Bridge to Excellence
Harford County Public Schools
Master Plan
2018 Annual Update

Dr. Sean W. Bulson
Superintendent of Schools
102 S. Hickory Avenue
Bel Air, Maryland 21014

October 15, 2018

Harford County Public Schools
Bridge to Excellence Master Plan

Board of Education of Harford County
Strategic Plan

Vision:
Harford County Public Schools will **inspire** and **prepare** each student to **achieve** success in college and career.

Mission:
Each student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff.

Core Values:
- We empower each student to achieve academic excellence.
- We create reciprocal relationships with families and members of the community.
- We attract and retain highly skilled personnel.
- We assure an efficient and effective organization.
- We provide a safe and secure environment.

Long Term Goals:
Goal 1: Prepare every student for success in postsecondary education and career.
Goal 2: Engage families and the community to be partners in the education of our students.
Goal 3: Hire and support highly effective staff who are committed to building their own professional capacity in order to increase student achievement.
Goal 4: Provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning, creativity and innovation.

We believe the strategic plan guides our practice and is the foundation for continuous systemic growth and achievement. Our core values are constant, non-negotiable, and reflect our systemic beliefs. The plan will be reviewed annually by the Board of Education of Harford County. The components of the plan will be reflected in the Harford County Master Plan, the Board of Education Budget, and the respective School Performance and Achievement Plans.

Members of the Board of Education
2018-2019

Joseph L. Voskuhl, *President*
Laura Runyeon, *Vice President*
Joseph A. Hau
Thomas Fitzpatrick
Robert L. Frisch
Jansen Robinson
Nancy Reynolds
Rachel Gauthier
Alfred Williamson
Joshua Oltarzewski, *Student Representative*

Dr. Sean W. Bulson
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;
- Board of Education's Citizen Advisory Committees;
- 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 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 2018 Annual Update.

Acknowledgements

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
EL	English Learner
ELL	English Language Learner
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
SPA	School Performance & Achievement Plan
SIOP	Sheltered Instruction Observation Protocol
SPAT	School Performance & Achievement 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 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;*
- Chapter 702 of the Education Article, Annotated Code of Maryland;
- Chapter 264 of the Education Article, Annotated Code of Maryland, *Assessment Administration and Provision of Information;* and
- Section 7-203.3, Education Article of the Annotated Code of Maryland.

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 educational 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. 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- *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 limited specified requirements to be reported in the Master Plan Annual Update for those two years. HB 412 outline assessment reporting details specified in the Education Article Section 7-203.3 for each assessment administered in each LEA.

In the 2018 - 2019 school year, LEAs will transition to the new accountability, reporting, and school improvement system for the Maryland Every Student Succeeds Act (ESSA) Consolidated Plan. The new accountability system will be based on 2017 - 2018 data, which will not be available for the 2018 Master Plan Annual Update. Therefore, the reporting structure for the 2018 Master Plan will be based on the requirements of HB 999. The new accountability system will begin in the 2019-2020 school year. 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.

Chapter 702 of the Education Article, Annotated Code of Maryland

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.

Chapter 264 and Section 7-203.3
Chapter 264 of the Education Article, Annotated Code of Maryland, Assessment Administration and Provision of Information, Chapter 264 includes the new §7-203.3, Education Article of the Annotated Code of Maryland. The 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 education agency, 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 October 15th 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.

2018 Master Plan Annual Update

Master Plan Annual Update

Due: November 15, 2018

Local Education Agency Submitting this Report: Harford County Public Schools	

Address:	
	102 S. Hickory Avenue Bel Air, MD 21014

Local Point of Contact:	Renee Villareal
Telephone:	410-588-5207
E-mail:	Renee.Villareal@hcps.org

WE HEREBY CERTIFY that, to the best of our knowledge, the information provided in the 2018 Master Plan 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)	10/31/18
Signature of Local Superintendent of Schools	**Date**
(signature) Renée L. Villareal	10/30/18
Signature of Local Point of Contact	**Date**

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Executive Summary

Executive Summary

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

The Harford County Board of Education (BOE) is accelerating efforts and making necessary changes to the current way of doing business, and has approved a Strategic Plan that aligns with 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 ensure that each student will attain academic and personal success in a safe and caring environment that honors the diversity of our students and staff. 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 student groups 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 and five core values are identified in the *Harford County Board of Education Strategic Plan.*

*BOE Strategic Plan Goals***:**

Goal 1: To prepare every student for success in postsecondary education and a career.
Goal 2: To engage families and the community to be partners in the education of our students.
Goal 3: To hire and support highly skilled staff who are committed to building their own professional capacity in order to increase student achievement.
Goal 4: To provide safe, secure, and healthy learning environments that are conducive to effective teaching and learning, creativity and innovation.

BOE Strategic Plan Core Values:

- We empower each student to achieve academic excellence.
- We create reciprocal relationships with families and members of the community.
- We attract and retain highly skilled personnel.
- We assure an efficient and effective organization.
- We provide a safe and secure environment.

Additionally, the creation of the HCPS Central School Performance and Achievement Team Process and Maryland's State Accountability Model will strongly impact overall achievement in all 54 schools. HCPS ensures the implementation of aligned, evidence-based practices through a centralized school performance and achievement process. The Central School Performance and Achievement Team (SPA), comprised of central office directors, supervisors and coordinators, meets monthly to analyze individual school data and school performance goals and objectives. This data analysis is shared with principals and instructional leadership teams to assist them with planning. During our Superintendent's visit, we dialogue about this data analysis and the school's initiatives and next steps. This central office collaboration is very supportive. Content supervisors are often called upon to work with the school in the areas of need as a follow up. Professional development is provided as well as supported planning sessions and instructional walkthroughs.

Our system's Leadership Team mandates that all 54 School Performance and Achievement Plans include one high leverage strategy that encompasses all subject areas. In addition, schools include specific goals and strategies for identified and targeted student groups. These student groups are identified by central office based on significant achievement gaps noted in PARCC data. As a district, the English Learner (EL) population and SWD student groups are the two greatest needs. Principal and teacher SLOs are often geared towards these identified student groups.

The following interventions are utilized across the district for select students in targeted student groups:
- Reading
  - Co-teaching and differentiation
  - Fountas and Pinnell

- Leveled Literacy Program
- Wilson Reading Program
- Making Meaning
- Strategic Reading
- Corrective Reading
- SIPPS
- Plugged into Reading
- SIOP Model for EL
    - Mathematics
        - Co-teaching and differentiation
        - Envision Math Intervention
        - Do the Math
        - Fast Track
        - SIOP Model for EL

In addition, the Central SPA Team also reviews instructional programming for all HCPS schools. The Central SPA 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 Performance and Achievement Plans (SPAs). Tier 1, 2 and 3 levels of instruction are analyzed for each school during this meeting to ensure fidelity. HCPS provides a differentiated support model for schools. The strategies are provided to schools during a School Performance & Achievement Superintendent visit. The data our central-SPA team analyzes does filter down to the "student group" level. Recommendations are made to schools with regard to student groups. Specific strategies are found on the written feedback given to each school. It is required that each school set specific benchmarks for student groups that are not meeting state standards. Careful attention is paid to our special education and EL student groups. The team summarizes their findings and shares this information with each school principal. Afterwards, our Superintendent and members of his leadership team visit each school. During the visit, an instructional walkthrough occurs. A meeting follows where conversations are held about the information gathered during the walkthrough and connections to their school's data. The team focuses on academic and non-academic initiatives in the school building. Subsequently, the Superintendent's team talks 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.

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 37,780 students in fiscal 2018. HCPS is the 149th largest school system of the 13,588 regular school districts in the country when ranked by enrollment[1]. 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 5,038 FTE teaching and staff positions for fiscal 2019. The enrollment for FY 2019 is projected to remain flat or increase slightly. The expected increase in enrollment will have minimal impact when spread over the 54 schools in the system and will not impact the master plan implementation.

Harford County has 54 public schools along with 45 nonpublic schools[2] located within the County. Citizens in the County have a choice of public or private schools. Approximately 37,800 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 2019[3]. 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 37,780 in September 2017.

The Fiscal Year 2019 Board of Education adopted Budget for Harford County Public Schools addresses the essential components of federal legislation known as *the Every Student Succeeds Act (ESSA),* state legislation known as the Bridge to Excellence Act (BTE), and continues to address the Strategic Plan and Master Plan. Meeting the educational needs of a growing and diverse community so that no child is left behind requires vision, knowledge, organization, effective planning, sufficient coordinated resources, and commitment from all stakeholders.

The fiscal year 2019 budget development process continues to emphasize the importance of listening to and collaborating with our stakeholders – both internal and external – as we face systemic financial challenges. The process began with an employee survey and an employee open forum budget session. Following the employee session, public input sessions and roundtable discussions were held to educate the community at-large about the budget development process and timeline and to allow participants time to provide input regarding budget priorities.

The fiscal year 2019 operating budget includes increases of $15.5 million for wages and $7.6 million for employee benefits. The Superintendent and Leadership staff were able to identify $6.7 million in in additional budget reductions, including a net reduction of 71.5 FTE positions. Despite

these drastic cuts, a $10.9 million funding gap still existed. The Board of Education approved allocating $10.9 million in fund balance to balance the FY19 budget.

The fiscal 2019 Approved Unrestricted Operating, Restricted and Capital budgets are $461.7 million, $29.7 million and $48.2 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

Revenue and Expenditure Analysis

Analyzing Questions

1. Did actual FY 2018 revenue meet expectations as anticipated in the Master Plan Update for 2018? If not, identify the changes and the impact any changes had on the FY 2018 budget and on the system's progress towards achieving Master Plan goals. Please include any subsequent appropriations in your comparison table and narrative analysis.

HCPS Response:

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.

HCPS Response:

There were no material variances to explain.

1.1A: Current Year Variance Table Local School System: Harford County								SUMMARY Budget		
Revenue Category									**FY 19 Budget**	
Local Appropriation									$245,815,645	
Other Local Revenue									$136,900	
State Revenue									$210,818,530	
Federal Revenue	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								$5,537,716	
	84.027: IDEA, Part B								$8,888,956	
									$0	
									$0	
Other Federal Funds									$5,892,047	
Other Resources/Trans									$14,241,676	
Total									**$491,331,470**	

Instructions: Itemize FY 2018 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)			$589,231			7.0
Mid-Level Administration			Unrestricted Operating Budget			$1,867,314			20.3
Instructional Salaries			Unrestricted Operating Budget			$671,874			0.0
Textbooks & Supplies			Unrestricted Operating Budget			$19,325			0.0
Other Instructional Costs			Unrestricted Operating Budget			$93,186			0.0
RTTT			84.395			$0			0.0
Other Restricted Federal						$134,387			0.5
Other Restricted State Funds						$0			0.0
Other Restricted Funds						$0			0.0
					Total	**$3,375,317**			**27.8**

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			$2,948,665			31.0
Instructional Salaries			Unrestricted Operating Budget			$0			0.0
Textbooks & Supplies			Unrestricted Operating Budget			$0			0.0
Other Instructional Costs			Unrestricted Operating Budget			$0			0.0
Special Education			Unrestricted Operating Budget			$0			0.0
Health Services			Unrestricted Operating Budget			$0			0.0
RTTT			84.395			$0			0.0
					Total	**$ 2,948,665**			**31.0**

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				$19,507,694			242.2
Instructional Salaries			Unrestricted Operating Budget				$131,183,866			1962.2
Textbooks & Supplies			Unrestricted Operating Budget				$5,365,826			0.0
Other Instructional Costs			Unrestricted Operating Budget				$2,016,269			0.0
Special Education			Unrestricted Operating Budget				$29,832,218			664.6
Student Services			Unrestricted Operating Budget				$1,684,749			19.0
Health Services			Unrestricted Operating Budget				$3,165,673			56.4
RTTT			84.395				$0			0.0
IDEA			84.027				$5,520,371			103.1
Title I			84.010				$723,608			0.0
Other Restricted Federal							$4,283,493			52.2
Other Restricted State Funds							$2,200,029			27.4
Other Restricted Funds							$47,722			0.0
						Total	$ 205,531,518			3127.1

Section E: Turning Around the Lowest Achieveing Schools
Reform Area 4: Turning around our lowest-achieving schools

Expenditures:			Source				Amount			FTE
Mid-Level Administration			Unrestricted Operating Budget				$5,763,158			71.6
Instructional Salaries			Unrestricted Operating Budget				$36,351,838			543.7
Textbooks & Supplies			Unrestricted Operating Budget				$1,473,891			0.0
Other Instructional Costs			Unrestricted Operating Budget				$553,831			0.0
Special Education			Unrestricted Operating Budget				$7,948,299			177.1
Student Services			Unrestricted Operating Budget				$134,780			1.5
Health Services			Unrestricted Operating Budget				$785,642			14.0
Title I			84.010				$3,203,658			44.5
Other Restricted Federal							$676,346			0.0
Other Restricted State							$224,241			3.0
Other Restricted Funds							$33,736			0.0
						Total	$ 57,149,420			855.4

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				$7,199,334			78.2
Student Transportation			Unrestricted Operating Budget				$32,173,433			188.4
Operations of Plant			Unrestricted Operating Budget				$27,155,852			337.9
Maintenance of Plant			Unrestricted Operating Budget				$14,408,708			127.5
Fixed Charges (1)			Unrestricted Operating Budget				$120,617,405			0.0
Community Service			Unrestricted Operating Budget				$544,653			1.6
Capital Outlay			Unrestricted Operating Budget				$619,943			0.0
RTTT			84.395				$0			0.0
IDEA			84.027				$2,345,888			0.0
Title I			84.010				$1,391,085			0.0
Other Restricted Federal							$1,432,450			0.0
Other Restricted State Funds							$886,725			0.0
Other Restricted Funds							$81,300			0.0
						Total	$ 208,856,776			733.6

Other: Please itemize only those expenditures not attributable to an assurance area or mandatory costs in this category.									
Expenditures:			**Source**				**Amount**		**FTE**
Special Education - NonPublic Placement Costs			Unrestricted Operating Budget				$6,990,792		0.0
RTTT			84.395				$0		0.0
IDEA			84.027				$213,018		0.0
Title I			84.010				$145,866		0.0
Other Restricted Federal							$294,984		0.0
Other Restricted State Funds							$5,715,549		0.0
Other Restricted Funds							$109,565		0.0
						Total	$ 13,469,774		0.0
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.									
							$ 491,331,470		4774.8

				FY 2018 Original Budget	FY 2018 Final Budget	Summary Actuals		
1.1B Prior Year Variance Table (Comparison of Prior Year Expenditures)								
Local School System:	**Harford County Public Schools**							
Revenue				**7/1/2017**	**6/30/2018**	**Change**	**% Change**	
Local Appropriation				238,715,645	238,715,645	-	0.00%	
Other Local Revenue				-	-	-	#DIV/0!	
State Revenue				208,407,248	207,609,668	(797,580)	-0.38%	
Federal ARRA Funds	84.395	Race to the Top		-	-	-	#DIV/0!	
Federal Revenue	84.010	Title I		5,390,261	5,498,657	108,396	2.01%	
Federal Revenue	84.027	IDEA		8,037,896	8,130,198	92,302	1.15%	
Other Federal Funds				6,708,582	7,273,632	565,050	8.42%	
Other Resources/Transfers				8,714,814	5,485,777	(3,229,037)	-37.05%	
Total				**475,974,446**	**472,713,578**	**(3,260,868)**	**-0.69%**	

Change in Expenditures - Instructions: Itemize FY 2017 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	565,480	527,389	7.0	7.0
Standards and Assessments	Unrestricted		Instructional Salaries	724,627	631,557	3.5	3.5
Standards and Assessments	Unrestricted		Mid-Level Administration	1,976,882	1,951,157	22.8	22.8
Standards and Assessments	Unrestricted		Other Instructional Costs	110,985	87,230	-	-
Standards and Assessments	Restricted		Other Restricted Federal	601,021	135,234	0.5	0.5
Standards and Assessments	Restricted		Other Restricted Funds	-	-	-	-
Standards and Assessments	Restricted		Other Restricted State Funds	-	-	-	-
Standards and Assessments	84.395	Race to the Top	RTTT	-	-	-	-
Standards and Assessments	Unrestricted		Textbooks & Supplies	19,325	19,298	-	-
Standards and Assessments				**3,998,320**	**3,351,865**	**33.8**	**33.8**
Data Systems to Support Instruct	Unrestricted		Administrative Services	3,619,243	3,481,645	31.0	31.0
Data Systems to Support Instruct	Unrestricted		Health Services	-	-	-	-
Data Systems to Support Instruct	Unrestricted		Instructional Salaries	-	-	-	-
Data Systems to Support Instruct	Unrestricted		Other Instructional Costs	-	-	-	-
Data Systems to Support Instruct	84.395	Race to the Top	RTTT	-	-	-	-
Data Systems to Support Instruct	Unrestricted		Special Education	-	-	-	-
Data Systems to Support Instruct	Unrestricted		Textbooks & Supplies	-	-	-	-
Data Systems to Support Instruction				**3,619,243**	**3,481,645**	**31.0**	**31.0**
Great Teachers and Leaders	Unrestricted		Health Services	3,087,477	3,034,879	56.4	56.4
Great Teachers and Leaders	84.027	IDEA	IDEA	5,791,250	5,555,165	105.8	105.8
Great Teachers and Leaders	Unrestricted		Instructional Salaries	127,926,485	126,229,631	1,984.4	1,990.8
Great Teachers and Leaders	Unrestricted		Mid-Level Administration	18,969,450	18,608,580	245.7	245.7
Great Teachers and Leaders	Unrestricted		Other Instructional Costs	1,999,520	2,334,649	-	-
Great Teachers and Leaders	Restricted		Other Restricted Federal	3,799,063	4,310,491	57.2	57.2
Great Teachers and Leaders	Restricted		Other Restricted Funds	27,500	48,023	-	-
Great Teachers and Leaders	Restricted		Other Restricted State Funds	2,407,689	2,213,895	33.6	33.6
Great Teachers and Leaders	84.395	Race to the Top	RTTT	-	-	-	-
Great Teachers and Leaders	Unrestricted		Special Education	28,074,150	28,570,210	679.4	685.2
Great Teachers and Leaders	Unrestricted		Student Services	1,633,681	1,615,631	19.0	19.0
Great Teachers and Leaders	Unrestricted		Textbooks & Supplies	5,482,242	5,167,448	-	-
Great Teachers and Leaders	84.010	Title I	Title I	276,306	728,169	-	-
Great Teachers and Leaders				**199,474,813**	**198,416,770**	**3,181.5**	**3,193.6**

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Turning Around Lowest Performi	Unrestricted		Health Services	766,235	753,182	14.0	14.0
Turning Around Lowest Performi	Unrestricted		Instructional Salaries	35,449,197	34,978,989	549.9	551.7
Turning Around Lowest Performi	Unrestricted		Mid-Level Administration	5,604,145	5,497,533	72.6	72.6
Turning Around Lowest Performi	Unrestricted		Other Instructional Costs	549,231	641,284	-	-
Turning Around Lowest Performi	Unrestricted		Special Education	7,479,890	7,612,058	181.0	182.6
Turning Around Lowest Performi	Unrestricted		Student Services	130,695	129,250	1.5	1.5
Turning Around Lowest Performi	Unrestricted		Textbooks & Supplies	1,505,869	1,419,401	-	-
Turning Around Lowest Performing Schools			Other Restricted Federal	254,110	680,609	1.0	1.0
Turning Around Lowest Performing Schools			Other Restricted Funds	8,000	33,949	-	-
Turning Around Lowest Performing Schools			Other Restricted State Funds	245,099	225,654	3.0	3.0
Turning Around Lowest Performi	84.010	Title I	Title I	3,613,756	3,223,850	45.3	45.3
Turning Around Lowest Performing Schools				**55,606,227**	**55,195,759**	**868.3**	**871.6**
Mandatory Costs of Doing Busin	Unrestricted		Administrative Services	6,631,799	6,404,324	78.7	78.7
Mandatory Costs of Doing Busin	Unrestricted		Capital Outlay	592,213	592,077	-	-
Mandatory Costs of Doing Busin	Unrestricted		Community Service	491,549	505,390	1.6	1.6
Mandatory Costs of Doing Busin	Unrestricted		Fixed Charges (1)	113,048,988	114,480,614	-	-
Mandatory Costs of Doing Busin	84.027	IDEA	IDEA	2,552,419	2,360,673	-	-
Mandatory Costs of Doing Busin	Unrestricted		Maintenance of Plant	13,648,436	13,031,311	125.5	125.5
Mandatory Costs of Doing Busin	Unrestricted		Operations of Plant	27,996,759	26,682,586	339.8	340.4
Mandatory Costs of Doing Busin	Restricted		Other Restricted Federal	937,886	1,441,478	-	-
Mandatory Costs of Doing Busin	Restricted		Other Restricted State Funds	827,465	892,313	-	-
Mandatory Costs of Doing Busin	Restricted		Other Restricted Funds	80,000	81,813	-	-
Mandatory Costs of Doing Busin	84.395	Race to the Top	RTTT	-	-	-	-
Mandatory Costs of Doing Busin	Unrestricted		Student Transportation	30,926,715	31,525,706	188.4	188.4
Mandatory Costs of Doing Busin	84.010	Title I	Title I	1,379,837	1,399,853	-	-
Mandatory Costs of Doing Business				**199,114,066**	**199,398,138**	**734.0**	**734.6**
Other items deemed necessary b	84.027	IDEA	IDEA	187,310	214,360	-	-
Other items deemed necessary b	Restricted		Other Restricted Federal	203,419	296,843	-	-
Other items deemed necessary b	Restricted		Other Restricted Funds	4,500	110,255	-	-
Other items deemed necessary b	Restricted		Other Restricted State Funds	6,655,394	5,751,573	-	-
Other items deemed necessary b	84.395	Race to the Top	RTTT	-	-	-	-
Other items deemed necessary b	Unrestricted		Special Education - NonPublic Placement Cost	6,990,792	6,349,584	-	-
Other items deemed necessary b	84.010	Title I	Title I	120,362	146,786	-	-
Other items deemed necessary by the Local Board of Education				**14,161,777**	**12,869,401**	**-**	**-**
Total				**475,974,446**	**472,713,578**	**4,848.6**	**4,864.6**

Maryland's Goals, Objectives and Strategies

Maryland's Goals, Objectives and Strategies

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

1. **Based on available PARCC data, describe the challenges in the content areas listed below. In your response, identify challenges for:**
   - (i)   **students requiring special education services';**
   - (ii)   **students with limited English proficiency,**
   - (iii)   **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.**

Harford County's PARCC ELA Literacy scores declined from previous year's performance. In grades 3-5, overall scores decreased from 50.8 in 2017 to 44.4 performance levels 4 and 5 in 2018. In grades 6-8, scores declined from 50.5 in 2017 to 46.4 performance levels 4 and 5 in 2018. In grade 10, the overall score showed a decrease from 56.8 in 2017 to 50.5 at Performance levels 4 and 5 in 2018. The following subgroups show challenges for our district to address.

Grades 3-5: Special Education scores showed a decrease from 14.0% proficient in 2017 to 9.1% proficient in 2018 and Limited English Language Proficient scored decreased from 23.5 in 2017 to 10.1% proficient in 2018.

Grades 6-8: Special Education scores showed a decline from 12.1% proficient in 2017 to 6.0% proficient in 2018 and Limited English Language Proficient decreased from 13.8% in 2017 to 2.5% proficient in 2018.

Grade 10: Special Education scores decreased from 15.2% proficient in 2017 to 8.7% proficient in 2018. The Limited English Language Proficient score decreased from 16.1% in 2017 to 5.1% proficient.

Since achievement gaps exist with the Special Education and LEP subgroups, there is a need to further identify differentiated and specially designed instructional strategies in order to support the variety of needs presented. Time will be needed to collaborate with the Special Education Office and the Office of World Languages and ESOL 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. The use of technology by students on a regular basis continues to be a challenge. Students need time

to use devices for instructional purposes in order to prepare for the type of reading and writing required by an on-line assessment. In the area of planning, teachers continue to need support in the idea of Universal Design for Learning and how instruction is impacted. Students receiving intervention services need to be monitored and reevaluated on a regular basis and the fidelity to intervention programs must be adhered. The adoption in secondary English classrooms of a new program aligned to Common Core Standards will be a benefit to students and teachers. This program supports a blended learning environment. This approach provides the tools necessary to differentiate instruction in the classroom.

The Department of Special Education in conjunction with Curriculum and Instruction and Professional Development are focusing professional development and resources, including grant funds, on expanding knowledge and supporting implementation of high leverage practices in our specially designed instruction which are shown to narrow the gap for students with disabilities. In addition, support of the continued expansion of current evidence-based practices for academic and social emotional learning are being implemented to meet the needs of our learners.

The Office of World Languages and ESOL continues to offer support to teachers around working with English Learners in the content classroom. Included among professional learning sessions offered by the ESOL staff are Second Language Acquisition and ELL Performance; ELL Vocabulary Development; Comprehensible Input and Interaction; Practices and Tools for Differentiation; and a SIOP Model Overview. 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 supplemental tutorial services to English Learners in grades K-12 in English Language Arts/Literacy with emphasis on language use to ultimately increase their reading, writing, listening, and speaking proficiency levels and content area achievement.

2. **In addition, 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 Federal IDEA or Title I – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source (unrestricted or restricted) and include attributable funds.)*

- Continue to implement intervention reading programs for identified students grades K-8. Intervention programs have been identified to support students in phonics and decoding, comprehension, and fluency. Existing intervention programs will be reviewed for effectiveness. Curriculum revisions have been made for the high school Strategic

Reading program and Read 180 has been expanded to two of the high schools in the district. Harford County will pilot a new course, English II Seminar, as an intervention course to support our most striving readers.

- 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.
- Harford County Public Schools was awarded funding through the Striving Readers Grant. Four elementary and four secondary schools were identified to receive targeted support in literacy. An Early Literacy Coach, Elementary Literacy Coach, Middle School and High School Literacy Coaches were hired to work specifically in the identified schools. Harford County will partner with Teachers College Reading and Writing Project to provide on-going, on-site professional development for teachers in these schools.
- Harford County Public Schools will be in the third year of funding for the DoDEA Grant. Three elementary schools, one middle school and one high school have received funding through the grant to target blended learning through the use of devices and have scheduled targeted professional development opportunities for the teachers in the identified schools.
- Harford County Public Schools will be implementing the Lucy Calkins Units of Study in Writing across the district. 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 will be provided professional development in August 2018 to provide an overview of the writing assessments in the program. This year training and support sessions are scheduled for November, February and March. Teachers will also be provided with on-going school-based support.
- Revise curriculum in the new HCPS learning management system, itslearning. Reading curriculum has been developed for all elementary grades 1-5, middle school language arts 6-8 and high school English I and II. Itslearning allows are curriculum to move forward in a blended learning environment for our students. The summer of 2018 teacher leader curriculum teams worked for two weeks to update curriculum and teacher resources.
- Fully implement the new program, Harcourt Houghton Mifflin *Collections*, for grades 6-8 language arts in all our middle schools. This program will be implemented for the first time in English I during the 2018-2019 school year. In August, teachers will be provided support as they are introduced to the new program and prepare for instruction. This program has both online and print resources for students and teachers. We have also increased the blended technology environment by building lessons for HMH in our curriculum learning management system, itslearning.
- Continue regular professional development sessions with the elementary reading specialists and secondary English department chairs.

- Train teachers and reading specialists for identified elementary and middle school reading intervention programs. All teachers new to intervention programs will receive training opportunities from the RELA office 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.
- Pilot a new assessment program in 10 schools during the 2018-2019 school year. Identified schools will utilize the *Iready* assessment program. This assessment has been chosen in order to provide teachers with better baseline data regarding student achievement. Teachers will be able to identify standards in which students need additional support. The program has a built in personal learning environment for students to engage in individualized lessons targeted to their areas of need in reading.
- Implement an on-line reading assessment, Scholastic Reading Inventory (SRI), in 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 RELA content curriculum specialist to support instructional practices. The RELA specialist is able to co-plan, co-teach, and deliver professional development to teachers.
- Review additional intervention programs for implementation in order to meet the needs of students.
- Review early reading phonics and word study programs to be implemented across all elementary schools.
- 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.

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.**

   The PARCC data in Mathematics for students in grades 3-8 shows relatively little change from the previous year. This trend holds for all students and most subgroups. Data for Grades 7 and 8 is more complex because students are enrolled in a variety of

mathematics courses. Twenty-three percent of grade 7 students are enrolled in Algebra I and 51% of grade 8 students are enrolled in either Algebra or Geometry. Although only 29% of the students enrolled in Grade 7 mathematics and 11% 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 42%. 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 41%.

Challenges specifically arise with special education students at all grade levels. In grades 3-5, there was relatively little change in performance for elementary and middle school students. 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 middle school special educator attended professional development for the implementation of a new Math 6 and Math 7 elementary mathematics textbook during 2017-18 and will continue in the 2018-19 SY. 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 middle school mathematics textbook selection committee.

Intervention, enrichment options are clearly identified in the new mathematics textbook series for grades K-7. 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 EL students. The percent proficient at all grades for EL students is above the state average, but significantly less than the general population. Strategies to address these needs are subsumed in some of those mentioned above. There are also lesson-specific EL suggestions in the elementary and middle school mathematics teacher editions.

1. **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 Federal IDEA or Title I – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source (unrestricted or restricted) and include attributable funds.

As stated above, over the last two years, a new mathematics textbook series was purchased and implemented for grades K-7. 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.

The follow methods and means of interventions are being used for students not meeting benchmark standards:

- Math Coaches
- Modified and extended HS curriculum/course time for Algebra I, Geometry, Algebra II
- DreamBox
- Houghton Mifflin Harcourt *Do the Math*
- Suntex International, Inc. *First in Math*
- Freckle Education *Freckle Math*
- High School Ramp-Up
- MSDE Algebra I Bridge Plan

The Office of World Languages and ESOL continues to offer support to teachers around working with English Learners in the content classroom. Included among professional learning sessions offered by the ESOL staff are Second Language Acquisition and ELL Performance; ELL Vocabulary Development; Comprehensible Input and Interaction; Practices and Tools for Differentiation; and a SIOP Model Overview. 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 supplemental tutorial services to English Learners in grades K-12 in mathematics with emphasis on language use to ultimately increase their reading, writing, listening, and speaking proficiency levels and content area achievement.

Mathematics student performance data from 16-17 to 16-18 for all groups

PARCC Assessment Performance Mathematics 3-5 Assessment		
Subgroup	2016-17 Proficient (%)	2017-18 Proficient (%)
All students	47.2	47.8
American Indian or Alaska Native	40.0	46.7
Asian	72.6	76.3
Black or African American	25.9	25.7
Hispanic/Latino of any race	32.1	34.1
Native Hawaiian/Other Pacific Islander	31.2	40.0
White	54.7	55.5
Two or more races	39.6	42.0
Special Education	15.0	16.7
Limited English Proficient	24.6	32.2
Free/Reduced Meals	25.9	25.2
PARCC Assessment Performance Mathematics 6-8 Assessment		
Subgroup	2016-17 Proficient (%)	2017-18 Proficient (%)
All students	30.0	30.7
American Indian or Alaska Native	26.3	5.6
Asian	52.7	54.3
Black or African American	12.2	12.6
Hispanic/Latino of any race	19.2	20.8
Native Hawaiian/Other Pacific Islander	46.2	33.3
White	37.3	38.0
Two or more races	24.4	23.7
Special Education	7.3	6.3
Limited English Proficient	9.8	9.9
Free/Reduced Meals	13.6	13.5

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.

Overall student performance, as measure by Algebra I proficiency, decreased from 50% to 38.7%. In special education, student performance decreased from 10% to 5%, signifying a substantial gap. Likewise, the EL Algebra I performance indicates a significant gap.

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 using the Carnegie Learning textbook and MATHia tutoring software. General education and special education students will have equal access to intervention or enrichment.

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 Federal IDEA or Title I – include the CFDA number, grant name, and the attributable funds. Otherwise, identify the source (unrestricted or restricted) and include attributable funds..*

Adjustments and revisions to high school Algebra follow the increased expectation for student performance. 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 close the achievement gap for all subgroups and that overall student performance will improve.

The Office of World Languages and ESOL continues to offer support to teachers around working with English Learners in the content classroom. Included among professional learning sessions offered by the ESOL staff are Second Language Acquisition and ELL Performance; ELL Vocabulary Development; Comprehensible Input and Interaction; Practices and Tools for Differentiation; and a SIOP Model Overview. 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 supplemental tutorial services to English Learners in grades K-12 in mathematics with emphasis on language use to ultimately increase their reading, writing, listening, and speaking proficiency levels and content area achievement.

Mathematics student performance data from 16-17 to 16-18 for all groups

PARCC Assessment Performance Algebra I Assessment		
Subgroup	2016-17 Proficient (%)	2017-18 Proficient (%)
All students	49.8	38.7
American Indian or Alaska Native	33.3	63.6
Asian	71.5	66.7
Black or African American	23.1	16.2
Hispanic/Latino of any race	36.2	26.2
Native Hawaiian/Other Pacific Islander	33.3	27.3
White	58.2	48.5
Two or more races	41.8	34.5
Special Education	13.5	7.4
Limited English Proficient	19.4	13.6
Free/Reduced Meals	26.4	18.4

High School Assessment (HSA) Government

Harford County's HSA Government scores remain consistent with previous year's performance standards. 76.4% 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 at low numbers. The Limited English Proficiency (LEP) student number are relatively small, but their passing rate is substantially below the county average. The following actions have been taken to address these performance levels:

- The revised version of the Grade 9 American Government curriculum guide reflecting the revised content standards, assessment limits, and academic skills of the Career, College and Civic Readiness standards (C3) was completed in Summer 2017. Further revisions and updates were incorporated in July 2018 and shared with teachers as they returned to pre-school activities in August 2018. These revisions have been shared with all teachers through the Its learning! digital platform which will allow for greater teacher and student interactivity.

- New assessments in support of the changes to the High School Assessment (HSA); including, Technology Enhanced Items (TEI), greater use of visual resources such as political cartoons, graphs, charts, data, etc., and the Item Clusters are now available in our digital testing platform (UNIFY) and in paper-pencil adaptations as well. This will promote greater access to digital exercises that will assist students as they are expected to take the on-line version of the HSA Government assessment. A workshop experience was provided to of American Government at Social Studies Professional Learning exercises held in pre-school days in August. All of these changes should provide greater support to teachers of students with Special Education needs as well as EL students because of the emphasis on visual resources as text support.

- During August 2018 pre-school professional learning teachers across the Harford County Public Schools (HCPS) were provided the opportunity to participate in articulation exercises. Significant numbers of elementary teachers along with secondary teachers, including those of American Government, were engaged in a learning module focused on Human Rights. Activities in the learning module modeled formative assessment techniques and content of a civic orientation taught by all social studies teachers. Co-Teachers of American Government were included in the articulation, which is expected to serve as a planning focus during the first half of the school year.

- Many teachers of American Government are non-tenured in their status and have varying levels of background in political science and the teaching of American Government. Teacher of American Government were provided professional development on the following topics during the 2017-2018 school year:

  o Learning About the Federal Reserve and Investment Strategies
  o Communism and the Cold War
  o Civil Rights Activism in Baltimore City
  o Media Literacy and Examining Fake News
  o Students as Question Experts
  o Teaching Using Controversial Issues (Focus on Segregation)
  o Co-Teaching teams participated in these learning opportunities.

- Several years ago the Office of Social Studies worked with ESOL instructor at Harford Technical High School to develop an adapted curriculum guide specifically for EL students. While this teacher has left employment with the Harford County Public Schools (HCPS), the materials remain available for the current instructor's use. Regular consultation is held with the ESOL Supervisor regarding how to support learners with language acquisition of challenging vocabulary.

The Office of World Languages and ESOL continues to offer support to teachers around working with English Learners in the content classroom. Included among professional learning sessions offered by the ESOL staff are Second Language Acquisition and ELL Performance; ELL Vocabulary Development; Comprehensible Input and Interaction; Practices and Tools for Differentiation; and a SIOP Model Overview. 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 supplemental tutorial services to English Learners in grades K-12 in social studies with emphasis on language use to ultimately increase their reading, writing, listening, and speaking proficiency levels and content area achievement.

2018 BRIDGE TO EXCELLENCE MASTER PLAN
Harford County Public Schools Assessments

2018 BRIDGE TO EXCELLENCE MASTER PLAN

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?
Pre-Kindergarten 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 11 - Oct 13 / Jan 16 – Feb 08 *(optional)* / Apr 30 – May 30	Yes	Maryland Assessment, Accessibility, & Accommodations Policy Manual 10012017
Student Numeracy Assessment Progression (SNAP)	To provide diagnostic individual student knowledge of early numeracy skills.	Local	Kindergarten	Mathematics	Sep 11-Oct 13 / Jan 16 – Feb 08 / Apr 30 – May 30	Yes	Maryland Assessment, Accessibility, & Accommodations Policy Manual 10012017
Kindergarten Language Assessment (KLA)	To inform teachers about the students' mastery of the English/Language Arts standards.	Local	Kindergarten	Reading/English/ Language Arts	Sep 11-Oct 13 / Jan 08 – Feb 08 / Apr 30 – May 30	Yes	Maryland Assessment, Accessibility, & Accommodations Policy Manual 10012017
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 11-Oct 19	Yes	KRA Guidelines for Allowable Supports based on Universal Design for Learning
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 11 - Oct 13 / Jan 16 – Feb 08 *(optional)* / Apr 30 – May 30	Yes	Maryland Assessment, Accessibility, & Accommodations Policy Manual 10012017

2018 BRIDGE TO EXCELLENCE MASTER PLAN

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?
Cognitive Abilities Test (CogAT)	Cognitive Abilities Screener	Local	2	Verbal Quantitative and Non-Verbal Reasoning Skills	Oct 15 – Nov 9 (*online*)	Yes	[Maryland Assessment, Accessibility, & Accommodations Policy Manual 10012017](#)
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 5 and 8 required as applicable (*optional for other grade levels*) 2, 3, 4, 6, 7 required (*optional for grades 5 and 8*)	Reading	Sep 11 - Oct 13 Jan 16 - Feb 08 Apr 30 – May 30	Yes, with the exception of the "read to" accommodation.	[Maryland Assessment, Accessibility, & Accommodations Policy Manual 10012017](#)
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 11 - Oct 13 Jan 16 - Feb 08 (*optional*) Apr 30 – May 30	Yes, with the exception of the "read to" accommodation.	[Maryland Assessment, Accessibility, & Accommodations Policy Manual 10012017](#)
Maryland Integrated Science Assessment (MISA)	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 05 - Mar 23	Yes	[Maryland Assessment, Accessibility, & Accommodations Policy Manual 10012017](#)

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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 *(applicable students)* 3-12	Algebra I, Algebra II, English 10, and English 11 Reading and mathematics courses in elementary and middle schools. Algebra I, Algebra II, Geometry, English 10, and English 11	Dec 06 - Jan 25 Apr 16 - May 18 *(paper)* April 16 - May 25 *(online)*	Yes	[Maryland Assessment, Accessibility, & Accommodations Policy Manual 10012017](#)
High School Assessment (HSA) American Government	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 08 – Feb 02 / May 07 – Jun 08 *(online)*	Yes	[Maryland Assessment, Accessibility, & Accommodations Policy Manual 10012017](#)
High School Maryland Integrated Science Assessment (HS MISA)	To measure student achievement in science content as required by federal law.	State	10 or 11	Science	May 07 – Jun 08 *(online)*	Yes	[Maryland Assessment, Accessibility, & Accommodations Policy Manual 10012017](#)
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 08 – Feb 09	Yes The accommodations must not change the construct being measured in a given item or section.	[Maryland Assessment, Accessibility, & Accommodations Policy Manual 10012017](#)

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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 *(applicable students)*	Reading/English/ Language Arts and Mathematics	Mar 19 – May 04	Yes	Maryland Assessment, Accessibility, & Accommodations Policy Manual 10012017
Alternative Maryland Integrated Science Assessment	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 *(applicable students)*	Science	Mar 12 – May 18	Yes	Maryland Assessment, Accessibility, & Accommodations Policy Manual 10012017
Unit, Quarterly, and Final Exams (as applicable/course based)	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	Maryland Assessment, Accessibility, & Accommodations Policy Manual 10012017