD	07/01/16	TO	06/30/18

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						23,001.00	23,001.00
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.	618,797.00						618,797.00
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.	109,784.00						109,784.00
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				246,303.00			246,303.00
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	728,581.00	0.00	0.00	246,303.00	0.00	35,270.00	1,010,154.00

Finance Official Approval	Jennifer A. Birkelien		08/29/16	410.809.6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Barbara P. Canavan		08/29/16	410.588-5204
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

2. BUDGET NARRATIVE

ACTIVITY 1.2: REDUCING CLASS SIZE

Category/Object	Line Item	Calculation	Cost	Total
		SALARY AND WAGES		
Regular Programs/ Salaries & Wages	Teachers	14 teachers @ an average of \$44,199.78/teacher = \$618,797 MSDE Performance Goal 3	618,797	618,797
		TOTAL SALARIES AND WAGES	618,797	618,797
		OTHER CHARGES		
Regular Programs/ Fixed Charges	Fixed Costs	As required by law, fixed costs @ an average of \$13,200.79 per teacher = \$184,811 . This includes Retirement, Health, Life and Dental Insurance plus FICA & Worker's Compensation @ 8.44% of Salary and Wages $\$618,797 \times .0844 = \$52,226$ MSDE Performance Goal 3	184,811 52,226	184,811 52,226
		TOTAL OTHER CHARGES	237,037	237,037
TOTAL MSDE PERFORMANCE GOAL 3		ACTIVITY 1.2 Reducing Class Size TOTAL BUDGET	855,834	855,834

ACTIVITY 2.1: TEACHER TRAINING ACTIVITIES

Category/Object	Line Item	Calculation	Cost	Total
		SALARY AND WAGES		
Instructional Staff Development/ Salaries & Wages	Teacher Training	Stipends for teacher training: 5,489.2 hours @ \$20/hr. = \$109,784	109,784	109,784
		TOTAL SALARIES AND WAGES	109,784	109,784
		OTHER (Fixed) CHARGES		
Fixed Charges	Teacher Training	FICA & Worker's Compensation for experienced teacher stipends and sub days = $\$109,784 \times .0844 = \$9,266$	9,266	9,266
		TOTAL FIXED CHARGES	9,266	9,266
		ACTIVITY 2.1 Teacher Training Activities TOTAL BUDGET	119,050	119,050

NON-PUBLIC SCHOOL BUDGET

Category/Object	Line Item	Calculation	Cost	Total
		NON-PUBLIC SCHOOL PARTICIPATION		
Nonpublic Transfers	Nonpublic School Participation*	<i>John Carroll: 667 Students x \$6.7007099</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	4,469.37	4,469.37
		<i>Oak Grove: 97 Students x \$6.7007099</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	649.97	649.97
		<i>St. Joan of Arc: 171 Students x \$6.7007099</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	1,145.82	1,145.82
		<i>St. Margaret School: 634 Students x \$6.7007099</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	4,248.25	4,248.25
		<i>Trinity Lutheran: 262 Students x \$6.7007099</i> <ul style="list-style-type: none"> • Training/professional development activities; convention and workshop attendance; professional development supplies and materials 	1,755.59	1,755.59
		TOTAL TRANSFERS NON-PUBLIC SCHOOL PARTICIPATION	12,269	12,269

BUSINESS SUPPORT

		BUSINESS SUPPORT		
Administrative Business Support Services/Transfers	Administrative Indirect Costs	2.33% of grant funds. Indirect cost for business support of grant. $\$1,010,154 \times 2.33\% = \$23,537 / 1.0233 = \$23,001$	23,001	23,001
		TOTAL BUSINESS SUPPORT	23,001	23,001
TOTAL MSDE TITLE II, PART A GRANT FUNDING			\$1,010,154	\$1,010,154

F. ATTACHMENTS 4-A and B, 5-A and B, and 6-A

Be certain to complete all appropriate templates in Part II:

Attachment 4-A and 4-B: School Level Budget Summary

Attachment 5-A: Transferability of ESEA Funds

Attachment 5-B: Consolidation of ESEA Funds for Local Administration

Attachment 6-A: Nonpublic School Information for ESEA Programs

Attachment 7: Written Affirmation - Annual Certification of Equitable Services to Students in Private (Nonpublic) Schools

G. ASSURANCE PAGE

Attach the signed required assurance page with the final submission.

ATTACHMENT 5-A TRANSFERABILITY OF ESEA FUNDS [Section 6123(b)] Fiscal Year 2017	Local School System: <u>Harford County Public Schools</u>
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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 100 percent of the funds allocated to it by formula under four major ESEA programs among those programs and to Title I. 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 2016 Allocation	\$ Amount to be transferred out of each program	\$ 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	HARFORD COUNTY PUBLIC SCHOOLS WILL NOT CONSOLIDATE ESEA FUNDS.						
Title II-D Ed Tech							
Title IV-A Safe and Drug Free Schools & Communities							

<p>ATTACHMENT 5-B CONSOLIDATION OF ESEA FUNDS FOR LOCAL ADMINISTRATION [Section 9203] Fiscal Year 2017</p>	<p>Local School System: <u>Harford County Public Schools</u></p>
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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.

<p>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.</p>					
<p>Title I-A (Reasonable and Necessary)</p>	<p>Title II-A (Reasonable and Necessary)</p>	<p>[REDACTED]</p>	<p>Title III-A (Limit: 2 Percent)</p>	<p>[REDACTED]</p>	<p>Total ESEA Consolidation (Reasonable and Necessary)</p>
<p>\$ [REDACTED] HARFORD COUNTY PUBLIC SCHOOLS WILL NOT CONSOLIDATE ESEA FUNDS.</p>					

<p>ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS</p> <p><i>Fiscal Year 2017</i></p>	<p>Local School System: <u>Harford County Public Schools</u></p>
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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)							
	Number nonpublic T-I students to be served at the following locations:		Title I-A		Title II-A	Title III-A		Comments (Optional)
	Private School	Public School	Students Read/Lang Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
The John Carroll School 703 E. Churchville Road Bel Air, MD 21014	Private School	X			125			
	Public School							
	Neutral Site							
Oak Grove Classical Christian School 2106 E. Churchville Road Bel Air, MD 21015	Private School	X			23			
	Public School							
	Neutral Site							
St. Joan of Arc 230 Law Street Aberdeen, MD 21001	Private School	X			28			
	Public School							
	Neutral Site							
St. Margaret School 205 N. Hickory Avenue Bel Air, MD 21014	Private School	X			88			
	Public School							
	Neutral Site							
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School	X			38			
	Public School							
	Neutral Site							

**ATTACHMENT 7: Annual Certification of Equitable
Services to Students in Private (Nonpublic) Schools**

WRITTEN AFFIRMATION

January 8, 2016

Villa Maria School of Harford County
Attn: School Principal
1370 Brass Mill Rd
Belcamp, MD 21017

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, two meetings will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2017/School Year 2016-2017, please plan to attend **one of the two scheduled meetings** or send a representative from your school.

Date: Thursday, February 11, 2016
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

OR

Date: Wednesday, March 16, 2016
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 Monday, February 8, 2016. (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.

(over)

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.

A letter 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 2015-2016 school year, the following elementary schools are eligible for Title I funding:

Bakerfield Elementary
Edgewood Elementary
Havre de Grace Elementary
Magnolia Elementary

Deerfield Elementary
George D. Lisby Elementary at Hillsdale
Hall's Cross Roads Elementary
William Paca / Old Post Road Elementary

Any changes to these eligible schools will be announced during these two scheduled meetings.

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 2016-2017 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wieczynski, in the enclosed self-addressed stamped envelope, no later than Monday, February 8, 2016.

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 Mrs. Barbara Wieczynski 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, February 8, 2016.

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Thomas Webber

Thomas Webber
Assistant Supervisor of Title I

Enclosures

Attachment A

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 income eligible students by grade residing in these attendance areas:

Title I Public Schools*	K	1	2	3	4	5	Total
Bakerfield Elementary							
Deerfield Elementary							
Edgewood Elementary							
George D. Lisby Elementary School at Hillsdale							
Hall's Cross Roads Elementary							
Havre de Grace Elementary							
Magnolia Elementary							
William Paca/Old Post Road Elementary							
Total							

*School child would attend if enrolled Harford County Public Schools.

(over)

2. Please describe what, **if any**, testing criteria your school uses to determine if students are performing below grade level.

	<i>Testing Criteria / Instrument Used to Determine Below Grade Level Performance</i>	<i>Average Grade Level Performance For All Students</i>	<i>Cut-off Score Indicating below Grade Level Performance</i>
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
2016-2017 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 Thursday, February 11, 2016.

_____ Either I or a representative will attend the HCPS meeting on Wednesday, March 16, 2016.

_____ I am unable to attend neither of the two HCPS meetings on Thursday, February 11, 2016 nor Wednesday, March 16, 2016. However, my school plans to participate in federal grants during the 2016-17 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.

(over)

_____ **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 2016-2017 school year.

Please return this form to, in the enclosed self-addressed stamped envelope:

Mrs. Barbara Wieczynski, 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 Monday, February 8, 2016, indicates that your school does not want to participate in the federal grants program for the 2016-2017 School Year.

Private Schools - Federal Non-Public School Meeting 2016-2017

	School Name	Address	City	State	Zip	Note	Date Letter Mailed	Received Return Receipt	Accept	Feb 11	March 16	Accept, but unable to attend mtg	Decline	Title I Part A	Title II Part A	Title III Part A	Contact me when HCPS applies for other grants
Publicly Funded	*Villa Maria at Edgewood Middle School	2311 Willoughby Beach Rd	Edgewood	MD	21040	Not Title I/for Mary Beth	1/7/2016	✓									
Publicly Funded	Arrow Center for Education Fair Meadows Cam	2416 Creswell Rd	Bel Air	MD	21015	Not Title I/for Mary Beth	1/7/2016	✓									
Church-Exempt	Bel Forest Christian Academy	603 Vale Rd	Bel Air	MD	21014		1/7/2016										
Church-Exempt	Bethel Christian Academy	21 North Earlington Rd	Havre de Grace	MD	21078		1/7/2016	✓									
Non-Public	Bridges Montessori of Towson, Inc.	2529 Conowingo Road	Bel Air	MD	21015		1/7/2016	✓									
Church-Exempt	Christ Our King Coop Nursery	10 Lexington Rd	Bel Air	MD	21014		1/7/2016	✓									
Church-Exempt	Emmorton Baptist Academy	106 Plumtree Rd	Bel Air	MD	21015		1/7/2016	✓									
Church-Exempt	First Presbyterian Preschool	224 North Main Street	Bel Air	MD	21014		1/7/2016	✓									
Church-Exempt	Good Shepherd Lutheran Preschool	1515 Emmorton Rd	Bel Air	MD	21014		1/7/2016	✓									
Church-Exempt	Good Shepherd's Children's Center	622 Joppa Farm Rd	Joppa	MD	21085		1/7/2016	✓									
Church-Exempt	Grace Baptist Christian Academy	1501 Stockton Rd	Joppa	MD	21085		1/7/2016										
Church-Exempt	Grace Cooperative Nursery	110 West Bel Air Avenue	Aberdeen	MD	21001		1/7/2016	✓									
Church-Exempt	Great Commission Christian Academy	3 North Earlington Road Ext.	Havre de Grace	MD	21078		1/7/2016	✓									
Church-Exempt	Harford Christian School	1736 Whiteford Rd	Darlington	MD	21034		1/7/2016	✓									
Non-Public	Harford Day School	715 Moores Mill Rd	Bel Air	MD	21014		1/7/2016	✓									
Non-Public	Harford Friends School	2230 Rock Spring Rd	Forest Hill	MD	21050		1/7/2016	✓									
Church-Exempt	Harford Jewish Center Pre-School	8 North Earlington Rd	Havre de Grace	MD	21078		1/7/2016	✓									
Church-Exempt	Helping Hands Child Development Academy	3237 Level Rd	Churchville	MD	21028		1/7/2016	✓									
Church-Exempt	Hickory Child Development Center	2430 Conowingo Rd	Bel Air	MD	21014		1/7/2016	✓									
Non-Public	Highlands School	2409 Creswell Rd	Bel Air	MD	21015		1/7/2016	✓									
Non-Public	John Carroll School, Inc., The	703 Churchville Rd	Bel Air	MD	21014	Not Title I/for Mary Beth	1/7/2016		✓	✓					✓	✓	✓
Non-Public	Monarch Montessori School	6 Asbury Rd	Churchville	MD	21028		1/7/2016	✓									
Church-Exempt	New Covenant Christian School	128 St. Mary's Church Rd	Abingdon	MD	21009		1/7/2016	✓					✓				
Non-Public	Oak Grove Classical Christian School	2106 East Churchville Rd	Bel Air	MD	21015		1/7/2016	✓				✓			✓		✓
Church-Exempt	Open Arms Family Learning Center	1810 Nuttal Avenue	Edgewood	MD	21040		1/7/2016										
Non-Public	Sterling East - Chesapeake Campus	900 Trimble Road	Joppa	MD	21085		1/7/2016	✓									
Church-Exempt	St. Francis de Sales Preschool	1450 Abingdon Rd	Abingdon	MD	21009		1/7/2016	✓									
Church-Exempt	St. Joan of Arc School	230 S. Law Street	Aberdeen	MD	21001		1/7/2016	✓	✓	✓				✓	✓	✓	✓
Church-Exempt	St. Margaret School	205 North Hickory Avenue	Bel Air	MD	21014		1/7/2016	✓									
Church-Exempt	St. Matthew Cooperative Nursery and Preschool	1200 Churchville Rd	Bel Air	MD	21014		1/7/2016	✓									
Church-Exempt	Tiny Tot School	21 Linwood Avenue	Bel Air	MD	21014		1/7/2016	✓									
Non-Public	Trinity Lutheran Christian School	1100 Philadelphia Rd	Joppa	MD	21085		1/7/2016	✓	✓	✓				✓	✓		✓
Publicly Funded	Villa Maria School of Harford County	1370 Brass Mill Rd	Belcamp	MD	21017		1/7/2016	✓	✓		✓			✓			✓

*Villa Maria at EDMS and Arrow Center for Education are not applicable for Title I because they are grades 6-8.




Non-Public School Meeting

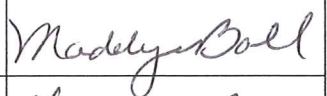
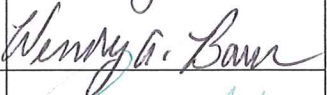


Thursday, February 11, 2016

10:00 – 11:30 a.m.

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

Harford County Public Schools			
Office	Name (please print)	Job Title	Signature
Central	Mary Beth Stapleton	Coordinator of Grants, Business & Community Partnerships	
Central	Kimberly Banks	Supervisor of Foreign Language/ESOL	
Central	Thomas Webber	Title I Assistant Supervisor	

Non-Public Schools			
School	Name (please print)	Job Title	Signature
The John Carroll School	Madelyn Bull	Principal	
St. Joan of Arc School	Wendy Baur	resource teacher	
St. Margaret's School	Peggy Messaris	SMS Counselor	
Trinity Lutheran School	Bridget Kurecoba	School Counselor	

FEDERAL EDUCATION PROGRAMS MEETING

February 11, 2016, 10:00 a.m. - 11:30 a.m.

Harford County Public Schools
 102 S. Hickory Avenue
 2nd Floor, Curriculum Conference Room 215
 Bel Air, MD 21014

AGENDA

10:00 a.m.	Welcome/Introductions	Mary Beth Stapleton
10:15 a.m.	Discussions:	
	Title I, Part A	Thomas Webber
	Title II, Part A	Mary Beth Stapleton
	Title III, Part A	Kimberly Banks
11:00 a.m.	Open Agenda	All participants
11:30 a.m.	Adjournment	

FEDERAL EDUCATION PROGRAMS MEETING

March 16, 2016, 10:00 a.m. - 11:30 a.m.

Harford County Public Schools
 102 S. Hickory Avenue
 2nd Floor, Curriculum Conference Room 215
 Bel Air, MD 21014

AGENDA

10:00 a.m.	Welcome/Introductions	Thomas Webber
10:15 a.m.	Discussions:	
	Title I, Part A	Thomas Webber
	Title II, Part A	Joyce Jablecki for Mary Beth Stapleton
	Title III, Part A	Kimberly Banks
11:00 a.m.	Open Agenda	All participants
11:30 a.m.	Adjournment	

Title II, Part A

PROGRAM NARRATIVE

A program narrative must be completed for Title II, Part A proposed programs. Non-Public schools participating in Title II, Part A grant funded programs must submit a completed narrative for approval by the Harford County Public School (HCPS) System prior to receiving grant funding. Programs must fall within the FEDERAL PRIORITIES outlined in the program description pages (see Attachment A.1) and address your schools' NEED as outlined on Form 3 – Results of Needs Assessment (see Attachment B.) It is possible to have more than one program addressing a particular need. Provide information for each category listed below. Use the category headings and provide the information in the order indicated. Please limit the information to no more than 2 pages per program. Use no less than one-inch margins and a 12-point font.

Part I – Priority Being Addressed by this Program

- State allowable activity being addressed or check activity and attach allowable activity page to narrative.
- Describe the proposed program as related to the priorities outlined in the program description pages (Attachment A.1).

Part II – Results of Needs Assessment

- Identify the need that will be addressed through this program.
- If available, cite relevant data that supports the need.
- State how the needs were identified.

Part III – Plan of Operation

- State your goal for this program.
- List the objectives for the program with supporting activities.
- List targeted dates for the activities within the program.
- Identify the person responsible for this program.

Part IV – Budget Narrative

- As closely as possible, state the amount of funds to be used for each aspect of the program.
- Briefly explain how the funds will be used in this program.

Part V – The Evaluation

- Explain how you will evaluate this program.
- Explain how student achievement will be improved as a result of this program.
 - Cite the data sources that will be used to determine student achievement.

SAMPLE OF: Form 4 – Program Narrative**Title II-A: Improving Teacher Quality 2011-2012**

1. Name of Program: Curriculum Mapping and the Integration of Technology through Professional Learning Communities

2. Detailed Description of Program:

In order to begin a meaningful curriculum review and document the integration of technology across the curriculum, time and resources must be allocated. The following proposal would allow for the implementation of curriculum mapping following the tested model developed by Heidi Hayes Jacobs in Getting Results with Curriculum Mapping (ASCD, 2004) and the documentation of the integration of technology across the curriculum. During the 2011-2012 academic year, John Carroll School teachers will work collaboratively in professional learning communities (PLCs) to begin curriculum mapping or to document the integration of technology. Through PLCs faculty could receive training, resource materials, or funding to visit other schools, attend conferences, or receive a stipend for leadership in a PLC.

3. Timeline: 2011-2012 Academic Year

- **Quarter One**

Teachers assemble professional learning communities (PLCs) for curriculum mapping or the documentation of the integration of technology and collaborate on developing a plan for the PLC.

- **Quarter Two**

Each PLC submits a proposal to the Academic Vice Principal outlining the shared goal(s) of the PLC, the contribution of each group member, how the group intends to reach the goals, including the proposed budgetary needs, if any, and any special needs.

- **Quarter Three**

Each PLC reports on the group's progress and the contribution of each faculty member.

- **Quarter Four**

Each PLC submits a final document either in the form of a curriculum map or a report on strategies for integrating technology.

4. Number of students involved/affected:

Ultimately, all students will be affected as all faculty will be directly involved either in curriculum mapping or in documenting the integration of technology.

5. Number of faculty involved/affected:

All faculty members.

6. Total Available Funds: \$2,747.00**Budget Narrative**

Funds will be used to allow faculty to receive training, resource materials, or professional development. Funding may also be used for faculty to visit other schools, attend conferences, or receive a stipend for leadership in PLC.

- Professional Development (conferences, workshops, or speakers): **\$1,500.00**
- Training materials, curriculum resources: **\$500.00**
- Transportation (for conferences/workshops, visit other schools): **\$500.00**

7. How will you evaluate the program?

The administration will review the quarterly reports submitted by each PLC.

8. Will future funding be required and if so, where will the funding come from?

There are no inherent on-going costs associated with the PLCs.

**TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

ALLOWABLE ACTIVITIES

Strategies and Activities to Improve the Quality of the Teaching Force	
1.	<p>Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p>(a) <i>Content knowledge</i>. Providing training in one or more of the core academic subjects that the teachers teach;</p> <p>(b) <i>Classroom practices</i>. Providing training to improve teaching practices and student academic achievement through:</p> <p>(1) effective instructional strategies, methods, and skills;</p> <p>(2) The use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [Section 2123(a) (3) (A)].</p>
2.	<p>Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <p>2.1 Involve collaborative groups of teachers and administrators;</p> <p>2.2 Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;</p> <p>2.3 Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;</p> <p>2.4 Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and</p> <p>2.5 Provide training on how to use data and assessments to improve classroom practice and student learning. [Section 2123(a) (3) (B)].</p>
3.	<p>Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders. [Section 2123(a) (6)].</p>

PROFESSIONAL DEVELOPMENT - The term ‘professional development’ -

- (A) includes activities that -
- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
 - (ii) are an integral part of broad school-wide and district-wide educational improvement plans;
 - (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
 - (iv) improve classroom management skills;
 - (v) (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
(II) are not 1-day or short-term workshops or conferences;
 - (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

RESULTS OF NEEDS ASSESSMENT

Note: All requested information below must be included in order for a proposal to be considered for funding. The needs assessment should be used to identify students' needs and teachers' needs – in particular, those needs that must be addressed to ensure that all teachers are highly qualified.

1. When and how was the needs assessment conducted?

2. Specifically, how were teachers and principals involved in the needs assessment?

3. Complete the chart below for the identified needs of your school and the data that supports those needs as a priority:

State of Need	Supporting Data	Source of Data
1.		
2.		
3.		
4.		

(Add additional rows as needed.)

**Harford County Public School
Contacts for Federal Programs**

Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies

Thomas Webber
(410) 809-6062
thomas.webber@hcps.org

Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals

Mary Beth Stapleton
(410) 588-5219
mary.stapleton@hcps.org

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Kimberly Banks
(410) 588-5218
kimberly.banks@hcps.org

Office of Non-Public Education

Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-5910
Phone: (202) 401-1365
Email: OIINon-PublicEducation@ed.gov
Website: www.ed.gov/about/offices/list/oii/nonpublic/index.html

MEMO



To: Representatives of non-public schools

From: Kimberly Banks, Supervisor of World Languages and ESOL

CC: Mary Beth Stapleton, Supervisor for Curriculum and Instructional Grants

Date: February 11, 2016

Re: Title III Part A

The Office of World Languages and ESOL, 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 2016-2017 school year to HCPS 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.

Affirmation of Consultation

I am an administrator/representative of Bethel Christian Academy 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 16, 2016, the HCPS System and Bethel Christian Academy School engaged in consultation about the following federally funded programs for the 2016-2017 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, Bethel Christian Academy 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]
Signature of Non-Public School Representative

March 16, 2016
Date

410 939-4060
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 FEBRUARY 11, 2016, the HCPS System and The John Carroll School engaged in consultation about the following federally funded programs for the 2016-2017 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 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.

Madelyn Ball
Signature of Non-Public School Representative

2/11/2016
Date

410-879-2480 X2525
Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Joan of Arc 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 FEBRUARY 11, 2016, the HCPS System and St. Joan of Arc School engaged in consultation about the following federally funded programs for the 2016-2017 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. Joan of Arc 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.

Nerdy A. Baur
Signature of Non-Public School Representative

2/11/2016
Date

410-272-1387
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 FEBRUARY 11, 2016, the HCPS
 System and St. Margaret School
 engaged in consultation about the following federally funded programs for the 2016-2017 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
 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

2/11/16
 Date

410-879-1113
 Telephone Number

Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran 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 FEBRUARY 11, 2016, the HCPS System and Trinity Lutheran Christians School School engaged in consultation about the following federally funded programs for the 2016-2017 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 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.

Budget K. Kuraba
Signature of Non-Public School Representative

2/11/16
Date

410-679-4000 ext. 180
Telephone Number

Affirmation of Consultation

I am an administrator/representative of Villa Marie Harford Cty 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 16, 2016, the HCPS System and Villa Marie Harford Cty School engaged in consultation about the following federally funded programs for the 2016-2017 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, Villa Marie Harford Cty 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.

Gary L. Urbany
Signature of Non-Public School Representative

4/7/16
Date

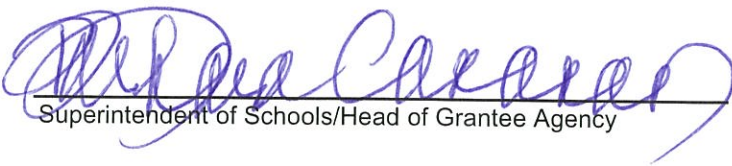
(410) 297-4100
Telephone Number

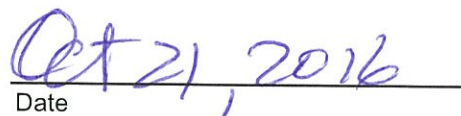
RECIPIENT ASSURANCES

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 Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
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 2 CFR §180, 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 2 CFR §200 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 expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
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 based 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

FEDERAL GRANT APPLICATION



**Title III, Part A
English Language Acquisition, Language Enhancement,
and Academic Achievement**

**FEDERAL GRANT APPLICATION
TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT**

Local School System: Harford County Public Schools	Fiscal Year 2017
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***SUPPLEMENT, NOT SUPPLANT [SEC. 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 English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.*

A. REQUIRED ACTIVITIES [SEC. 3115(c)]: An eligible entity receiving funds under section 3114(a) **must** use the funds in the required activities before spending funds in the authorized activities.

1. To increase the English language proficiency of English learners by providing effective language instruction educational programs that meet the needs of ELs and demonstrate success in increasing (A) English language proficiency and (B) student academic achievement [section 3115(c)(1)].			
Required Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the EL goal(s) detailed in the 2016 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Costs
1.1 Upgrading program objectives and effective instructional strategies [section 3115(d)(1)].			
1.2 Improving the instructional program for ELs by identifying, acquiring, and upgrading curricula, instructional materials, educational software, and assessment procedures [section 3115(d)(2)].	ACTIVITY 1 a) Provide supplemental Learning A-Z 5-site bundle plus Enhanced ELL Reading Solutions educational software for English Learners in grades K-12 to increase their reading, writing, listening, and speaking proficiency levels. This will reflect 10 licenses. b) 9/1/2017 – 8/31/2018	ACT. 1 \$3,600	ACT. 1 N/A

	<p>c) Supports Indicators 1 and 2 in the BTE Master Plan d) N/A</p> <p>ACTIVITY 2</p> <p>a) Continue to provide supplemental Rosetta Stone educational software for English Learners in grades 4-12 to increase their reading, writing, listening, and speaking proficiency levels. This will reflect 50 user licenses. b) 9/1/2018 – 8/31/2019 c) Supports Indicators 1 and 2 in the BTE Master Plan d) N/A</p> <p>ACTIVITY 3</p> <p>a) Request supplemental curricular materials to support the content area instruction for English Learners based on individual school needs and requests. These materials may include but are not limited to bilingual word-to-word dictionaries for all grade levels, leveled readers for elementary students, and ACCESS English student workbooks at the middle and high school levels. Materials will contribute to increasing the reading, writing, listening, and speaking proficiency levels of English Learners. b) 7/1/2017 – 6/30/2018 c) Supports Indicators 1, 2 and 3 in the BTE Master Plan d) N/A</p>	<p>ACT. 2 \$6,750</p> <p>ACT. 3 \$317</p>	<p>ACT. 2 N/A</p> <p>ACT. 3 N/A</p>
<p>1.3 Providing intensified instruction, which may include materials in a language that the student can understand, interpreters, and translators [section 3115(d)(3)(B)].</p>			
<p>1.4 Improving the English language proficiency and academic</p>	<p>ACTIVITY 1</p>	<p>ACT. 1 \$29,225</p>	<p>ACT. 1 N/A</p>

<p>achievement of ELs [section 3115(d)(5)].</p>	<ul style="list-style-type: none"> a) Continue to provide additional academic and content tutorial intervention services to English Learners in grades K-12 in Reading/Language Arts, Math, Social Studies and Science with emphasis on language use to ultimately increase their reading, writing, listening, and speaking proficiency levels and content area achievement. Tutoring may occur during, before or after school based on students' needs. b) 9/1/2017 – 6/30/2018 c) Supports Indicators 1, 2 and 3 in the BTE Master Plan d) N/A 		
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**FEDERAL GRANT APPLICATION
TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT**

Local School System: Harford County Public Schools	Fiscal Year 2017
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A. REQUIRED ACTIVITIES [SEC. 3115(c)] continued

Effective professional development shall be of sufficient intensity and duration (which shall not include activities such as 1-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers’ performance in the classroom, except that this subparagraph shall not apply to an activity that is one component of a long-term, comprehensive professional development plan established by a teacher and the teacher’s supervisor based on an assessment of the needs of the teacher, the supervisor, the students of the teacher, and any local educational agency employing the teacher [section 3115(c)(2)(D)].

2. To provide effective professional development to classroom teachers (including teachers in classroom settings that are not the setting of language instruction educational programs), principals and other school leaders, administrators, and other school or community-based organizational personnel [section 3115(c)(2)].

Required Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the EL goal(s) detailed in the 2016 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Costs
2.1 Providing for professional development designed to improve the instruction and assessment of ELs [section 3115(c)(2)(A)].	<p>ACTIVITY 1</p> <p>a) Attend the M.E.L.L.F.I.N. Conference to gather information and resources in support of ELL families living in Maryland. Participants’ survey responses will be used to determine the effectiveness of conference participation. Following the conference, participants will share the information with their ESOL teacher colleagues, classroom teachers, Parent Teacher Association representatives, and school administrators.</p> <p>b) May 2017</p>	ACT. 1 \$797	ACT. 1 N/A

	<p>c) Supports Indicators 1, 2 and 3 in the BTE Master Plan d) N/A</p>		
<p>2.2 Providing for professional development designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for ELs [section 3115(c)(2)(B)].</p>	<p>ACTIVITY 1 a) Provide classroom teachers three-day professional development workshops on the SIOP Model to increase their knowledge of instructional strategies and techniques for making content accessible to English Learners. Participants will learn and implement the eight research-based components of sheltered instruction. They will reflect on and share experiences, student work and lesson ideas related to the course content. Participants will share information with their grade level teams or departments. b) April 2017, August 2017 c) Supports Indicators 1, 2 and 3 in the BTE Master Plan d) N/A</p>	<p>ACT. 1 \$28,009</p>	<p>ACT. 1 N/A</p>
<p>2.3 Providing for professional development effective in increasing children’s English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of teachers of ELs [section 3115(c)(2)(C)].</p>			

**FEDERAL GRANT APPLICATION
 TITLE III, PART A
 ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
 ACADEMIC ACHIEVEMENT**

Local School System: Harford County Public Schools	Fiscal Year 2017
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SUPPLEMENT, NOT SUPPLANT [SEC. 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 English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

B. AUTHORIZED ACTIVITIES [SEC. 3115(d)]: An eligible entity receiving funds under section 3114(a) may use the funds to achieve any of the authorized activities. *(Please note that the entity must utilize Title III funds to support A. Required Activities prior to allocating funds for B. Authorized Activities.)*

3. To provide community participation programs, family literacy services, and parent and family outreach and training activities to ELs and their families [section 3115(d)(6)].			
Authorized Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the EL goal(s) detailed in the 2015 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Costs
3.1 Providing programs to improve the English language skills of ELs [section 3115(d)(6)(A)].			
3.2 Providing programs to assist parents and families in helping their children to improve their academic achievement and becoming active participants in the education of their children [section 3115(d)(6)(B)].			

4. Improving the instruction of ELs, which may include ELs with disability, and offering programs or courses designed to help ELs achieve success in postsecondary education [section 3115(d)(3)(7)(8)]			
4.1 Providing to ELs tutorials and academic or career and technical education [section 3115(d)(3)(A)].			
4.2 Acquisition or development of educational technology or instructional materials [section 3115(d)(7)(A)].			
4.3 Providing for access to, and participation in, electronic networks for materials, training, and communication [section 3115(d)(7)(B)].			
4.4 Incorporation of the resources described in subparagraphs 4.2 and 4.3 into curricula and programs [section 3115(d)(7)(C)].			
4.5 Offering early college high school or dual or concurrent enrollment programs or courses designed to help ELs achieve success in postsecondary education [section 3115(d)(8)].			
5. To carry out other activities that are consistent with the purpose of Title III, Part A, <i>Every Student Succeeds Act</i>. (Specify and describe below.) [section 3115(d)(9)]:			
5.1 Carrying out other activities that are consistent with the purposes of this section [section 3115(d)(8)].			

C. ADMINISTRATIVE EXPENSES [SEC. 3115(b)]: 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.

6. Administrative Expenses		Public School Costs	Nonpublic Costs
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)].	2.00% of \$70,072	\$1,374	N/A
TOTAL TITLE III-A (EL FUNDING) AMOUNT		\$70,072	N/A

**FEDERAL GRANT APPLICATION
TITLE III, PART A
ENGLISH LANGUAGE ACQUISITION, LANGUAGE ENHANCEMENT, AND
ACADEMIC ACHIEVEMENT**

Local School System: Harford County Public Schools	Fiscal Year 2017
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SUPPLEMENT, NOT SUPPLANT [SEC. 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 English learners and immigrant children and youth and in no case to supplant such Federal, State, and local public funds.

D. IMMIGRANT ACTIVITIES [SEC. 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 3115(e)(1)].			
Immigrant Activities	Descriptions Please address each item (a-d) in your activity descriptions. a) outcome and brief description of the services b) timelines or target dates c) outcome linked to the EL goal(s) detailed in the 2015 Master Plan d) services to nonpublic schools	Public School Costs	Nonpublic Costs
1.1 Providing for family literacy, parent and family outreach, and training activities designed to assist parents and families to become active participants in the education of their children [section 3115(e)(1)(A)].			
1.2 Recruitment of, and support for, personnel, including teachers and paraprofessionals who have been specifically trained, or are being trained, to provide services to immigrant children and youth [section 3115(e)(1)(B)].			

<p>1.3 Providing tutorials, mentoring, and academic or career counseling for immigrant children and youth [section 3115(e)(1)(C)].</p>			
<p>1.4 Identifying, developing and acquiring curricular materials, educational software, and technologies to be used in the program carried out with awarded funds [section 3115(e)(1)(D)].</p>			
<p>1.5 Providing basic instructional services that are directly attributable to the presence in the school district of immigrant children and youth in the local educational agency involved, including the payment of costs of providing additional classroom supplies, costs of transportation, or such other costs [section 3115(e)(1)(E)].</p>			
<p>1.6 Providing other instruction services that are designed to assist immigrant children and youth to achieve in elementary schools and secondary schools in the US, such as programs of introduction to the educational system and civics education [section 3115(e)(1)(F)].</p>			
<p>1.7 Providing activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents and families of immigrant children and youth by offering comprehensive community services [section 3115(e)(1)(G)].</p>			

E. ADMINISTRATIVE EXPENSES [SEC. 3115(b)]: 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.

2. Administrative Expenses		Public School Costs	Nonpublic Costs
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)].			
TOTAL TITLE III-A (IMMIGRANT FUNDING) AMOUNT		\$0.00	

F. 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 13 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.
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 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 III program. (See meeting agenda, sign-in sheet, and signed affirmation of consultation on the following pages.)

- b) The basis for determining the needs of private school children and teachers;

English Language Acquisition, Language Enhancement, and Academic Achievement needs of private school teachers and other staff are determined by the administration and staff of individual schools in conjunction with representatives of the Harford County Public Schools ESOL staff. 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 sessions thereby meeting their specific needs.

- c) How services, location of services, and grade levels or areas of services were decided and agreed upon; and

Each non-public school participating in Title III funding meets with Harford County Public Schools ESOL Office staff to determine specific needs.

- 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.)

There is no difference between the Title III-A services that will be provided to public and private school students and teachers.

3. ATTACH WRITTEN AFFIRMATION (e.g., meeting dates, agenda, sign-in sheets, letters/forms, etc.) for the school year 2015 – 2016 that a meeting(s) occurred with nonpublic school representative(s) regarding Title III services. **DOCUMENTATION SHOULD BE LABELED AND PROVIDED AS AN ATTACHMENT AFTER THE BUDGET PAGES IN FEDERAL GRANT APPLICATION: TITLE III, PART A.**

G. BUDGET INFORMATION AND NARRATIVE

1. **COMPLETE** a detailed BUDGET on the MSDE Title III-A proposed budget form (*C-I-25*). The proposed budget must reflect how the funds will be spent and organized according to the budget objectives, and correlated to the activities and costs detailed in Federal Grant Application: Title III, Part A. 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** using “Guidance for Completion of the Budget Narrative for Individual Grants” (pp. 4-7 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.

H. ATTACHMENTS 4-A & B, 5-A & B, and 6-A

Be certain to complete all appropriate templates in Part II:

Attachment 4: School Level Budget Summary

Attachment 5: Transfer of ESEA Funds

Attachment 6: Consolidation of ESEA Funds for Local Administration

I. ASSURANCE PAGE

Attach the signed required assurance page with the final submission.

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

HCPS - 260

ORIGINAL GRANT BUDGET	\$70,072.00	AMENDED BUDGET #		REQUEST DATE	10/13/16	
GRANT NAME	Title III English Language Acquisition	GRANT RECIPIENT NAME	Harford County Public Schools			
MSDE GRANT #	170503	RECIPIENT GRANT #	22877			
REVENUE SOURCE	Federal	RECIPIENT AGENCY NAME	Harford County Public Schools			
FUND SOURCE CODE	6947	GRANT PERIOD	07/01/16	09/30/18		
		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						1,374.00	1,374.00
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.	26,950.00	10,350.00	317.00				37,617.00
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.	23,040.00		3,025.00	797.00			26,862.00
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					4,219.00		4,219.00
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	49,990.00	10,350.00	3,342.00	797.00	4,219.00	1,374.00	70,072.00

Finance Official Approval: Jennifer A. Birkelien, Signature: *Jennifer A. Birkelien*, Date: 10/13/16, Telephone #: 410.809.6055

Supt./Agency Head Approval: Barbara Canavan, Signature: *Barbara Canavan*, Date: 10/13/16, Telephone #: 410.809.6055

MSDE Grant Manager Approval: _____, Signature: _____, Date: _____, Telephone #: _____

Template - Title III Budget Narrative: LEP

Category # - Program #	Budget Obj. #	Line Item	Calculation	Amount	In-Kind	Total
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Activity 1.2

203-205 - 02	02-Contract Services	Learning A-Z 5-site bundle plus Enhanced ELL Reading Solutions	10 teacher accounts x \$360/account	3,600		3,600
203-205 - 02	02-Contract Services	Rosetta Stone licensing for individual student use	50 licenses x \$135/license	6,750		6,750
203-205 - 02	03-Supplies & Materials	Supplemental instructional materials such as bilingual word-to-word dictionaries		317		317

Total: \$10,667

Activity 1.4

203-205 - 02	01-Salaries & Wages	Tutorial intervention services	\$22/hour x 35 weeks x 35 hours/week	26,950		26,950
Fixed Charges	Other Charges	FICA	8.44% of \$26,950	2,275		2,275

Total: \$29,225

Activity 2.1

203-205 - 09	04-Other Charges	M.E.L.L.F.I.N. Conference registrations	12 participants x \$50/registration	600		600
203-205 - 09	04-Other Charges	M.E.L.L.F.I.N. Conference mileage	3 drivers x 100 miles round trip x \$0.575	173		173
203-205 - 09	04-Other Charges	M.E.L.L.F.I.N. Conference tolls	3 drivers x 2 tolls x \$4/toll	24		24

Total: \$797

Activity 2.2

203-205 - 09	01-Salaries & Wages	Payment to classroom teachers for attending 3-day SIOP Model PD	\$120/6 hour day x 25 teachers x 3 days x 2 offerings	18,000		18,000
Fixed Charges	Other Charges	FICA	8.44% of \$18,000	1,519		1,519
203-205 - 09	01-Salaries & Wages	Payment to HCPS SIOP trainers for providing 3-day SIOP Model PD	\$40/hour x 21 hours x 3 trainers x 2 offerings	5,040		5,040
Fixed Charges	Other Charges	FICA	8.44% of \$5,040	425		425
203-205 - 09	03-Supplies & Materials	Making Content Comprehensible for English Learners: The	50 copies x \$55 + 10% shipping and handling	3,025		3,025

Total: \$28,009

Template - Title III Budget Narrative: LEP

Activity 6.1

201 - 22		Administrative Costs	2.00% of \$70,072	1,374		1,374
	08-Transfers					

Total: \$1,374

Grand Total: \$70,072

**ATTACHMENT 7: Annual Certification of Equitable
Services to Students in Private (Nonpublic) Schools**

WRITTEN AFFIRMATION

January 8, 2016

Villa Maria School of Harford County
Attn: School Principal
1370 Brass Mill Rd
Belcamp, MD 21017

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, two meetings will be held by HCPS federal grant managers. If you intend to participate in any of the federal grants during FY 2017/School Year 2016-2017, please plan to attend **one of the two scheduled meetings** or send a representative from your school.

Date: Thursday, February 11, 2016
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

OR

Date: Wednesday, March 16, 2016
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 Monday, February 8, 2016. (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.

(over)

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.

A letter 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 2015-2016 school year, the following elementary schools are eligible for Title I funding:

Bakerfield Elementary
Edgewood Elementary
Havre de Grace Elementary
Magnolia Elementary

Deerfield Elementary
George D. Lisby Elementary at Hillsdale
Hall's Cross Roads Elementary
William Paca / Old Post Road Elementary

Any changes to these eligible schools will be announced during these two scheduled meetings.

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 2016-2017 Title I program, please complete and sign the attached information form (Attachment A) and return it to Mrs. Barbara Wieczynski, in the enclosed self-addressed stamped envelope, no later than Monday, February 8, 2016.

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 Mrs. Barbara Wieczynski 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, February 8, 2016.

Sincerely,

Mary Beth Stapleton

Mary Beth Stapleton
Coordinator of Grants

Thomas Webber

Thomas Webber
Assistant Supervisor of Title I

Enclosures

Attachment A

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 income eligible students by grade residing in these attendance areas:

Title I Public Schools*	K	1	2	3	4	5	Total
Bakerfield Elementary							
Deerfield Elementary							
Edgewood Elementary							
George D. Lisby Elementary School at Hillsdale							
Hall's Cross Roads Elementary							
Havre de Grace Elementary							
Magnolia Elementary							
William Paca/Old Post Road Elementary							
Total							

*School child would attend if enrolled Harford County Public Schools.

(over)

2. Please describe what, **if any**, testing criteria your school uses to determine if students are performing below grade level.

	<i>Testing Criteria / Instrument Used to Determine Below Grade Level Performance</i>	<i>Average Grade Level Performance For All Students</i>	<i>Cut-off Score Indicating below Grade Level Performance</i>
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
2016-2017 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 Thursday, February 11, 2016.

_____ Either I or a representative will attend the HCPS meeting on Wednesday, March 16, 2016.

_____ I am unable to attend neither of the two HCPS meetings on Thursday, February 11, 2016 nor Wednesday, March 16, 2016. However, my school plans to participate in federal grants during the 2016-17 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.

(over)

_____ **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 2016-2017 school year.

Please return this form to, in the enclosed self-addressed stamped envelope:

Mrs. Barbara Wieczynski, 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 Monday, February 8, 2016, indicates that your school does not want to participate in the federal grants program for the 2016-2017 School Year.

Private Schools - Federal Non-Public School Meeting 2016-2017

	School Name	Address	City	State	Zip	Note	Date Letter Mailed	Received Return Receipt	Accept	Feb 11	March 16	Accept, but unable to attend mtg	Decline	Title I Part A	Title II Part A	Title III Part A	Contact me when HCPS applies for other grants	
Publicly Funded	*Villa Maria at Edgewood Middle School	2311 Willoughby Beach Rd	Edgewood	MD	21040	Not Title I/for Mary Beth	1/7/2016	✓										
Publicly Funded	Arrow Center for Education Fair Meadows Cam	2416 Creswell Rd	Bel Air	MD	21015	Not Title I/for Mary Beth	1/7/2016	✓										
Church-Exempt	Bel Forest Christian Academy	603 Vale Rd	Bel Air	MD	21014		1/7/2016											
Church-Exempt	Bethel Christian Academy	21 North Earlington Rd	Havre de Grace	MD	21078		1/7/2016	✓										
Non-Public	Bridges Montessori of Towson, Inc.	2529 Conowingo Road	Bel Air	MD	21015		1/7/2016	✓										
Church-Exempt	Christ Our King Coop Nursery	10 Lexington Rd	Bel Air	MD	21014		1/7/2016	✓										
Church-Exempt	Emmorton Baptist Academy	106 Plumtree Rd	Bel Air	MD	21015		1/7/2016	✓										
Church-Exempt	First Presbyterian Preschool	224 North Main Street	Bel Air	MD	21014		1/7/2016	✓										
Church-Exempt	Good Shepherd Lutheran Preschool	1515 Emmorton Rd	Bel Air	MD	21014		1/7/2016	✓										
Church-Exempt	Good Shepherd's Children's Center	622 Joppa Farm Rd	Joppa	MD	21085		1/7/2016	✓										
Church-Exempt	Grace Baptist Christian Academy	1501 Stockton Rd	Joppa	MD	21085		1/7/2016											
Church-Exempt	Grace Cooperative Nursery	110 West Bel Air Avenue	Aberdeen	MD	21001		1/7/2016	✓										
Church-Exempt	Great Commission Christian Academy	3 North Earlington Road Ext.	Havre de Grace	MD	21078		1/7/2016	✓										
Church-Exempt	Harford Christian School	1736 Whiteford Rd	Darlington	MD	21034		1/7/2016	✓										
Non-Public	Harford Day School	715 Moores Mill Rd	Bel Air	MD	21014		1/7/2016	✓										
Non-Public	Harford Friends School	2230 Rock Spring Rd	Forest Hill	MD	21050		1/7/2016	✓										
Church-Exempt	Harford Jewish Center Pre-School	8 North Earlington Rd	Havre de Grace	MD	21078		1/7/2016	✓										
Church-Exempt	Helping Hands Child Development Academy	3237 Level Rd	Churchville	MD	21028		1/7/2016	✓										
Church-Exempt	Hickory Child Development Center	2430 Conowingo Rd	Bel Air	MD	21014		1/7/2016	✓										
Non-Public	Highlands School	2409 Creswell Rd	Bel Air	MD	21015		1/7/2016	✓										
Non-Public	John Carroll School, Inc., The	703 Churchville Rd	Bel Air	MD	21014	Not Title I/for Mary Beth	1/7/2016		✓	✓					✓	✓	✓	✓
Non-Public	Monarch Montessori School	6 Asbury Rd	Churchville	MD	21028		1/7/2016	✓										
Church-Exempt	New Covenant Christian School	128 St. Mary's Church Rd	Abingdon	MD	21009		1/7/2016	✓					✓					
Non-Public	Oak Grove Classical Christian School	2106 East Churchville Rd	Bel Air	MD	21015		1/7/2016	✓				✓			✓			✓
Church-Exempt	Open Arms Family Learning Center	1810 Nuttal Avenue	Edgewood	MD	21040		1/7/2016											
Non-Public	Sterling East - Chesapeake Campus	900 Trimble Road	Joppa	MD	21085		1/7/2016	✓										
Church-Exempt	St. Francis de Sales Preschool	1450 Abingdon Rd	Abingdon	MD	21009		1/7/2016	✓										
Church-Exempt	St. Joan of Arc School	230 S. Law Street	Aberdeen	MD	21001		1/7/2016	✓	✓	✓				✓	✓	✓	✓	✓
Church-Exempt	St. Margaret School	205 North Hickory Avenue	Bel Air	MD	21014		1/7/2016	✓										
Church-Exempt	St. Matthew Cooperative Nursery and Preschool	1200 Churchville Rd	Bel Air	MD	21014		1/7/2016	✓										
Church-Exempt	Tiny Tot School	21 Linwood Avenue	Bel Air	MD	21014		1/7/2016	✓										
Non-Public	Trinity Lutheran Christian School	1100 Philadelphia Rd	Joppa	MD	21085		1/7/2016	✓	✓	✓				✓	✓			✓
Publicly Funded	Villa Maria School of Harford County	1370 Brass Mill Rd	Belcamp	MD	21017		1/7/2016	✓	✓		✓			✓				✓

*Villa Maria at EDMS and Arrow Center for Education are not applicable for Title I because they are grades 6-8.




Non-Public School Meeting

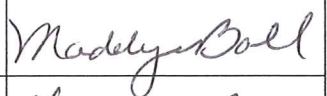
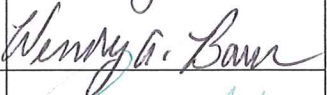

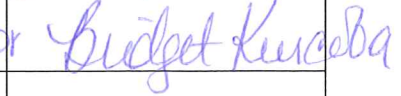
Thursday, February 11, 2016

10:00 – 11:30 a.m.

Curriculum Conference Room #215 – 2nd Floor

PLEASE SIGN IN

Harford County Public Schools			
Office	Name (please print)	Job Title	Signature
Central	Mary Beth Stapleton	Coordinator of Grants, Business & Community Partnerships	
Central	Kimberly Banks	Supervisor of Foreign Language/ESOL	
Central	Thomas Webber	Title I Assistant Supervisor	

Non-Public Schools			
School	Name (please print)	Job Title	Signature
The John Carroll School	Madelyn Bull	Principal	
St. Joan of Arc School	Wendy Baur	resource teacher	
St. Margaret's School	Peggy Messaris	SMS Counselor	
Trinity Lutheran School	Bridget Kurecoba	School Counselor	

FEDERAL EDUCATION PROGRAMS MEETING

February 11, 2016, 10:00 a.m. - 11:30 a.m.

Harford County Public Schools
 102 S. Hickory Avenue
 2nd Floor, Curriculum Conference Room 215
 Bel Air, MD 21014

AGENDA

10:00 a.m.	Welcome/Introductions	Mary Beth Stapleton
10:15 a.m.	Discussions:	
	Title I, Part A	Thomas Webber
	Title II, Part A	Mary Beth Stapleton
	Title III, Part A	Kimberly Banks
11:00 a.m.	Open Agenda	All participants
11:30 a.m.	Adjournment	

FEDERAL EDUCATION PROGRAMS MEETING

March 16, 2016, 10:00 a.m. - 11:30 a.m.

Harford County Public Schools
 102 S. Hickory Avenue
 2nd Floor, Curriculum Conference Room 215
 Bel Air, MD 21014

AGENDA

10:00 a.m.	Welcome/Introductions	Thomas Webber
10:15 a.m.	Discussions:	
	Title I, Part A	Thomas Webber
	Title II, Part A	Joyce Jablecki for Mary Beth Stapleton
	Title III, Part A	Kimberly Banks
11:00 a.m.	Open Agenda	All participants
11:30 a.m.	Adjournment	

Title II, Part A

PROGRAM NARRATIVE

A program narrative must be completed for Title II, Part A proposed programs. Non-Public schools participating in Title II, Part A grant funded programs must submit a completed narrative for approval by the Harford County Public School (HCPS) System prior to receiving grant funding. Programs must fall within the FEDERAL PRIORITIES outlined in the program description pages (see Attachment A.1) and address your schools' NEED as outlined on Form 3 – Results of Needs Assessment (see Attachment B.) It is possible to have more than one program addressing a particular need. Provide information for each category listed below. Use the category headings and provide the information in the order indicated. Please limit the information to no more than 2 pages per program. Use no less than one-inch margins and a 12-point font.

Part I – Priority Being Addressed by this Program

- State allowable activity being addressed or check activity and attach allowable activity page to narrative.
- Describe the proposed program as related to the priorities outlined in the program description pages (Attachment A.1).

Part II – Results of Needs Assessment

- Identify the need that will be addressed through this program.
- If available, cite relevant data that supports the need.
- State how the needs were identified.

Part III – Plan of Operation

- State your goal for this program.
- List the objectives for the program with supporting activities.
- List targeted dates for the activities within the program.
- Identify the person responsible for this program.

Part IV – Budget Narrative

- As closely as possible, state the amount of funds to be used for each aspect of the program.
- Briefly explain how the funds will be used in this program.

Part V – The Evaluation

- Explain how you will evaluate this program.
- Explain how student achievement will be improved as a result of this program.
 - Cite the data sources that will be used to determine student achievement.

SAMPLE OF: Form 4 – Program Narrative**Title II-A: Improving Teacher Quality 2011-2012**

1. Name of Program: Curriculum Mapping and the Integration of Technology through Professional Learning Communities

2. Detailed Description of Program:

In order to begin a meaningful curriculum review and document the integration of technology across the curriculum, time and resources must be allocated. The following proposal would allow for the implementation of curriculum mapping following the tested model developed by Heidi Hayes Jacobs in Getting Results with Curriculum Mapping (ASCD, 2004) and the documentation of the integration of technology across the curriculum. During the 2011-2012 academic year, John Carroll School teachers will work collaboratively in professional learning communities (PLCs) to begin curriculum mapping or to document the integration of technology. Through PLCs faculty could receive training, resource materials, or funding to visit other schools, attend conferences, or receive a stipend for leadership in a PLC.

3. Timeline: 2011-2012 Academic Year

- **Quarter One**

Teachers assemble professional learning communities (PLCs) for curriculum mapping or the documentation of the integration of technology and collaborate on developing a plan for the PLC.

- **Quarter Two**

Each PLC submits a proposal to the Academic Vice Principal outlining the shared goal(s) of the PLC, the contribution of each group member, how the group intends to reach the goals, including the proposed budgetary needs, if any, and any special needs.

- **Quarter Three**

Each PLC reports on the group's progress and the contribution of each faculty member.

- **Quarter Four**

Each PLC submits a final document either in the form of a curriculum map or a report on strategies for integrating technology.

4. Number of students involved/affected:

Ultimately, all students will be affected as all faculty will be directly involved either in curriculum mapping or in documenting the integration of technology.

5. Number of faculty involved/affected:

All faculty members.

6. Total Available Funds: \$2,747.00**Budget Narrative**

Funds will be used to allow faculty to receive training, resource materials, or professional development. Funding may also be used for faculty to visit other schools, attend conferences, or receive a stipend for leadership in PLC.

- Professional Development (conferences, workshops, or speakers): **\$1,500.00**
- Training materials, curriculum resources: **\$500.00**
- Transportation (for conferences/workshops, visit other schools): **\$500.00**

7. How will you evaluate the program?

The administration will review the quarterly reports submitted by each PLC.

8. Will future funding be required and if so, where will the funding come from?

There are no inherent on-going costs associated with the PLCs.

**TITLE II, PART A
PREPARING, TRAINING AND RECRUITING
HIGH-QUALITY TEACHERS AND PRINCIPALS**

ALLOWABLE ACTIVITIES

Strategies and Activities to Improve the Quality of the Teaching Force	
1.	<p>Providing professional development activities that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, in:</p> <p>(a) <i>Content knowledge</i>. Providing training in one or more of the core academic subjects that the teachers teach;</p> <p>(b) <i>Classroom practices</i>. Providing training to improve teaching practices and student academic achievement through:</p> <p>(1) effective instructional strategies, methods, and skills;</p> <p>(2) The use of challenging State academic content standards and student academic achievement standards in preparing students for the State assessments. [Section 2123(a) (3) (A)].</p>
2.	<p>Provide professional development activities that improve the knowledge of teachers and principals, and, in appropriate cases, paraprofessionals, regarding effective instructional practices that –</p> <p>2.1 Involve collaborative groups of teachers and administrators;</p> <p>2.2 Address the needs of students with different learning styles, particularly students with disabilities, students with special needs (including students who are gifted and talented), and students with limited English proficiency;</p> <p>2.3 Provide training in improving student behavior in the classroom and identifying early and appropriate interventions to help students with special needs;</p> <p>2.4 Provide training to enable teachers and principals to involve parents in their children’s education, especially parents of limited English proficient and immigrant children; and</p> <p>2.5 Provide training on how to use data and assessments to improve classroom practice and student learning. [Section 2123(a) (3) (B)].</p>
3.	<p>Carrying out professional development programs that are designed to improve the quality of principals and superintendents, including the development and support of academies to help them become outstanding managers and educational leaders. [Section 2123(a) (6)].</p>

PROFESSIONAL DEVELOPMENT - The term ‘professional development’ -

- (A) includes activities that -
- (i) improve and increase teachers' knowledge of the academic subjects the teachers teach, and enable teachers to become highly qualified;
 - (ii) are an integral part of broad school-wide and district-wide educational improvement plans;
 - (iii) give teachers, principals, and administrators the knowledge and skills to provide students with the opportunity to meet challenging State academic content standards and student academic achievement standards;
 - (iv) improve classroom management skills;
 - (v) (I) are high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom; and
(II) are not 1-day or short-term workshops or conferences;
 - (vi) support the recruiting, hiring, and training of highly qualified teachers, including teachers who became highly qualified through State and local alternative routes to certification;

RESULTS OF NEEDS ASSESSMENT

Note: All requested information below must be included in order for a proposal to be considered for funding. The needs assessment should be used to identify students' needs and teachers' needs – in particular, those needs that must be addressed to ensure that all teachers are highly qualified.

1. When and how was the needs assessment conducted?

2. Specifically, how were teachers and principals involved in the needs assessment?

3. Complete the chart below for the identified needs of your school and the data that supports those needs as a priority:

State of Need	Supporting Data	Source of Data
1.		
2.		
3.		
4.		

(Add additional rows as needed.)

**Harford County Public School
Contacts for Federal Programs**

Title I, Part A: Improving Basic Programs Operated By Local Educational Agencies

Thomas Webber
(410) 809-6062
thomas.webber@hcps.org

Title II, Part A: Preparing, Training and Recruiting High-Quality Teachers and Principals

Mary Beth Stapleton
(410) 588-5219
mary.stapleton@hcps.org

Title III, Part A: English Language Acquisition, Language Enhancement, and Academic Achievement

Kimberly Banks
(410) 588-5218
kimberly.banks@hcps.org

Office of Non-Public Education

Office of Innovation and Improvement
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202-5910
Phone: (202) 401-1365
Email: OIINon-PublicEducation@ed.gov
Website: www.ed.gov/about/offices/list/oii/nonpublic/index.html

MEMO



To: Representatives of non-public schools

From: Kimberly Banks, Supervisor of World Languages and ESOL

CC: Mary Beth Stapleton, Supervisor for Curriculum and Instructional Grants

Date: February 11, 2016

Re: Title III Part A

The Office of World Languages and ESOL, 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 2016-2017 school year to HCPS 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.

Affirmation of Consultation


I am an administrator/representative of Bethel Christian Academy 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 16, 2016, the HCPS System and Bethel Christian Academy School engaged in consultation about the following federally funded programs for the 2016-2017 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, Bethel Christian Academy 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 16, 2016

 Date

410 939-4060
 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 FEBRUARY 11, 2016, the HCPS System and The John Carroll School engaged in consultation about the following federally funded programs for the 2016-2017 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 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.

Madelyn Ball
Signature of Non-Public School Representative

2/11/2016
Date

410-879-2480 X2525
Telephone Number

Affirmation of Consultation

I am an administrator/representative of St. Joan of Arc 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 FEBRUARY 11, 2016, the HCPS System and St. Joan of Arc School engaged in consultation about the following federally funded programs for the 2016-2017 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. Joan of Arc 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.

Nerdy A. Baur
Signature of Non-Public School Representative

2/11/2016
Date

410-272-1387
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 FEBRUARY 11, 2016, the HCPS
 System and St. Margaret School
 engaged in consultation about the following federally funded programs for the 2016-2017 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
 _____ 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

2/11/16
 Date

410-879-1113
 Telephone Number

Affirmation of Consultation

I am an administrator/representative of Trinity Lutheran 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 FEBRUARY 11, 2016, the HCPS System and Trinity Lutheran Christians School School engaged in consultation about the following federally funded programs for the 2016-2017 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 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.

Budget K. Kuraba
Signature of Non-Public School Representative

2/11/16
Date

410-679-4000 ext. 180
Telephone Number

Affirmation of Consultation

I am an administrator/representative of Villa Marie Harford Cty 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 16, 2016, the HCPS System and Villa Marie Harford Cty School engaged in consultation about the following federally funded programs for the 2016-2017 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, Villa Marie Harford Cty 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.

Gary L. Urbany
Signature of Non-Public School Representative

4/7/16
Date

(410) 297-4100
Telephone Number

<p>ATTACHMENT 6-A NONPUBLIC SCHOOL INFORMATION FOR ESEA PROGRAMS</p> <p><i>Fiscal Year 2017</i></p>	<p>Local School System: <u>Harford County Public Schools</u></p>
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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)							
	Number nonpublic T-I students to be served at the following locations:		Title I-A		Title II-A	Title III-A		Comments (Optional)
			Students Read/Lang Arts (Can be a duplicated count)	Students Mathematics (Can be a duplicated count)	Staff	Students	Staff	
The John Carroll School 703 E. Churchville Road Bel Air, MD 21014	Private School	X				0	0	
	Public School							
	Neutral Site							
Oak Grove Classical Christian School 2106 E. Churchville Road Bel Air, MD 21015	Private School	X				0	0	
	Public School							
	Neutral Site							
St. Joan of Arc 230 Law Street Aberdeen, MD 21001	Private School	X				1	1	
	Public School							
	Neutral Site							
St. Margaret School 205 N. Hickory Avenue Bel Air, MD 21014	Private School	X				0	0	
	Public School							
	Neutral Site							
Trinity Lutheran School 1100 Philadelphia Road Joppa, MD 21085	Private School	X				0	0	
	Public School							
	Neutral Site							


RECIPIENT ASSURANCES

170503
HCPS-289
Title III


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 Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
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 2 CFR §180, 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 2 CFR §200 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 expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
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 based 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

STATE GRANT APPLICATION



Fine Arts

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 arts instruction each year of their schooling. Instrumental music and choral programs are available for students in grades 4 through 12. HCPS high school students 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.

In 2015, upon the retirements of the previous arts and music supervisors, HCPS reorganized the offices to create the HCPS supervisor of fine arts. The new supervisor oversees all music, art, drama, and dance programs following the *Fine Arts State Curriculum and Essential Learner Outcomes*. These 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 2015-2016 toward meeting Programs in Fine Arts goals, strategies, and objectives articulated in the System’s Bridge to Excellence (BTE) Master Plan Annual Update.

During the 2015-2016 School Year (SY), HCPS addressed the majority of the goals pertaining to fine arts outlined in the Bridge to Excellence Master Plan. Listed below is the progress for each of FY 16 objectives:

- a. Art** – The HCPS art program continues to move forward, piloting a fine arts entry exam for all students entering the high school fine arts program. The 2015-2016 Fine Arts grant helped to fund class sets of the Scholastic Art magazine to be placed in each of the ten high schools as well as the alternative school housed at the Center for Educational Opportunity. Funds were also used to provide equipment and materials in the fine arts classroom.
- b. Music** – The HCPS music program continues to provide students with an exceptional package of opportunities which include All County Band, Orchestra, Chorus, Solo, and Ensemble at both middle and high school levels. All County Jazz Band and Choir continue to give high school students a different type of musical experience working with experts in the field. The 2015-2016 grant mainly focused on supplying schools with teacher resource materials and much needed instruments.

- c. **Dance** – Three high schools continue to offer dance programs. Aberdeen, Edgewood, and C. Milton Wright High Schools were able to purchase costumes to enhance their programs.
- d. **Drama** – The drama program held an acting workshop to improve the skills of students and give them an authentic drama experience. 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 newly formed HCPS Office of Fine Arts has provided guidance for the art program and is working in collaboration with all schools to measure successes that were achieved in SY 2015-2016. The Fine Arts office is working to ensure all students have the college and career readiness needed to excel in high school and beyond. This 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. Fine Arts grant funding continues to make a positive impact on the county-wide art program. AP Art Studio continues to be available in every high school.
- b. **Music** – The newly formed HCPS Office of Fine Arts provided guidance for the music program and is working to support all schools. The county-wide activities associated with the music program remain supported in the school system through the operating budget, but because of greater demand in our schools, the Fine Arts Initiative (FAI) grant helped to support the purchase of needed instructional resources for teachers. 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. The Fine Arts grant continues to support the purchase of reference materials and instruments to support the individual students’ interests in music.
- c. **Dance** – The newly formed HCPS Office of Fine Arts has provided guidance for the dance program. The maintenance of FAI funding has helped the program acquire needed materials and focus on areas that can improve the level of the student’s experience. In addition to school-based productions, HCPS supports dance students participating in local, and state performances.
- d. **Drama** – The newly formed HCPS Office of Fine Arts has provided guidance for the drama program. The maintenance of FAI funding has helped the program acquire needed materials and focus on areas that can improve the level of the students’ experience. The drama program held an actor’s workshop and was able to give supply and material money to schools to assist with program needs through the FAI grant.

3. Describe which goals, objectives, and strategies included in the BTE Master Plan Annual Update were not attained and where challenges in making progress toward meeting Programs in Fine Arts goals and objectives are evident.

- a. **Art** – The HCPS art program was very productive during SY 2015-2016, meeting all of the identified goals and objectives. In 2015-2016, HCPS created the role of Supervisor of Fine Arts to oversee all programs. Under the direction of the fine arts supervisor the program has continued to move forward making remarkable progress with a heightened awareness of goals and standards. In order to address the challenges of having limited central office specialists to provide professional development for all teachers, the Fine Arts supervisor is working to build teacher leaders in the arts program. These teacher leaders are focused on growing their own teaching skills while assisting their peers' professional growth.
 - b. **Music** – Under the direction of the supervisor of fine arts, the music program continued revising curricula including Music Technology. The challenge in the music department has been the limited number of judges available to assess students. All band, chorus, and orchestra students participate in adjudication. School-based teachers have worked to support the events above and beyond their regular teaching duties, assisting with the development and design implementation of the events.
 - c. **Dance** – Dance program goals for SY 2015-2016 have been completed. The main challenge is that there continue to be inconsistency in the offering of dance throughout HCPS. Currently, HCPS has two full time teachers and one part-time teacher. The expansion of the program currently relies on the building principals.
 - d. **Drama** – Drama program goals for SY 2015-2016 have been completed. The supervision of the drama program was reorganized from the supervisor of English/language arts office to the new supervisor of fine arts. Currently there are three certified drama teachers in HCPS, the remaining seven schools have a combination of English teachers who teach drama. The professional development for the drama program is difficult to organize as the focus for the teachers is in the English assessed classrooms.
4. **Describe the goals, objectives, and strategies that will be implemented during 2016-2017 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 for SY 2016–2017 are aligned with the transition to the Maryland College and Career Ready Standards and implementing Charlotte Danielson's *Framework for Teaching* for teacher evaluation.

The HCPS Board of Education has developed a strategic plan to guide the work of the system. The following BOE goals and supporting objectives support implementation of HCPS Fine Arts strategies.

<p>Board of Education Strategic Plan Goals:</p> <p>Goal 1: <i>To prepare every student for success in postsecondary education and a career.</i></p> <p>Goal 2: <i>To encourage and monitor engagement between the school system and the community to support student achievement.</i></p> <p>Goal 3: <i>To hire and support skilled staff who are committed to increasing student achievement.</i></p>
<p>Supporting Objectives:</p> <ul style="list-style-type: none"> • Provide the necessary support for low-performing students of diverse backgrounds. • Increase engagement opportunities which allow Harford County families to become active partners in the learning and development of their children. • Provide all staff with professional development, resources and services.
<p>Strategy 1: <i>Fine Arts</i> - During SY 2016-2017, all four fine arts will be organized under the supervisor of fine arts position to coordinate activities and provide cohesive leadership for the department.</p>
<p>Strategy 2: <i>Music</i> - During SY 2016-2017, the music program will continue to support teachers in the classroom through the purchase of needed resource materials and student instruments at all levels.</p>
<p>Strategy 3: <i>Music</i> - The music program will continue the highly successful All County and Assessment programs that have been part of the HCPS educational system since 1960.</p>
<p>Strategy 4: <i>Art</i> - During SY 2016-2017, 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 and materials to support art classroom activities.</p>
<p>Strategy 5: <i>Dance</i> - During SY 2016-2017, funding for the dance program will continue to be used to support teachers in the classroom through the purchasing of dance costumes to support all students in the dance programs.</p>
<p>Strategy 6: <i>Drama</i> - During SY 2016-2017, the FAI will continue to support scripts and supplies needed for the drama productions.</p>

A. BUDGET INFORMATION AND NARRATIVE

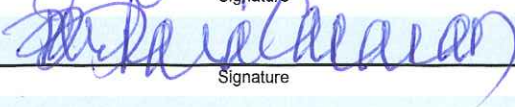
1. Provide a detailed budget on the *MSDE Proposed Fine Arts Budget Form*. The Proposed Budget must reflect how the funds will be spent, organized according to the budget objectives. MSDE budget forms are available in Excel format through the local finance officer or at the *MSDE Bridge to Excellence 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. 10-12 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 State Grant Application of the BTE Master Plan.**

MARYLAND STATE DEPARTMENT OF EDUCATION
GRANT BUDGET C-1-25

HCPS - 295

ORIGINAL GRANT BUDGET	\$25,432.00	AMENDED BUDGET #		REQUEST DATE	11/11/16
GRANT NAME	Fine Arts Initiative	GRANT RECIPIENT NAME	Harford County Public Schools		
MSDE GRANT #	170794	RECIPIENT GRANT #	24067		
REVENUE SOURCE	State	RECIPIENT AGENCY NAME	Harford County Public Schools		
FUND SOURCE CODE	1297	GRANT PERIOD	07/01/16	09/30/17	
		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						579.00	579.00
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.			24,853.00				24,853.00
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.							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							0.00
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	0.00	0.00	24,853.00	0.00	0.00	579.00	25,432.00

Finance Official Approval	Jennifer A. Birkelien		11/11/16	410.809.6055
	Name	Signature	Date	Telephone #
Supt./Agency Head Approval	Barbara Canavan		11/11/16	410.809.6055
	Name	Signature	Date	Telephone #
MSDE Grant Manager Approval				
	Name	Signature	Date	Telephone #

HCPS FINE ARTS INITIATIVE GRANT BUDGET NARRATIVE

ART

Category/Object	Line Item	Calculation	Cost	Total
		SUPPLIES AND MATERIALS		
Special Programs	Supplies and Materials	<ul style="list-style-type: none"> • 10 sets of <i>Scholastic Art</i> @ \$360/ea. for 10 schools. $360 \times 10 = \mathbf{\\$3,600}$ • Digital SLR camera: 1 @ \$665 • Optical zoom digital camera: 1 @ \$380 • Artograph light tracer: 3 @ \$50/ea. = \$150 	3,600 665 380 150	4,795
		Total Supplies and Materials	4,795	4,795
		TOTAL ART BUDGET	\$4,795	\$4,795

DANCE

Category/Object	Line Item	Calculation	Cost	Total
		SUPPLIES AND MATERIALS		
Special Programs	Supplies and Materials	<ul style="list-style-type: none"> • Costumes to support drama productions 	\$3,500	3,500
		Total Supplies and Materials	3,500	3,500
		TOTAL DANCE BUDGET	\$3,500	\$3,500

MUSIC

Category/Object	Line Item	Calculation	Cost	Total
		SUPPLIES AND MATERIALS		
Special Programs	Supplies and Materials	<ul style="list-style-type: none"> Instruments to support music program @ \$1,332.80 x 10 instruments = \$13,328 	13,328	13,328
		Total Supplies and Materials	13,328	13,328
		TOTAL MUSIC BUDGET	\$13,328	\$13,328

DRAMA

Category/Object	Line Item	Calculation	Cost	Total
		SUPPLIES AND MATERIALS		
Special Programs	Supplies and Materials	<ul style="list-style-type: none"> Purchase of scripts and supplies for drama productions and other instructional materials. \$323 x 10 schools = \$3,230 	3,230	3,230
		Total Supplies and Materials	3,230	3,230
		TOTAL DRAMA BUDGET	\$3,230	\$3,230

SUMMARY

Category/Object	Line Item	Calculation	Cost	Total
		SUPPLIES AND MATERIALS		
Special Programs	Supplies and Materials	Materials of Instruction: Art – \$ 4,795 Dance – \$ 3,500 Music – \$13,328 Drama – \$ 3,230	4,795 3,500 13,328 3,230	24,853
		Total Supplies and Materials	24,853	24,853
		TOTAL GRANT EXPENDITURES	\$24,853	\$24,853
		Transfers		
Business Support	Indirect Costs	Administrative costs figured at 2.33% total grant funds. \$24,804 x .0233	579	579
		Total Transfers	579	579
TOTAL HCPS FINE ARTS INITIATIVE GRANT BUDGET			\$25,432	\$25,432

170794
HCPS 299
Fine Arts

RECIPIENT ASSURANCES

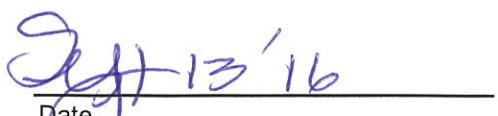
By receiving funds under this grant award, I hereby agree, as grantee, to comply with the following terms and conditions:

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 Educational Rights and Privacy Act at all times (20 U.S.C. §1232g).
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 2 CFR §180, 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 2 CFR §200 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 expending federal funds of \$750,000 or more in a single fiscal year, must have an annual financial and compliance audit in accordance with 2 CFR Subpart F 200.500 et. seq.
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 based 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.

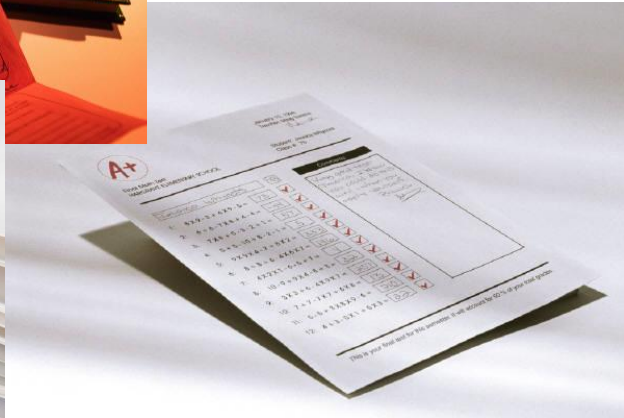
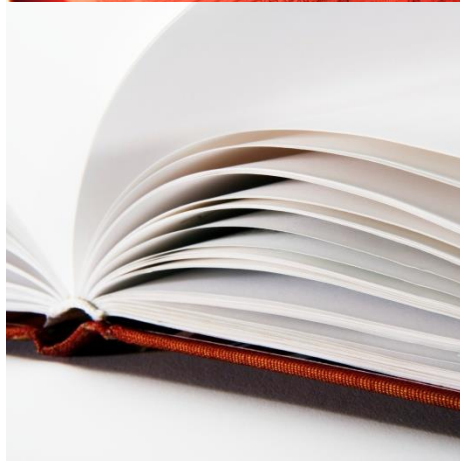


Superintendent of Schools/Head of Grantee Agency



Date

Additional Federal and State Reporting Requirements



Victims of Violent Criminal Offenses (VVCOs) in Schools - SY 2015-16

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	VVCOs (Note 1)	VVCOs Requesting Transfers (Note 2)	VVCOs Transferred Prior to Final Case Disposition (Note 3)	Total # of VVCOs Transferred to Other Schools (Note 4)
Abduction & attempted abduction	No incidents to report.			
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				
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				

NOTE: Please read the attached guidance before completing the VVCOs in Schools Report.

**TRANSFER OF EDUCATIONAL RECORDS
CHILDREN IN STATE-SUPERVISED CARE
CERTIFICATION STATEMENT
2016 MASTER PLAN UPDATE**

Local School System: Harford County Public Schools

Point of Contact: Stephen C. Lentowski

Address: 102 S. Hickory Avenue

Bel Air, MD 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

8/10/16

Date

Please complete certification statement and submit as part of your 2016 Master Plan Annual update. If you have questions, please contact:

John McGinnis
Pupil Personnel 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

**REVIEW AND UPDATING STUDENT RECORDS
VERIFICATION STATEMENT
2016 Master Plan Update**

Local School System: Harford County Public Schools

Point of Contact: Stephen C. Lentowski

Address: 102 S. Hickory Avenue
Bel Air, MD 21014

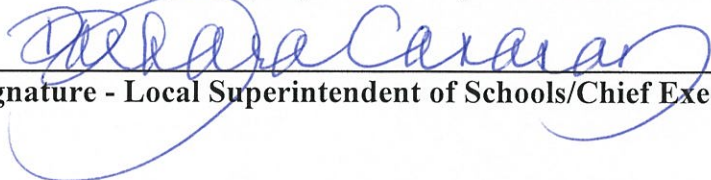
Telephone: (410) 588-5334 **FAX:** (410) 638-4313

Email: steve.lentowski@hcps.org

I certify that the local school system is implementing the requirements for the Student Records regulation outlined in COMAR 13A.08.02.07 Review and Updating:

- Are being implemented by evidence of local school and school system procedures that addresses the ongoing maintenance and accuracy of student records. These procedures include, but are not limited to:**
- Professional Development
 - Ongoing review of student records
 - Policies and Procedures addressing the maintenance of student records

Are not being implemented. (Please attach an explanation.)

 8/10/16
Signature - Local Superintendent of Schools/Chief Executive Officer **Date**

Please complete certification statement and submit as part of your **2016 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: john.mcginis@maryland.gov